Lindenwood University Accelerated Online Catalog

2025-2026

Introduction

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

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

History

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

Mission Statement

Lindenwood University Accelerated Online's mission statement is: Real Experience. Real Success. Enhancing lives through quality education and professional preparatory experiences.

A Promise to Students

At Lindenwood University Accelerated Online, we believe that the heart of a transformative education is a promise—one made to every student who walks through our virtual doors: that each individual will be seen, supported, and celebrated.

This promise is woven into every aspect of the accelerated online programs in the Lindenwood University Accelerated Online learning experience. Our courses and

programs are not just designed to meet standards—they are built to change lives. They are real-world and workforce-relevant, connecting students to the industries, communities, and futures they aspire to lead. They are highly interactive, fostering collaboration, curiosity, and human connection. They are highly engaging, using multimedia, storytelling, and real-life application to spark imagination and meaning-making. And they are highly facilitated, led by educators who are as committed to mentorship and belonging as they are to academic excellence.

In every course, at every level, students are invited into learning that is as flexible as their lives require—but as purposeful, rigorous, and relational as their personal and professional goals demand.

Our Commitment in the Classroom

The Lindenwood University Accelerated Online learning experience is built around a singular belief: that flexibility alone is not enough. True impact happens when learning is real-world and workforce-relevant, highly interactive, deeply engaging, and intentionally facilitated. Every element of our academic design is crafted to support student success—not just in the classroom, but in careers, communities, and life.

Real-World and Workforce-Relevant

Each Lindenwood University Accelerated Online course and program is intentionally built to align with industry trends and workforce needs. Students gain practical skills that support career advancement and community impact by:

- Applying learning directly to their field of study or professional goals
- Participating in virtual internships, community impact projects, and real-world simulations
- Exploring transformative trends shaping the future of work, including sustainability, equity, and digital transformation
- Leveraging AI tools to deepen critical thinking, synthesize information, validate output, and understand ethical applications in a rapidly evolving digital workplace

Highly Interactive

Lindenwood University Accelerated Online's asynchronous courses and programs allow students the flexibility to learn on their schedule while maintaining a weekly rhythm of engagement and deliverables. Our courses are intentionally structured for connection and collaboration:

- Weekly discussions, assignments, and assessments emphasize real-world application and interaction
- Students collaborate virtually with peers, faculty, and community partners through video, discussion boards, and digital tools
- Learning activities foster teamwork, digital literacy, and global professional skills

Highly Engaging

Each online classroom at Lindenwood University Accelerated Online is a vibrant, multimedia-rich environment where students feel seen, supported, and inspired. Our engaging approach includes:

- Visually rich, easy-to-navigate course design
- A variety of learning formats including video, case studies, podcasts, simulations, and real-world problem solving
- Opportunities for autonomy, creativity, risk-taking, and personalized learning
- A strong emphasis on meaning-making and purpose-driven education

Highly Facilitated

Our faculty are not just instructors—they are mentors, motivators, and learning leaders. Every course is supported by an active and engaged teaching presence:

- Faculty welcome students with dynamic announcements and proactive communication
- Regular, meaningful engagement in discussions and group activities
- Timely, formative feedback on all assignments and assessments
- Use of video and collaboration tools to connect synchronously and asynchronously
- Daily and weekly grade monitoring, with personalized outreach and differentiated support based on student progress

Values

Our values are as follows:

- We put our students first. We have an unwavering commitment to providing the highest quality education, service, and experience by connecting with our students at every interaction in their educational journey and beyond.
- We thrive together. As team members, we foster a community founded on collaboration, authenticity, support, and understanding.

- We do what is right. We work hard and hold ourselves accountable for our decisions, actions, and words.
- We have grit. We relentlessly pursue innovation, adaptability, and continuous learning, even in the presence of challenges

A Note on Class Size Commitment

- To ensure each online student receives individualized engagement and support, Lindenwood University Accelerated Online maintains an average student-teacher ratio of 25:1 for online classes. This ratio may be lower for more rigorous courses.

Academic Calendar

A term is 10 weeks long and is either a Track I or a Track II term. Each term contains two, five-week mods, Mod A and Mod B. A student's Track is determined by their start date. All statements in this publication are subject to change without notice.

2026		2027	
Track I	**Track II**	**Track I**	**Track II**
Jan 5 - Mar 15	Feb 9 - Apr 19	Jan 4 - Mar 14	Feb 8 - Apr 18
Mar 16 - May 24	Apr 20 - Jun 28	Mar 15 - May 23	Apr 19 - Jun 27
May 25 - Aug 2	Jun 29 - Sep 6	May 24 - Aug 1	Jun 28 - Sep 5
Aug 3 - Oct 11	Sep 7 - Nov 15	Aug 2 - Oct 10	Sep 6 - Nov 14
Oct 12 - Dec 20	Nov 16 - Feb 7	Oct 11 - Dec 19	Nov 15 - Feb 13

Calendar Dates:	2026	2027
Classes Begin Winter Mod A	5-Jan	4-Jan
Continuing Student Drop/Add	11-Jan	10-Jan
MLK Day Holiday*	19-Jan	18-Jan
New Student Extended Drop/Add	18-Jan	17-Jan
End of Winter Mod A	8-Feb	7-Feb
Classes Begin Winter Mod B	9-Feb	8-Feb
Continuing Student Drop/Add	15-Feb	14-Feb
President's Day* **	16-Feb	15-Feb
New Student Extended Drop/Add	22-Feb	21-Feb
Faculty In-Service*	9-Mar	8-Mar
End of Winter Mod B	15-Mar	14-Mar
Classes Begin Spring Mod A	16-Mar	15-Mar
Continuing Student Drop/Add	22-Mar	21-Mar
New Student Extended Drop/Add	29-Mar	28-Mar
Spring Holiday*	3-Apr	26-Mar
End of Spring Mod A	19-Apr	18-Apr
Classes Begin Spring Mod B	20-Apr	19-Apr
Continuing Student Drop/Add	26-Apr	25-Apr
New Student Extended Drop/Add	3-May	2-May
Faculty In-Service*	8-May	14-May
Memorial Day* **	25-May	31-May
Classes End Spring Mod B	24-May	23-May
Classes Begin Summer Mod A	25-May	24-May
Continuing Student Drop/Add	31-May	30-May

New Student Extended Drop/Add	7-Jun	6-Jun
Juneteenth* **	19-Jun	18-Jun
End of Summer Mod A	28-Jun	27-Jun
Classes Begin Summer Mod B	29-Jun	28-Jun
Independence Day Holiday* **	3-Jul	5-Jul
Continuing Student Drop/Add	5-Jul	4-Jul
New Student Extended Drop/Add	12-Jul	11-Jul
Faculty In-Service*	31-Jul	30-Jul
Classes End Summer Mod B	2-Aug	1-Aug
Classes Begin Late Summer Mod A	3-Aug	2-Aug
Continuing Student Drop/Add	9-Aug	8-Aug
New Student Extended Drop/Add	16-Aug	15-Aug
Labor Day* **	7-Sep	6-Sep
End of Late Summer Mod A	6-Sep	5-Sep
Classes Begin Late Summer Mod B	7-Sep	6-Sep
Continuing Student Drop/Add	13-Sep	12-Sep
New Student Extended Drop/Add	20-Sep	19-Sep
Faculty In-Service*	25-Sep	24-Sep
Classes End Late Summer Mod B	11-Oct	10-Oct
Classes Begin Fall Mod A	12-Oct	11-Oct
Continuing Student Drop/Add	18-Oct	17-Oct
New Student Extended Drop/Add	25-Oct	24-Oct
Veterans Day	11-Nov	11-Nov
End of Fall Mod A	15-Nov	14-Nov
Classes Begin Fall Mod B	16-Nov	15-Nov
Thanksgiving Recess* **	Nov 26 - 27	Nov 25 - 26
Continuing Student Drop/Add	22-Nov	21-Nov
New Student Extended Drop/Add	29-Nov	28-Nov
Christmas Eve/Day Holidays* **	Dec 24 - 25	Dec 24 - 25
Classes End Fall Mod B	20-Dec	19-Dec
Winter Break*	Dec 21 - Jan 3 2027	Dec 21 - Jan 9 2028
*No classes.		
**School and offices closed.		

Accreditation

Lindenwood University Accelerated Online 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
https://www.hlcommission.org
info@hlcommission.org

National Council for State Authorization Reciprocity Agreements
3005 Center Green Drive, Suite 130
Boulder, Colorado 80301
(303) 541-0275
nc-sara.org/

Commitments

Assessment

The faculty, administration, and staff 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 Accelerated Online does not discriminate on the basis of race, color, national origin, age, sex, sexual orientation, gender identity, gender expression, pregnancy, religion, disability, veteran status, genetic information, or other status protected under applicable law. This policy extends to its admissions, employment, activities, treatment, educational programs, and services. Lindenwood University Accelerated Online is committed to a policy of non-discrimination. Any kind of discrimination, harassment, intimidation, or retaliation based upon a person's protected status is unacceptable. For the purpose of this policy, discrimination, harassment, intimidation, or retaliation may be defined as any attempt on the part of individuals, groups, or recognized campus organizations to deny an individual or group those rights, freedoms, or opportunities available to all members of the Lindenwood University Accelerated Online community.

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

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

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

Kelly Washington
Sr. Director, Online Education
KWashington@staff.my.lindenwood.edu

Any person may also direct inquiries to the U.S. Department of Education's Office for Civil Rights.

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

Additionally, we strive to ensure the opportunities afforded by the University for learning, personal advancement, and employment are offered to all without discrimination, and that we always provide a safe, supportive, and welcoming environment for all students, employees, and visitors.

Upholding a culture of diversity, equity, and inclusion means that people of different cultures, races, colors, genders, ages, religions, orientations, affiliations, sexual orientations, socio-economic backgrounds, disabilities, or countries of origin shall not be mistreated or discriminated against on the basis of their differences. Therefore, all Lindenwood University Accelerated Online policies, facilities, resources, activities, and privileges, irrespective of individual differences, are made available and accessible to everyone in our campus community.

At Lindenwood University Accelerated Online, we 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 the Lindenwood University Accelerated Online community through academic and social activities, offering activities of special interest, and affording equal-opportunity integration within the Lindenwood University Accelerated Online 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 Accelerated Online Undergraduate and Graduate Attributes

We are committed to preparing our students for a world of increasing complexity, innovation, and change. Institutional Learning Outcomes articulate the learning priorities for our students, and as such, they help to shape the curriculum and co-curricular experiences.

Lindenwood University Accelerated Online uses a set of seven [Lindenwood Graduate Attributes](#) as our institutional level outcomes for student learning. These attributes are incorporated across the curriculum as an opportunity to develop and demonstrate skills that align with the needs of today's workforce and society.

Admissions

Admission Standards

Lindenwood University Accelerated Online consciously seeks a diverse student body and welcomes applicants from all socioeconomic, religious, and ethnic backgrounds. The University also values geographical diversity and welcomes international students.

Admission to undergraduate and graduate programs is granted to students who demonstrate academic preparedness and the potential for academic excellence.

Lindenwood University Accelerated Online offers direct admit to online undergrad and graduate applicants. Direct admit allows qualified students to be admitted directly into their chosen undergraduate or graduate program without a separate pre-application, pre-major, or pre-requisite admission process. Students apply once through a Lindenwood University Accelerated Online's application and, upon meeting admission requirements, are offered acceptance directly into their program of study.

Applications for admission to online Lindenwood University Accelerated Online's undergraduate and graduate programs will be reviewed by the Admissions Department at Lindenwood University Accelerated Online

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

The admission procedure requires an exchange of information between the applicant and an Admissions Representative either on campus or by remote representatives. These representatives conduct a personal interview with each applicant, during which the representative discusses the school's educational programs in relation to the applicant's professional preferences, career pathing needs, and individual motivation. This interview plays an important role in helping the applicant determine if the programs offered at Lindenwood University Accelerated Online will help them achieve their career goals and if they will move forward with enrollment. High school applicants are encouraged to be accompanied by a parent or legal guardian.

Requirement for Undergraduate Admissions

Official transcript confirming high school graduation, or GED completion, and/or an official transcript from an accredited college showing completion of an Associates Degree will also be accepted as proof of high school completion.

Required documents:

- Proof of high school graduation or GED equivalent
- And/or official transcript showing completion of an Associate's Degree from an accredited college or University

In addition, applicants who plan to enter an undergrad program must meet the following admission requirements:

Complete the SmarterMeasure Learning Readiness Indicators below:

- Must complete the student SmarterMeasure Assessment; Individual Attribute Score of 65% or greater <u>AND</u> Technical Competency Score 60% or greater *OR* complete ORN0001

Undergraduate Applicants

Step 1: Complete the Online Application

- Visit https://www.my.lindenwood.edu/register and submit your undergraduate application.

Step 2: Submit Official Transcripts.

- Request your official high school transcript to be sent directly to Lindenwood University Accelerated Online via one of the methods below:
  - Electronically to: online.registrar@staff.my.lindenwood.edu
  - By Mail to:

    Office of Admissions
    Lindenwood University Accelerated Online
    8205 S Priest Dr #11480
    Tempe, AZ 85284

- By Fax to: 480-393-1826

- If you have completed any college coursework, request official transcripts from those institutions as well.

Step 3: Complete SmarterMeasure

As part of the initial enrollment process, the school requires completion of the SmarterMeasure Learning Readiness Indicator entrance assessment. The SmarterMeasure assessment measures student readiness to engage in postsecondary learning based on non-cognitive indicators of success. The school uses the results of the assessment to determine the type of support that will be most beneficial to the student throughout the program of study. Applicants are required to complete the Technical Competency, Technical Knowledge and Learning Styles sections prior to acceptance. Applicants in all programs must complete the student SmarterMeasure Assessment; Individual Attribute Score of 65% or greater AND Technical Competency Score 60% or greater *OR* complete ORN0001.

Requirement for Graduate Admissions

Official college transcript showing completion of a baccalaureate degree from an accredited college or University

- Minimum GPA of 2.5

- If the student has completed more than one degree programs, the GPA from the last completed program will be evaluated.

Required documents:

- Official college transcript showing completion of a baccalaureate degree from an accredited college or University

Policy updated after publishing - November Addendum - 11/11/2025*

Direct Admit Application Procedure

Graduate Applicants

Step 1: Complete the Online Application

- Visit https://www.my.lindenwood.edu/register and submit your graduate application.

Step 2: Submit Official Transcripts

- Request official transcripts from your undergraduate institution(s) showing a cumulative GPA of 2.5 or higher via one of the methods below:
    - Electronically to: online.registrar@staff.my.lindenwood.edu
    - By Mail to:

    Office of Admissions
    Lindenwood University Accelerated Online
    8205 S Priest Dr #11480
    Tempe, AZ 85284

    By Fax to:

    480-393-1826

- Only transcripts with the final degree posted are required if you attended multiple institutions.

Programmatic Admissions Requirements

- BS Nursing (RN to BSN): Confirmation of unencumbered nursing license will be verified upon entry into the program. Participation in experiential learning activities at certain sites may be contingent upon completion of a background check and verification of required immunizations.

- MA Gifted Education: Confirmation of valid teaching license from any state. NOTE: Program coursework is applicable for Missouri endorsement with a current Missouri teaching license. Students should confirm applicability of coursework to endorsement requirements in additional states. Participation in experiential learning activities at certain sites may be contingent upon completion of a background check and verification of required immunizations.

- Behaviour Analysis: No special Admissions requirements, but participation in experiential learning activities at certain sites may be contingent upon completion of a background check and verification of required immunizations.

International Student Admission

International students are permitted to enroll in Lindenwood University Accelerated Online programs. As all programs are fully online, international students must complete coursework from their home country, and they are not required to obtain nor are they eligible for F-1 visa status as a result of their Lindenwood University Accelerated Online enrollment.

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

1. Complete the Application Online Application Form: https://apply.lindenwood.edu/
2. Submit Transcripts Request Official Transcripts Request a copy of your official, signed transcript to be sent directly from your school(s) to the Lindenwood University Accelerated Online Office of Admissions. Transcripts must be in their original language and accompanied by a certified English translation.
   a. These documents will not be returned to the student. They will become part of the student's official file at Lindenwood University Accelerated Online.
   b. The cost for the evaluation of the transcript will be incurred by the applicant.
      i. Transcripts should be sent electronically to: online.registrar@staff.my.lindenwood.edu
      ii. Or Mail to:

          Attn: Registrar - Office of Admissions Lindenwood University Accelerated Online
          8205 S Priest Dr #11480
          Tempe, AZ 85284
      Iii. By Fax to:

          480-393-1826

3. Submit English Language Proficiency Scores – Test scores need to be sent to Lindenwood University Accelerated Online from the testing center/agency.
   a. Official TOEFL, IELTS, or Duolingo score. For score reporting, the Lindenwood University Accelerated Online code is 6367.

      i.   Required minimum TOEFL score:
1. Undergraduate 61 (internet-based)
2. Graduate 81 (Internet-based)
      ii.   Required minimum IELTS score:
1. Undergraduate 5.5
2. Graduate 6.5
      iii.   Required minimum Duolingo score:
1. Undergraduate 85
2. Graduate 105

Notes: (1) Students who studied and completed at least four years of rigorous academic study in any of the following countries, may be eligible for an International Test Score waiver and should submit the waiver form: Anguilla, Antigua, Barbuda, Australia, Bahamas, Barbados, Bermuda, British Virgin Islands, Canada (with the exception of Quebec), Cayman Islands, Dominica, England, Grenada, Guyana, Ireland, Jamaica, New Zealand, Northern Ireland, Scotland, Seychelles, Shetland Islands, St. Kitts-Nevis, St. Lucia, St. Vincent and the Grenadines, Trinidad and Tobago, Turks and Caicos Islands, United States (with the exception of Puerto Rico), US Virgin Islands, and Wales. Students who have completed their studies in an American or British School abroad may also be eligible for a waiver if at least three years of rigorous academic study has been completed AND if their scores meet or are above the required standard.

4. Submit Required Personal and Financial Documents
5. Submit an 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.

Notes: (1) The minimum TOEFL, IELTS, and Duolingo scores listed above are requirements for admission to the University. Upon arrival, students will also undergo English language testing to determine English language proficiency. The results of the test will determine a student's course placement.

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

The Student Application or Common Application should be completed online, and all required application materials should be scanned in PDF format and emailed to

internationaladmissions@lindenwood.edu. Hard copies of required admission documents can be mailed to:

> Lindenwood University Accelerated Online, Office of Admissions
> 8205 S Priest Dr #11480
> Tempe, AZ 85284

Preferred format is scanned in PDF and emailed.

Application for the Transfer of International Credit

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

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

Transfer Student Application (International Students)

In addition to submitting the materials required for admission, international students wishing to transfer to Lindenwood University Accelerated Online from a SEVIS-sponsored school should be aware this is an online program and not eligible for F-1 Visa Status, and also submit the following documents: Any and all transcripts must be submitted to Lindenwood University Accelerated Online regardless of the credit(s) being transferable or not. Enrollment at LUAO does not authorize a student to reside in the United States. Students must comply with all applicable immigration and visa requirements independently of their academic status.

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

student's native language along with certified English translation. For more information about transcript evaluation, contact WES at www.wes.org.

- If the degree was from an American institution, request the transcripts to be sent directly to Lindenwood University Accelerated Online. If graduate level credits have been received from an American institution, have the transcripts sent directly to Lindenwood University Accelerated Online Notes: (1) Students must request a course-by-course evaluation (not a document-by-document evaluation) in order to transfer credit to Lindenwood University Accelerated Online for particular coursework. (2) The cost for the evaluation of international transcripts will be incurred by the applicant.

Modality Change Process

Students in an onground or hybrid program who wish to change to an accelerated online program should confer with their onground or hybrid academic advisor to initiate a modality change request. As part of the modality change, students should be aware their billing and financial aid will likely be impacted. Students using Veteran Benefits or attending an onground or hybrid program on an F-1 visa should discuss their intention with the appropriate campus office.

A modality change request may be denied for a number of factors including but not limited to academic standing, social standing, and course or program availability.

Financial Aid

Financial Aid LUAO prioritizes providing affordable tuition to all students. In addition to providing scholarship opportunities when funding is available, and participating in approved employer reimbursement programs, LUAO offers Federal financial aid for the undergraduate level that comes in the form of grants, subsidized loans, unsubsidized loans, PLUS loans, and military benefits. Students may contact the Accelerated Online Financial Services for information related to undergraduate education funding options.

Eligibility for Federal Financial Aid Assistance

- Demonstrate financial need by submitting a Free Application for Federal Student Aid (FAFSA).
- Students must be a U.S. Citizen, permanent resident, or other eligible non-citizen.
- Students must have a high school diploma or General Education Development (GED), or by completing a high school education in a homeschool setting approved under state law.
- Students must be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program to qualify for federal loans. Undergraduate students must be enrolled at a minimum of 6 credits and graduate students must be enrolled at a minimum of 3 credits in courses of their program of study.
- Students must have a valid Social Security number.
- Students must not owe a refund from any federal grant program or loan or be in default on any federal loan.
- Students must make satisfactory academic progress towards degree completion.

How to Apply for Federal Financial Aid

- Once students have confirmed their enrollment, the Accelerated Online Financial Services will present funding options.
- Students who intend to use federal financial aid must complete a Free Application for Student Aid (FAFSA) online at https://studentaid.gov/h/apply-for-aid/fafsa (LU School Code: 002480).
- The Accelerated Online Financial Services will set up a financial aid counseling appointment to review options.
- Students will receive an award offer letter, credit balance delivery option form, and an informational packet regarding financial aid.

- All borrowers must complete a Master Promissory Note (MPN) and entrance counseling at www.studentloans.gov. (LU School Code: 002480)

Financial assistance for qualified students may consist of federal grants and/or loans, which may supplement the student's own contribution toward completing their educational program. Lindenwood University Accelerated Online offers various financial assistance programs to qualified students including federal, state, local and private programs.

Students interested in financial assistance should contact the school's Financial Aid Office at @LO_FA.edu.

Applying for Student Financial Assistance

All students seeking or applying for financial assistance must meet with a member of the School's Financial Aid Office staff to complete the application process. During this process, the staff member will provide guidance to the student on how to access the Free Application for Federal Student Aid (FAFSA, at studentaid.gov) for completion by the student. The Financial Aid Office staff will provide the student with any other forms necessary to determine the student's eligibility and complete the application process. It is the student's responsibility to provide all required documents in order to verify eligibility and process the application in a timely manner.

Types of Aid

Scholarships

Lindenwood University Accelerated Online may have scholarship opportunities available to assist students in pursuit of their bachelor's degrees. Students who wish to apply for a scholarship should consult with Enrollment Services before their pay period starts. Scholarships are not guaranteed and are contingent on the availability of funding. Students who receive a scholarship must maintain Satisfactory Academic Progress (SAP). Students who withdraw from classes or the program, earn less than a passing grade in any class, or who fail to maintain good academic standing are subject to loss of their scholarship.

Federal Pell Grant

Pell Grants are only awarded to undergraduate students working on their undergraduate degrees. The Pell Grant, unlike a loan, does not need to be repaid and it is eligibility based on need. To be considered for the Pell Grant a student must complete a Free

Application for Federal Student Aid (FAFSA) at https://studentaid.gov/h/apply-for-aid/fafsa annually. The Federal Pell Grant amount is determined by the Student Aid Index (SAI) listed on the FAFSA Submission Summary and the student's enrollment status each pay period. Students who attend full-time (at least 12 credits per pay period) would receive their full annual Pell Grant in three pay periods. Pell Grants are re-evaluated each federal award year that runs July 1 through June 30.

Federal Stafford Loans

Lindenwood University Accelerated Online participates in several loan programs designed to offer low-interest funding to students who need to borrow money to cover the costs of education. This consists of the Federal Stafford loan program, which requires undergraduate students to be enrolled at least half-time (at least 6 credits) and graduate students to be enrolled at least part-time (at least 3 credits) in order to qualify.

Subsidized and Unsubsidized Stafford Loans

A Subsidized loan is awarded on the basis of financial need. The federal government pays the interest while a student is in school and during grace and deferment periods

An Unsubsidized loan is not awarded on the basis of need. Students will be charged interest from the time the loan is disbursed until it is paid in full. If students allow the interest to accrue while in school or during other periods of nonpayment, it will be capitalized—that is, the interest will be added to the principal amount of the loan, and additional interest will be based on that higher amount.

Direct PLUS and Graduate Plus Loans

- A Plus loan is available for parent(s) to take out on behalf of the undergraduate student but not to exceed the cost of attendance. This loan is credit based.
- A Graduate Plus is available to graduate/professional students enrolled in an eligible program and enrolled at least half-time. Borrowers must not have an adverse credit history.

Private/Alternative Loans

There are private lenders that offer credit-based loans for students. These private loans may require payments while enrolled in school. For more information on private lending, please review: Private Lending Information
https://choice.fastproducts.org/FastChoice/home/248000

LU has not partnered with any lending institutions and does not offer private student loans. Students may seek additional funding through various private loans sources on their own and are subject to the terms and conditions set forth by their lender.

Academic Pay Periods

LUAO offers graduate programs year-round with frequent start dates and five-week courses within a 10 week term framework. Courses are typically four quarter-based credits, requiring weekly participation. For financial aid purposes, LUAO follows a borrower-based academic year (BBAY). This definition applies to all LUAO programs and is greater than the minimum requirement set forth by Federal Student Aid (FSA). Payment periods are determined by the date the student enrolls.

Fees and Payments

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

Payment Options

- All tuition charges and fees are due prior to the beginning of the pay period. Students should consult their Student Financial Services Counselor regarding due dates or to make other payment arrangements prior to the beginning of the pay period. Alternatively, students may also use their student portals to remit payment. Payment options include the following items:
- Direct Corporate Invoicing is available if students work for companies that require an invoice in order to process tuition assistance. It is the student's responsibility to ensure that the employer's tuition voucher is submitted to the Student Account's Office before the payment deadline of each pay period. Failure to submit the necessary paperwork to the Student Account's Office by the published payment deadline may result in late fees.
- The Corporate Promissory Note is available to students who work for companies that have tuition reimbursement plans. Proof of employment and a copy of the company's reimbursement policy must be on file in the Student Account's Office. The amount of the promissory note cannot exceed the amount the employer pays for tuition for each pay period. The due date for all promissory notes is 30

days (about 4 and a half weeks) following the conclusion of the pay period 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 pay period if payment is not received in full by the due date. By signing a promissory note, students give Lindenwood University Accelerated Online permission to contact their employers if the note is not paid by the date due. Any payment or financial aid received prior to the promissory note due date will be applied to the balance appearing on the student's account. In addition, all transcripts and documents must be submitted to the Office of University Admissions to ensure that federal and state aid programs can be administered.

Lindenwood University Accelerated Online offers monthly payment plans. The Tuition Payment Plan is an alternative to paying each pay period 's tuition and fees in full by the due date. Students are able to enroll in a payment plan online in their student portal.

Delinquent Accounts

Students must meet all financial obligations to the University to qualify for continued enrollment or graduation. Each pay period, 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 pay period will not be allowed.
- Final grades for the current pay period will be withheld.
- Unless otherwise prohibited by law, transcripts will not be issued for students who have unsatisfied financial obligations with the University.

A diploma will not be issued. The University reserves the right to withdraw from any student who fails to meet financial obligations to the University. Students who are withdrawn for nonpayment are liable for all charges on their student accounts at the time of withdrawal.

Withdrawal and Refund Calculation

Within the first week of a course, a student may unregister for classes via the student portal. No grade of W will appear on the student's transcript as a result of unregistering for classes during this week, and the classes will be unregistered 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 on or before Monday of the second week of classes (day 8 of the course) is eligible for a refund of charges for that pay period except the initial enrollment and housing deposits, book vouchers, books, and other course materials.

Any student who withdraws from one or all courses after the Monday of the second week (day 8 of the course) is no longer eligible for a refund of the tuition charges (including course-overload charges). Refunds are granted according to the schedule in the tables below. Refunds for 8 Week Courses

- 100% of tuition is refunded if you unregister from a course by Day 8 of the course (2nd Monday of course 11:50 p.m. CST, Week 2)
- No refund is issued if you unregister on or after Day 9 of the course (2nd Tuesday of course 11:50 p.m. CST, Week 2)

Students wishing to withdraw from one or more courses should submit a completed withdrawal form to the LUAO Online Registrar Office.

Notes: (1) Calculations of the return of Title IV aid for withdrawals occurring during the first week of a course will be based on the last date of attendance for the pay period in which the student withdraws.

Students who initiate a withdrawal from LUAO within the withdrawal period will be eligible for a refund of Title IV aid based on the date that the withdrawal form was submitted to LUAO Enrollment Services (2) A student who earns the grade of AF in all coursework within a pay period will be considered unofficially withdrawn for that pay period 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.

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 be emailed to RefundAppealRequest@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:

- Outstanding balances on Direct Loan Programs (Unsubsidized Stafford, Subsidized Stafford)
- PLUS/Graduate PLUS
- Federal SEOG awards
- Other Title IV student assistance
- Other federal, state, private, or institutional aid
- 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 Accelerated Online 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.

Federal Financial Aid

Loan Repayment

Student loans are funds borrowed by students to pay educational expenses. Student loans must be repaid, as outlined in University literature. A sample loan repayment schedule may be obtained by contacting the Accelerated Online Financial Services. Student loan entrance and exit interviews are required for the Federal Stafford Loan Program (required by 34 CFR 685.304). The terms and conditions under which borrowers under the Direct Loan Program may defer payments of their loan principal

and interest are reviewed during the exit interview. Additional information regarding deferment of loan repayment may be obtained by contacting the student loan guarantor or the Office of Student Financial Services.

Vocational Rehabilitation

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

Veterans' Benefits

Veterans and service members who believe they may be eligible for benefits can receive information and applications through the Veterans Affairs Center. Educational assistance may be provided to widows or children of veterans who have fallen in service or who are disabled because of service-related injuries. Spouses and children of disabled veterans may also be eligible for assistance as determined by the United States Department of Veterans Affairs. It is the responsibility of the students to notify the VA certifying official of any changes in their class schedules, degree, or major. The VA school certifying official must promptly report changes to the Department of Veterans Affairs when notified that a veteran is making unsatisfactory progress or has withdrawn from a class or from studies. The Department of Veterans Affairs requires that institutions report specific information, and as a condition of being certified to receive benefits from the VA, the student receiving such benefits acknowledges the following policies, which may differ from those required of other students at Lindenwood University Accelerated Online:

- 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.

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

Tuition and Fees

Undergraduate Tuition

- $400 / credit hour

Graduate Tuition

- $595 / credit hour

Tuition Discounts

Employer Workforce

- The [Lindenwood University GOLD Program](#) offers a 20% tuition discount for employees of partner companies, such as Mercy Hospitals, Allied Universal, and Rockwood School District, specifically for online and graduate programs. This program also provides benefits like flexible scheduling, transfer credit assistance, and help with applying tuition reimbursement through the Corporate Promissory Program. The discount applies to future terms only and cannot be combined with other tuition discounts.
- The school may offer a 20% tuition discount and guaranteed Enrollment for Urban League of St. Louis participants who successfully complete their High School Diploma through Ancora High School.

Returning Graduate Discounts

- The school may offer up to 20% tuition discount to its graduates and graduates of Lindenwood Education System Colleges who enroll in Online Accelerated programs offered by the school. Interested students should inquire with the school's Financial Aid Office regarding the availability of these discounts.

Employee Tuition Benefits

Lindenwood University Accelerated Online offers tuition discounts to both full-time and part-time employees and dependents.

- Full-time faculty and staff are eligible upon hire for free tuition for bachelors and masters level courses and discounted doctoral tuition for the employee and spouse (stipulations apply). Dependent children under 26 years of age are eligible for free undergraduate tuition (food and housing rates apply).
- Part-time adjunct instructors and staff are eligible upon hire for discounted undergraduate tuition of $100 discount per credit hour for the employee, spouse and dependents under 26 years of age (food and housing rates apply).

Policy updated after publishing - November Addendum - 11/11/2025*

Military and Veterans Tuition

As an online college for military students that makes the most of your service and sacrifice, Lindenwood University Accelerated Online is dedicated to your success at all stages of your military service and education. We're committed to serving our military veteran students as they advance their education, and as a student, you'll gain real-world skills in career-ready degree programs that offer challenging curriculums and academic support. Expert faculty members share a genuine passion for your success, both in and out of the classroom.

As a military-friendly online college, Lindenwood University Accelerated Online is proud to offer special tuition rates for military students. These include an active-duty military personnel rate of $250 per credit which will be accomplished through financial aid, including a scholarship or grant. Lindenwood University Accelerated Online also offers a 20% non-stackable military dependent's discount rate for undergraduate students and a 20% discount per credit hour for undergraduate and graduate students who are non-active military, veterans, and retired military members.

Fees

- Conferral processing/diploma fee: Undergraduate $125 and Master's $150

- ○ This graduation fee will be charged in the last term
- Textbooks and digital materials: As required by individual courses

Maintaining Financial Aid Eligibility

Satisfactory Academic Progress (SAP) for Financial Aid

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

Satisfactory Academic Progress is determined by the following criteria:

Quantitative Measurement

- Pace of Progression (Credit Hours)

Qualitative Measurement (GPA)

- Maintain a minimum cumulative grade point average.

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

- Completion of 67 percent of cumulative hours attempted (see table). *i.e., 12 hours attempted, 8 hours must be completed (8/12 = 67 percent).
- Grades of "I," "W," or "F" are considered attempted hours.
- Transfer credit hours accepted by Lindenwood University Accelerated Online 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.

Cumulative Grade Point Average (Quantitative Measurement)

- Undergraduate Students must maintain a cumulative grade point average (CGPA) of 2.0
- Graduate Students must maintain a CGPA of 3.0

Completion Rate

- 0-40 Credits Attempted / 66.67% Completion Rate
- 40.1+ Credits Attempted / 66.67% Completion Rate

Maximum Time Frame Allowance

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

If, at any time, it is determined to be mathematically impossible for a student to complete the program of study within the Maximum Timeframe, the student WILL be ineligible for additional Title IV funding and dismissed from the program of study.

Students may appeal dismissal for extenuating circumstances. If approved, the student will be placed on extended enrollment and the student's cGPA will continue to update based on the Repeated Courses policy where the highest grade will be applied in each repeated course. However, the student will be assessed no further charges and remain ineligible to receive financial aid.

Please see each course outline in this catalog for a program level explanation of what qualifies as maximum timeframe.

SAP Monitoring

All SAP evaluations for Credit Hour Programs occur at the end of an academic term and are cumulative in nature. All students re-entering after a period of non-attendance will have their most recent SAP status reviewed to determine eligibility to return. Re-entries will then be evaluated for SAP in their new enrollment at the end of the academic term. SAP is determined by measuring the student's cumulative grade point average (CGPA) and the student's pace toward completion of course credit hours attempted in the academic program.

This evaluation will include a measurement of a student's progress set forth in the qualitative standards (GPA) and quantitative standards (credits).

Financial Aid Warning

If a student's progress in a credit hour program, measured at the end of an academic term is determined to be unsatisfactory, the school may place the student on Financial Aid Warning status for one academic term. The student will be advised of the performance necessary to re-establish SAP. A student on Financial Aid Warning is still eligible to receive financial aid. If, at the end of the academic term during which the student was placed on Financial Aid Warning status, the student's academic progress is above both thresholds for SAP, the student is removed from Financial Aid Warning. Conversely, if at the end of the academic term during which the student was placed on Financial Aid Warning status, the student's academic program is below both thresholds for SAP, the student will progress to Financial Aid Probation.

Financial Aid Probation

If, at the end of the academic term during which the student was placed on Financial Aid Warning status, the student's academic progress is not above both SAP thresholds for pace and CGPA, the student is subject to dismissal. The student is no longer eligible to receive federal financial aid. See Appeals of Adverse Determinations Section for Appeal Process. Upon approval of a student appeal, the student will be placed on Financial Aid Probation. Eligibility for federal financial aid may only be reinstated for one academic term.

If a student does not return to good academic standing at the end of their probation period they move into Financial Aid Dismissal.

Financial Aid Dismissal

If the student's academic progress is not above both SAP thresholds for pace and CGPA after an academic term on Financial Aid Probation, the student will be placed on Financial Aid Dismissal and is no longer eligible to receive federal financial aid. If the student is making sufficient progress while in this status, the student will receive an Academic Plan Reviewed document to continue eligibility. If the student does not make sufficient progress, the student will be dismissed, subject to additional appeal.

Appeals of Adverse Determinations

Students who are ineligible to receive financial aid and/or are academically ineligible to continue due to unsatisfactory academic progress are advised immediately following the

determination. Students may submit a written appeal to the Academic Review Committee.

This appeal should be filed within five (5) business days of notification of the decision and must explain in writing the circumstances leading to their unsatisfactory academic performance and how those circumstances have been resolved. The Academic Review Committee will consider all information including potential mitigating circumstances such as a severe illness, medical condition or injury, the death of a family member or other special circumstances presented by the student. The Academic Review Committee will uphold or deny the appeal within five (5) business days following receipt of the appeal from the student. A student who has been placed on probation due to unsatisfactory academic progress must have an appeal upheld in order to remain enrolled. This should occur prior to the final drop/add date of the academic term in order to make appropriate scheduling adjustments. The student should attend class while the appeal is being reviewed.

If an appeal is denied, the student will be dismissed and is ineligible to receive financial aid. If the appeal is upheld, the student will be placed on Financial Aid Probation status for one academic term. An academic plan will be created for the student, and the student will be considered eligible to receive financial aid. The academic plan must be structured so that a student reestablishes SAP within a reasonable timeframe. The student's performance against the academic plan will be reviewed at the end of each academic term with the use of an Academic Plan Reviewed document. If, at the end of an academic term the student's performance is consistent with the terms of the academic plan, the student remains eligible to receive financial aid and may continue in school for the subsequent academic term. If, at the end of an academic term the student's performance is determined to be unsatisfactory, the student will be dismissed from the program of study. Students on academic plans will be advised at the end of each academic term to ensure that they understand their required performance for reestablishing satisfactory academic progress by the end of the plan.

A student may be dismissed at any time if the Academic Review Committee does not believe the student will be successful in upholding the Academic Plan. In those cases, the student may submit an additional appeal to continue. A student may reestablish satisfactory academic progress upon successful completion of an academic term by meeting the thresholds listed in the SAP tables above. Students who re-establish satisfactory academic progress are advised they no longer need to be on an academic plan and remain eligible to receive financial aid.

Student Support Services and Resources

In addition to ongoing support in these areas, your Student Services Advisor will connect you with various resources as needed to keep you on track with your academic and professional goals.

Support can include the following

- Library and Academic Resources Center
- Writing Center
- Tutoring Services
- Career Services
- Technical Support
- Disability and Accessibility Services
- Student Online Academic Resources
- Student Advising and Support Services (Student Services Advisor)

Library and Academic Resources Center

The Lindenwood University Accelerated Online Library provides a variety of online services to all students. 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 number is also required to access the library's databases. Additional services available through the Library and Academic Resources Center include access to reference librarians via email, by telephone, or chat. For more details, students may contact the library at library@lindenwood.edu, by visiting www.lindenwood.edu/library, or calling (636) 949-4820.

The Writing and Math Center offers virtual services! Students can schedule an online conference to talk with a consultant; conferencing options include phone, video, email, or chat. Students may access additional resources available 24/7.

Tutoring

Students can request to be connected with credentialed faculty who are experts in their subject matter. One-on-one complements existing resources like the Writing and Math Centers and instructor office hours, providing expert guidance to help students succeed. Group tutoring is also available in high-need subject areas. A schedule can be requested from your Student Services Advisor.

- Math
- Writing
- Technology
- Allied Health
- Accounting
- Specialty Areas (e.g. Game Design will be supported by 1:1 faculty sessions)

Technical Support

- The Help Desk serves as the single point of contact for all information technology services, including computer, applications, network, audio-visual, and email
- The IT HELP DESK is available 24x7 to all students.
- Students may visit their student portal to submit a Tech Support ticket or call 855-335-8248.

Disability and Accessibility Services

The guiding philosophy of Lindenwood University Accelerated Online is to make programs and resources as accessible as possible to all students. Having provided sufficient evidence of a disability and need for accommodation, a student may make official requests for accommodation by submitting an official disability accommodations request form to their Student Services Advisor along with supporting documentation. Students should make accommodation requests as far in advance of the relevant course, entrance assessment, activity or program, to allow for appropriate consideration and planning. Because the reasonableness of any individual accommodation request can vary substantially depending upon a student's current course load, schedule, or course content, accommodation requests must be reviewed by the Sr. Director of Online Education each term of enrollment. When possible, students entering a program of study for the first time should submit information related to disability at least six weeks prior to enrollment so that reasonable accommodation can be arranged and delivered prior to the start of the term. The Sr. Director of Online Education will consider the

information (documentation) provided by the student, consult with faculty and/or other campus officials as needed, and determine what constitutes reasonable accommodation(s) for the student's disability.

The Sr. Director of Online Education will identify a list of approved accommodations in accordance with the manifestations of the disability, a copy of which will be shared with the student. For academic accommodations, following review and approval, at the start of each term of enrollment, the Sr. Director of Online Education will prepare individual letters for each instructor summarizing the approved accommodations relevant to his/her course. These letters will be delivered to the student and appropriate instructors through email. Faculty and other campus officials then are required to provide reasonable accommodation(s) in accordance with the Sr. Director of Online Education's letter(s). If a faculty member or other campus official does not agree to an accommodation request, the student should seek the assistance of the Sr. Director of Online Education

A student who disagrees in any way with a decision regarding a request for accommodation may seek review of a decision under this procedure by contacting the LUAO Department Head. If the LUAO Department Head feels that the disagreement can be resolved informally, the LUAO Department Head will try to do so, working with the student and the Sr. Director of Online Education and any other necessary individuals (such as a faculty member, for example). If informal resolution is ineffective or impractical, the Dean of Online will refer the matter to the COLO/Provost for investigation and review.

Accommodations Appeal

We remain committed to continuing to engage in the interactive process. Should you wish to discuss this determination, you may choose to appeal the request. To request an appeal students must read through the steps of the appeal process.

Appeal Process

Appeals are not new or additional reviews, and are not granted based solely on a student's disagreement with an accommodation decision. Students who wish to formally appeal an accommodation decision, may do so under specific conditions. Grounds for an appeal must be based upon one or more of the following conditions:

- Procedural error: A procedural error(s) occurred during the original accommodation review process that may have impacted the outcome of the review.

- New information: Specification of new information, not available at the time of the initial review that, if introduced, may have altered the outcome of the review. A detailed account of the new information must be clearly described and be accompanied by supporting documentation from a certifying professional such as a treating physician, current therapist, or similar person. Information is not considered new that existed at the time of the original accommodation request but was voluntarily withheld during the initial review.
- Evidence of discrimination or bias on the part of the individuals making the decision, or an inability to consider the accommodation request objectively and completely.
- A letter of appeal must be submitted within 10 business days of the receipt of the decision letter. In addition to the factual information requested, the appeal letter must include:
  - A statement explaining the grounds for the appeal;
  - Relevant supporting information and documentation;
  - A statement of the desired outcome of the appeal request.
- Once the appeal is received, the COLO will consider the appeal:
  - Copies of all pertinent documentation will be made available to the COLO at the time of the review. Students should be aware that documentation that contains confidential student information will be viewed by the COLO who will hold this information in strict confidence.
  - The COLO will review the documentation, consult with the appropriate offices, and make a determination to either uphold or recommend a modification of the original decision.
  - The student will be notified of the outcome of the appeal within 15 business days of receipt of its initiation.
  - Your records related to this accommodation request will be maintained in accordance with applicable privacy requirements.

The decision to modify or uphold the original decision is final. No student will be subjected to negative consequences or suffer retaliatory action as a result of filing an appeal.

Student Services Advising

Student services advising is a collaborative, educational process that helps students navigate their academic journeys.This one-on-one relationship builds trust and a sense of belonging that goes beyond course registration. Student Services Advisors help students make informed decisions, connect with resources, and develop skills for

success. Advisors serve as mentors, advocates, and guides throughout a student's time at Lindenwood University Accelerated Online.

Student Services Advisors provide a wide range of services, including guidance on course selection, clarification of degree requirements, and assistance with exploring majors. They also connect students to campus resources like tutoring, IT Support, and much more. For students facing challenges, advisors can help create a personalized academic roadmap to get them back on track. They are a central point of contact for nearly any academic or non-academic issue a student may encounter. A dedicated advisor is a true partner in a student's success, providing the guidance and support needed to navigate college and prepare for a career.

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 Accelerated Online. Additionally, such actions will be brought to the attention of law enforcement officials and may be prosecuted through the legal system.

Filing a Grievance

The University has specific grievance procedures related to grade appeals, financial aid, and other academic or financial policies specifically outlined in this catalog. If a student has a grievance that falls outside of the established policies, a student may submit a formal complaint to the Ombudsperson at complaints@lindenwood.edu. If an issue cannot be resolved internally, you may file a complaint with NC-SARA. The NC-SARA process can be found at [Student Complaints | NC-SARA](https://nc-sara.org).

Lindenwood University Accelerated Online shares information from students' formal written complaints with the Higher Learning Commission as part of its normal accreditation 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 expressed written permission of the complainants.

Academic Policies and Procedures

Academic Load and Enrollment Designations

All academic credit is given in quarter credit hours. Full- and half-time student status is determined by the number of credit hours in which a student is enrolled during a given term. The recommended load for students enrolled in 5-week courses is 12 credits per term for full time and 8 credits term for part time.

In credit hours, the academic load designations for undergraduate and graduate students are as follows:

Full-time Enrollment

- Graduate students - six credits per term
- Undergraduate students - twelve credits per term
- Certificate Seeking students - twelve credits per term

Half-time Enrollment

- Graduate students - less than five credits per term
- Undergraduate students - less than twelve credits per term
- Certificate Seeking students less than twelve credits per term

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

Change in Degree Program

Students wishing to pursue a degree or program other than the one they originally sought should consult with a Student Services Advisor to determine whether additional application materials must be submitted for admission to the new program.

Pursuing Two Bachelor's Degrees or a Double Major Simultaneously with no Break in Attendance

Double Major

Lindenwood Online Accelerated does not offer simultaneous Double Majors/Second Majors.

Second Bachelor's Degree

Lindenwood Online Accelerated does not offer simultaneous completion of multiple degrees.

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 Accelerated Online may return to earn a second bachelor's degree if the student is seeking a major leading to a degree type not previously earned at Lindenwood University Accelerated Online. The student must complete the core requirements of the major. 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 submit official transcripts to the Office of the Registrar for review of transferability.

- An official transcript of the student's coursework must be furnished directly by the institution where the coursework was completed before any application for transfer credits can be accepted.
- The campus may request additional information such as course descriptions or syllabi if there is a question on the comparability of program content to the

program in which the student will enroll. The student is responsible for providing any requested additional information.

Students seeking an undergraduate degree who have previously earned a bachelor's degree from an international institution must submit an official transcript to Educational Credential Evaluators (ECE) or World Evaluation Services (WES) for an evaluation. The ECE/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 Accelerated Online may return to earn a second bachelor's major if the student is seeking a major leading to the same degree type previously earned at Lindenwood University Accelerated Online. 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.

Additional Graduate Degrees/Majors Second Master's Degree

A student who has previously earned a Master's degree or a graduate-level credit bearing certificate from Lindenwood University Accelerated Online and desires another Master's degree type may transfer a maximum of nine hours of credit from the first degree into the second degree if the credit is applicable. All other requirements for the second degree, including the thesis, must be completed. If the student is seeking a major leading to a degree type not previously earned at Lindenwood University Accelerated Online, 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 Accelerated Online and is seeking a major leading to the same degree type, the second major will be added to the student's transcript with the notation "Second Master's Major" but no new diploma will be issued as no new degree type has been earned.

Additional Master's Degrees

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

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

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

Posthumous Degree Graduate Students

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

Eligibility (Undergraduate):

- The student had reached senior status and had completed at least 50% of the major requirements.
- The student was in good standing with a cumulative GPA of 2.00 or higher.
- The student had no pending disciplinary sanctions.
- The academic college in which the student was enrolled recommends the awarding of a posthumous degree.

Eligibility (Graduate):

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

- For graduate certificates, the student must have successfully completed at least 75% of the coursework required.
- The student was in good standing with a cumulative GPA of 3.00 or higher.
- The student had no pending disciplinary sanctions.
- The academic college in which the student was enrolled recommends the awarding of a posthumous degree.

Procedure:

- Anyone can request a deceased student to be considered for a posthumous degree. It is recommended that this request be made within two years of the student's passing.
- Once a request has been made, the student's academic college dean and department faculty will review the student's eligibility. If the college representatives determine that the student is eligible for a posthumous degree, the recommendation will be forwarded to the Provost.
- If approved, the Provost will direct the Registrar to award the degree and request a diploma to be sent to the next of kin.
- The statement "Awarded Posthumously" will be printed on both the student's transcript and the diploma.

Degree Time Limit

- Undergraduate credits earned at Lindenwood University Accelerated Online will be accepted toward a bachelor's degree no matter when they were earned, except for requirements in the student's major. Credits earned in the student's major will be reviewed for approval by the department chair. If any course must be repeated within a major and the course is not being offered in the normal sequence of course offerings, it may be offered as a special topics class with credit counting toward graduation. Such a course will be calculated as a part of the student's GPA.
- A graduate student is expected to complete a graduate program within five years of the date of entry.

Attendance

Lindenwood University Accelerated Online Online courses offer multiple ways of engaging with the course material, the faculty, and classmates. To succeed in any course, students should expect to be actively engaged by completing assignments on

time and participating in any discussion boards, seminars, and other features designed to enrich your learning. Weekly activity includes, but is not limited to, submitting coursework, an assignment, a discussion board post, a quiz, or other graded activities in Canvas - Learning Management System (LMS).

Attendance for online courses is taken by students logging in and completing work in the online classroom. Students are expected to actively participate in their online courses multiple times per week. Regular Attendance in an Online Class is an important contributor to student success in online courses. To comply with federal mandates for school's handling of student aid, certain kinds of student activity may or may not count as participation sufficient to qualify as attendance in online courses.

For attendance to be earned, the student must complete at least one of the following academic events: (1) complete a quiz, (2) complete and post an assignment, or (3) post at least once a week to a relevant class discussion board.

If students travel to or relocate outside of the U.S. to countries or regions subject to economic and/or trade sanctions by the Office of Foreign Assets Control (OFAC) or other authorities, students may be unable to access services and courses.

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

Excused Absence Policy for Students Engaged in Military Duties

Lindenwood University Accelerated Online 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 and their Student Services Advisor of all absences for military duty prior to the absence.Student Services will request documentation and/or

verification of the military duty. If an exigent circumstance arises, where notification is not possible prior to the absence, the student should contact the instructor and/or Student Services 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 course. Students who enroll in such a class and find that they must be absent will be advised to withdraw from the class.

Expectation of Student Work and Time on Task

Instruction is provided differently in online courses than in classroom-based courses. Time on task is the total learning time spent in a college course, including instructional time as well as time spent studying and completing course assignments (e.g., reading, research, writing, individual and group projects). All Lindenwood University Accelerated Online Accelerated Online Program students are expected to engage in course activities each week.

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 their Student Services Advisor. 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 Accelerated Online may be required to adopt the requirements of the catalog in effect at the time of readmission depending upon the length of the absence.

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

Academic Integrity

This policy establishes how the University will integrate, guide, and govern the use of artificial intelligence (AI) in teaching, learning, and scholarship. It ensures that faculty and students engage with AI as both a powerful educational tool and a critical workforce competency, while maintaining academic integrity and ethical responsibility.

1. Teaching with AI (Faculty Guidance)

Faculty are encouraged to thoughtfully integrate AI into their teaching practices in ways that enhance student learning outcomes, promote critical thinking, and prepare students for a rapidly evolving workforce.

- Pedagogical Integration: Faculty may use AI tools to support instructional design, assessment development, course material creation, and student engagement.
- Transparency: Faculty should disclose when and how AI tools are being used to support instruction, ensuring clarity for students.
- Skill Development: Faculty should model responsible AI use by demonstrating both the opportunities and limitations of AI in academic and professional contexts.
- Academic Integrity: Faculty remain responsible for ensuring that assignments, assessments, and grading practices uphold the University's standards of academic honesty.

2. Preparing Students for AI Competency and Workforce Application

AI is a core competency for 21st-century learners. The University is committed to preparing students to understand, apply, and critically evaluate AI across academic disciplines and career pathways.

- Foundational Literacy: Students will gain knowledge of what AI is, how it functions, and its implications across industries.
- Practical Application: Students will engage with AI tools relevant to their discipline, including but not limited to data analysis, content generation, decision-support systems, and productivity tools.
- Critical Evaluation: Students will learn to assess AI outputs for accuracy, bias, compliance, and ethical considerations.

- Career Relevance: Programs will provide opportunities for students to connect AI applications to industry practices, workforce trends, and emerging professional standards.
- Interdisciplinary Exposure: AI competency will be integrated across curricula, equipping students to navigate AI-enhanced environments regardless of major.

3. Ethical and Responsible Use of AI in the Classroom

The University affirms that AI must be used ethically, transparently, and with academic integrity.

- Permissible Uses: Students may use AI tools for clearly defined tasks such as formatting, brainstorming, or exploring alternative approaches to problem-solving.
- Documentation Requirement: When AI is used for an assignment, students must provide an Appendix that includes:
  - The prompts they submitted.
  - The AI-generated outputs they received.
  - A written evaluation of the AI's accuracy, limitations, and potential biases.
    - Example: A student using AI to draft an organizational chart should evaluate whether the AI overlooked critical HR compliance requirements, generalized role responsibilities too broadly, or failed to account for cultural and legal contexts.
- Ethics and Bias Awareness: Students are expected to reflect critically on how AI may reinforce biases, omit essential context, or misrepresent data.
- Prohibited Uses: AI may not be used to misrepresent authorship, plagiarize, or circumvent academic honesty policies.
- Faculty Oversight: Faculty may establish assignment-specific AI guidelines, including when AI use is encouraged, optional, or prohibited.
- Student Choice: While students are encouraged to explore AI tools, they will not be required to use AI to complete coursework. Students who choose not to use AI will have equitable opportunities to meet learning outcomes. No student will be required to purchase external AI subscriptions.

4. Data Privacy and Compliance

Students and faculty may not input personally identifiable information (PII), protected health information (PHI), or confidential University records into AI systems. Doing so may violate FERPA, HIPAA, or other applicable laws. All AI use must comply with institutional data governance, legal standards, and accreditation requirements.

5. Accountability

Misuse of AI in violation of this policy constitutes an academic integrity violation. Violations fall under the University's Academic Integrity Policy and may result in assignment penalties, disciplinary review, or other sanctions as outlined in the University's Code of Conduct.

Implementation and Review

This policy will be reviewed annually by the Office of Academic Affairs, in consultation with faculty, student representatives, and industry advisors, to ensure it remains current with evolving AI technologies, workforce needs, and accreditation standards.

Consequences of Academic Dishonesty

The penalty for the first reported offense of academic dishonesty will be determined by the instructor and may result in a reduced or failing grade on the work/test, failure in the course, or other appropriate penalty tutorial. Upon a first report of dishonesty, the student is also required to complete an online academic integrity tutorial. A charge for the tutorial will be applied to the student's account. For undergraduate students, a second offense will result in failure of the class, and a third offense will lead to expulsion from the University. Graduate students will be expelled after a second offense is reported. When failure of the course is the consequence for an undergraduate's second offense, it is not permissible to drop the course to avoid that consequence.

Any questions concerning this policy should be directed to the Office of the Provost who maintains confidential records of academic dishonesty reports. These records are accessible only to limited personnel in the provost's office and are not linked to the student's academic or financial records at the University.

Appeals

Appeals are not new or additional reviews and are not granted based solely on a student's disagreement with an academic integrity decision. Ignorance and accident are not sufficient causes to overturn a dishonesty report. Students who wish to formally appeal an academic integrity case, may do so under specific conditions. Grounds for an appeal must be based upon one or more of the following conditions:

- Procedural error: A procedural error(s) occurred during the original review process that may have impacted the outcome of the review.

- New information: Specification of new information, not available at the time of the initial review that, if introduced, may have altered the outcome of the review. A detailed account of the new information must be clearly described and be accompanied by supporting documentation
- Evidence of discrimination or bias on the part of the individuals making the decision, or an inability to consider the case objectively and completely.

The appeal form must be submitted within 7 business days of the receipt of the notification letter. In addition to the factual information requested, the appeal letter and accompanying form must include:

- A statement explaining the grounds for the appeal;
- Relevant supporting information and documentation; and
- A statement of the desired outcome of the appeal request.

Once the appeal is received:

- The Dean of Online/COLO will review the appeal to ensure it is based on one of the acceptable grounds. However, if the student is facing expulsion, the appeal will be forwarded to the Academic Integrity Appeals Committee regardless of the grounds.
- If the Dean of Online/COLOt determines there are not acceptable grounds for an appeal, they will notify the student.
- If the Dean of Online/COLO determines there are acceptable grounds for an appeal, they will convene the Academic Integrity Appeals Committee to consider the appeal. Copies of all pertinent documentation will be made available to the committee at the time of the review. Students should be aware that documentation that contains confidential student information will be viewed by the committee who will hold this information in strict confidence.
- The Academic Integrity Appeals Committee will review the documentation and make a determination to either uphold or recommend a modification of the original decision.
- The Dean of Online/COLO will notify the student of the outcome of the appeal within two weeks of receipt of the appeal.
- The decision to uphold or modify the original decision is final.
- No student will be subjected to negative consequences or suffer retaliatory action as a result of filing an appeal.

Dismissal

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

- The student is unable to meet academic standards for the University or specific academic program.
- The student's continuance at the University is considered a danger to the student's own health or well-being or the health or well-being of others.
- Lindenwood University Accelerated Online supports an environment of respect for the dignity and worth of all members of the Lindenwood University Accelerated Online community. Students may be dismissed for failure to uphold the social standards and regulations of the University. Violations include but are not limited to the following behaviors
    - Harassment
    - Bullying
    - Bias incidents
    - Sexual Misconduct
    - The use of improper language
    - Failure to respect campus authority
    - Aggressive or inappropriate actions directed toward University employees, external partners of the University or other students
    - Disruptive behavior within the campus or classroom setting
- Failure to adhere to any other relevant student conduct policy as outlined in the Lindenwood University Accelerated Online Program Student Guidebook.

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

If expelled or dismissed from the University, a student is still responsible for all tuition and other charges incurred for that pay period, subject to the withdrawal and refund policies set forth in this Catalog.

Academic Procedures

Honors

Dean's List

Following the end of each term, the names of undergraduate students who were enrolled full-time and achieved a grade point average of 3.5 or above.

General Honors

The Lindenwood University Accelerated Online 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 of residence at Lindenwood University Accelerated Online. (Transferred credits do not count toward in-residence credit hours). Students whose Lindenwood University Accelerated Online cumulative grade point averages fall within certain ranges are eligible for honors and 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 a 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.

Transferring Credit

Undergraduate

Transferring Credit while a Lindenwood University Accelerated Online Student

A student at Lindenwood University Accelerated Online who wishes to take courses at another college or University while pursuing a degree at Lindenwood University Accelerated Online must first obtain permission for the transfer of these courses from the student's academic advisor, the dean of the college in which that course resides, and the registrar.

 be obtained from the Office of Academic Services. Credits accepted in transfer do not affect the student's grade-point average at Lindenwood University Accelerated Online.

Transferring Credit from U.S. Institutions

New students wishing to transfer credit from a regionally accredited University should submit official transcripts from each University attended to the Online Registrar's Office. Evaluation of transfer credit will be made by Academic Services. For the evaluation of credit, official transcripts must be sent directly from the U.S. institution to the Online Registrar's office: online.registrar@staff.my.lindenwood.edu, or have them mailed to:

> Attn: Lindenwood University Accelerated Online Registrar Office
> 8205 S Priest Rd #11480
> Tempe AZ 85284

Transferring Credit from International Institutions

Students with transfer credit from an international institution must submit official transcripts from the international University attended to University Admissions by uploading with their application or emailing online.registrar@Lindenwood.edu. The transcripts must be in their original language and must be accompanied by a certified English translation, provided by the student.

Applicants should contact ECE at www.ece.org or WES at http://www.wes.org for more information about how to get transcripts evaluated. Students should list Lindenwood University Accelerated Online 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.

Note: Evaluations or translations of transcripts from companies other than WES are not accepted by the University and will not be considered.

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 University Accelerated Online. If the applicant intends to transfer credits into an undergraduate program, the applicant will incur the cost for the evaluation.

Graduate

A student wishing to transfer graduate credit to Lindenwood University Accelerated Online from an accredited college or University should request that official transcripts be sent directly to the Online Registrar's office: online.registrar@staff.my.lindenwood.edu by the school(s) previously attended. An evaluation of transfer credit will be made by the appropriate college dean. Credit may be transferred from regionally accredited institutions only. A maximum of nine semester credit hours of transfer credit is allowed

for graduate students. Any credit hours awarded for experiential* learning will be counted toward the maximum number of credits allowed as transfer credit. Appeals of transfer credit evaluations should be submitted in writing to the registrar.

If transfer credit is requested from an international institution, students must submit their transcripts and their English translations to Educational Credential Evaluators (ECE) or World Evaluation Services (WES) for evaluation.

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

A student at Lindenwood University Accelerated Online who wishes to take courses at another college or University while pursuing a degree at Lindenwood University Accelerated Online must first obtain permission for the transfer of these courses from the Student Services Advisor and Online Registrar. A Prior Approval form may be requested on the student portal. Credits accepted in transfer do not affect the student's grade-point average at Lindenwood University Accelerated Online.

*Experiential Learning

Grading System

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

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

No grade of D is awarded at the graduate level.

Attendance Failure (AF)

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

Audit (AU)

A student may enroll 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 summer session to make a change in registration to audit a class or to take it for credit. The audit fee is 50% of the posted tuition for a course.

Incomplete (I)

A grade of I Incomplete may be requested during week 5 of a course only for incomplete coursework due to exceptional circumstances beyond the student's control, such as an extended illness, hospitalization, or death of a close relative requiring absence from class for a significant period. Students must have earned a minimum of a 25% in their course to be approved for an Incomplete. Incomplete requests are made through the student portal. .

A grade of I Incomplete must be resolved within two (2) weeks of the end of the course; otherwise, the incomplete will be converted to the final grade earned prior to the incomplete being issued. Students should request an incomplete through their student portal no later than the last day of the course.

Any request to extend the time needed to resolve the grade of incomplete must be submitted to the Student Services Advisor no later than one week before the date the grade is due. Requests will then be sent to the Dean of Online for approval.

No Grade (N)

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

Pass/Fail (P/F)

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

Satisfactory/Unsatisfactory (S/U)

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

Withdrawal (W)

A grade of W indicates that the student withdrew from a class with no effect on 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 Lindenwood University Accelerated Online registrar. Students wishing to withdraw from the University altogether must complete a withdrawal form through their Student Services Advisor. The deadline to withdraw is set at the end of the third week of a five week term.

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

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 pay period if documentation is provided verifying that the student's first responder duties were the cause of absences exceeding the number of allowable excused absences. This policy applies to academic withdrawal only.

Administrative Withdrawal

When it is in the best interest of a student or of Lindenwood University Accelerated Online 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 Sr. Director of Online Education. An administrative withdrawal does not affect the student's grade point average.

Registering for Courses

Upon enrollment, students are scheduled for their complete academic program. Courses are strategically sequenced to ensure prerequisites are met and prior knowledge is leveraged. Students may withdraw from a course during the designated add/drop period by consulting with their Student Services Advisor.

Unregistering from Courses during Week One

Within the first week of a pay period, a student may unregister from classes by speaking with their Student Services Advisor. 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 unregistered as a "never attended".

Withdrawal Grades for Institutional Withdrawals

The W grade is assigned to class withdrawals when a student withdraws or stops attending all courses prior to the withdrawal deadline. The earned grade in the course is awarded after the withdrawal deadline.

Withdrawal Grades for Individual Course Withdrawals

A course is unregistered during the drop/add period for a student who maintains enrollment in one or more courses. Courses dropped after the drop/add period but prior to the withdrawal deadline are issued a grade of W (Withdrawal). The earned grade in the course is awarded after the withdrawal deadline.

Withdrawing with a Grade of W

To withdraw from a course with a grade of W, students must complete, sign, and submit a withdrawal form before the last day to withdraw with a W, with the signature of a student services advisor, and, if the student has attended the course at least once, the signature of the instructor of the course. Students wishing to withdraw from the University altogether must obtain the signatures of the instructors for each course they wish to drop. The deadline to withdraw is set at the end of week three of a five week course.

Late Withdrawals without Academic Penalty

Late withdrawals will be approved only under extreme, documented circumstances. A late withdrawal request must be submitted on or before the 14th day of a course to avoid academic penalty.

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

- Complete the Withdrawal Form
- Submit form to the Online registrar and Student Services Advisor.

If approved for a late withdrawal, the student will receive a W. Notes: (1) Students are not permitted to withdraw from a course to attend another course if the second course has been in session for more than 8 days. A student who is a first responder may elect to withdraw from a course with a grade of W at any time during the semester if documentation is provided verifying that the student's first responder duties were the cause of absences exceeding the number of allowable excused absences. This policy applies to academic withdrawal only.

Calculation of the return of Title IV aid will be based on the last date of attendance for the pay period. This may result in a balance due to the University for which the student will be responsible.

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 Dean of Online for Lindenwood University Accelerated Online. An Academic Grievance Committee may be convened to review a grade appeal before a recommendation is made to the provost for review.

Information concerning these procedures is available through the Provost's Office. Notice of intent to file a grade appeal must be made in writing to the Dean of Online for Lindenwood University Accelerated Online within six weeks of receipt of the grade. Changes under this procedure will be made only during the pay period immediately following the pay period in which the disputed grade was given.

Lindenwood University Accelerated Online shares information from students' formal written complaints with the Higher Learning Commission as part of its normal accrediting process. This information is shared in such a manner as to shield all

individual identities of complainants. No letters or documents revealing the identities of individual complainants will be shared without the express written permission of the complainants.

Repeating a Course

A student may repeat any course in which they earn a grade of C or lower. Only the highest grade earned will be used in the calculation of the grade point average.

Preparing for Graduation

Students are responsible for tracking their own academic progress and eligibility for graduation. Specifically, in order to track the progress through a degree, each student must maintain a checklist of all requirements. The Student Services 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 Student Services Advisor. The application must be signed by the student and the student's Student Services Advisor and be submitted to the Online Registrar's Office at online.registrar@staff.my.lindenwood.edu. Failure to submit an application by the recommended deadline may postpone the posting of the student's degree.

Applications for graduation should be submitted to their Student Services Advisor no later than two weeks prior to a student's graduation date.

Leave of Absence

An approved Leave of Absence (LOA) is a temporary interruption in a student's academic attendance for a specific period, not to exceed 180 days within a consecutive 12-month period. Students granted an LOA must not intend to make academic progress toward their degree during this time.

Eligibility

To be eligible for an LOA, a student must meet the following criteria:

- Be enrolled at least half-time and have successfully completed at least one term.
- Be in good academic standing and making satisfactory academic progress.
- Not be applying for the LOA between terms; it must be requested during a term.

Conditions for a Leave of Absence

An LOA may be granted for extenuating circumstances, including but not limited to:

- Medical Leave: Including physical or mental health issues, pregnancy, and birth of a child.
- Family Care: For unexpected care of a family member, including a spouse, son, daughter, or parent with a serious health condition.
- Military Duty: For active service.
- Jury Duty: When required for civic service.
- Financial Concerns: As a reason to temporarily interrupt attendance.

Application Process

A written LOA request must be submitted within 14 calendar days of the student's last date of attendance, but prior to the start of the leave. The request must include the reason for the leave and be signed and dated by the student and an authorized school official. In unforeseen circumstances, the school may exercise its discretion to approve a request submitted later, as long as the student provides validating documentation.

Second or Subsequent Leaves of Absence

A student may be granted a maximum of two leaves of absence in any 12-month period. A second or subsequent LOA may be granted for limited, well-documented cases due to unforeseen circumstances, provided the total LOA days do not exceed 180 days. This may not be possible in all programs due to term structure.

Returning from a Leave of Absence

Students returning from an approved LOA must begin the re-entry process with their Student Services Advisor and must attend class on the date of return. Students who do not return from an approved LOA will be withdrawn from the University and must reapply for admission. All students who are not enrolled for one year and are eligible to return must do so under the current catalog and contact their advisor to enroll once their readmission is approved.

Note: Students on an LOA may not take classes at any other higher education institution.

Financial Aid and Repayment

Students in an LOA status cannot receive further financial aid disbursements until they return to active status. Failure to return from an approved LOA may impact aid, loan repayment, and the exhaustion of the loan grace period for the total days the student was on LOA. Please contact the financial aid office for specific information regarding your situation.

Academic Services

Requesting Transcripts

A complete record of every course for which a student registers is maintained in an electronic student records system. The record of all credits attempted and earned is posted to this form concurrent with the issuance of term grade reports to students. A record that has been delivered electronically through the secure transcript request website or is printed, sealed and dated constitutes an Official Transcript. Official Transcripts provided to any institution or agency designated by the student will incur a charge of $10.00 each for electronic delivery. Written authorization by the student is required for the school to release a Transcript to a third party.

Transcripts may be requested at www.parchment.com

Requesting Grade Reports

Grade reports are available through the student portal, as are unofficial transcripts, class schedules, and information regarding ledger statements and financial aid. Students who need a copy of their grades for employer reimbursement may print a copy from the student portal. If a student's workplace will not accept the printed copy, the student should request an enrollment verification form from their Student Services Advisor and the Registrar will complete the request on behalf of the student. The request must include the mailing/email address to which the report should be sent.

The Family Educational Rights and Privacy Act (FERPA)

In conformance with the Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment),

Lindenwood University Accelerated Online 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 Student Services. Unless specifically prohibited by the student, Lindenwood University Accelerated Online 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 the following information:

- Full name
- Local and home telephone numbers
- Email address
- 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 requesting a form from their Student Services Advisor. 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.

> *Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without prior consent from the parents or eligible student as applicable. Students must provide a signed, dated and written request allowing LUAO to disclose the information. Students must state the records that may be disclosed, state the purpose of the disclosure, and identify the party to whom the disclosure may be made. Students may adjust their consent to disclose on the student portal. NOTE: FERPA does authorize LUAO to disclose student personally identifiable information without consent to other school officials, any contractor or consultant contracting with LUAO, representatives of the Secretary, the state, an organization conducting studies, accrediting agencies, a federal grand jury subpoena, et*

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 the Lindenwood University Accelerated Online 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 postsecondary 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 proceedings with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against the student. (§99.31(a)(14))
- To parents of a student regarding the student's violation of any federal, state, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

Definitions

A "school official" is not defined in the statute or regulations. Lindenwood University Accelerated Online interprets the pay period 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 University Accelerated Online are numbered sequentially.

- 01000-09999: Preparatory coursework, with credit hours not counting toward the cumulative total number of credit hours required to earn a bachelor's degree
- 10000-19999: Introductory courses open to all students, normally not having prerequisites
- 20000-29999: Specialized courses open to all students, which may or may not have prerequisites
- 30000-39999: Advanced courses which may or may not have prerequisites
- 40000-49999: Senior level courses normally having prerequisites
- 50000-59999: Graduate level courses; occasional senior level courses. Certain 3+2 or 4+1 programs may allow graduate level courses to satisfy undergraduate level degree requirements. See the individual programs for details.
- 60000-79999: Master's, Thesis, EdS, EdD, and graduate workshops
- 80000-99999: Doctoral level courses and graduate workshops

Course Offering Frequency

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

Course Instructional Method

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 or submitting an introductory video does not constitute academic attendance.

Student Authentication and Video Content

Compliance with student authentication requirements is a condition of enrollment in all online 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.

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

Students who fail to comply with authentication requirements may be withdrawn from the course at the discretion of the Dean of Online for Lindenwood University Accelerated Online. 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.

Online Course

An Online Course is a type of 'distance delivered course' in which 100% of the instruction and interaction for a particular course occurs via electronic communication, correspondence, or equivalent mechanisms, where there is regular and substantive

interaction between the students and instructor, and where the faculty and students are physically separated from each other. In an online course, there are no required face-to-face sessions and no requirements for on-campus activity.

Technology Requirements

General Requirements

Hardware and Software Requirements for All Online Students at Lindenwood University Accelerated Online

To enroll and participate in classes online, students must use a desktop computer or laptop (PC or Mac) with at least the following items

- CPU processor to support the Operating System (OS) and applications
- 4 GB of random-access memory (RAM)
- 32 GB of free hard-drive space (additional space may be needed for course-related files)
- Internal or external webcam with integrated microphone
- Audio output device to play sound
- Headset or earbuds with microphone (recommended)

Because online learning tools at LUAO are mobile responsive, students may use mobile devices such as tablets (e.g., iPad), mobile phones, and notebook computers (e.g., Chromebooks) to perform some academic activities and thereby supplement the use of a desktop computer or laptop. However, a desktop computer or laptop must remain the primary device for studies attending accelerated online programs at Lindenwood University Accelerated Online.

Please note that to install and use mobile apps for accelerated online studies at Lindenwood University Accelerated Online, the mobile device must meet the apps' hardware, storage, and data requirements. Data rates may apply; check with the mobile service provider.

Internet Access

High-speed internet access is a necessity due to the use of multimedia technologies in our courses. We recommend a download speed of 25 Mbps and an upload speed of 4 Mbps. Speeds slower than this may impact a student's experience.

Software Requirements for All Students

Please see the below software requirements for online classes:

- Desktop Support
- Operating System
- Microsoft: Windows 10 (Version 21H2);
- Apple: macOS 11 (Big Sur); macOS 10.14 (Mojave)

Browser

- Google Chrome (latest version)
- Mozilla Firefox (Latest version)
- Apple Safari (Latest version; minimum version 13)
- Microsoft Edge (Latest version; minimum version 85 August 2020 release)
- Microsoft 10 and the Edge Browser: The Microsoft Edge browser IS NOT currently supported for Canvas or our Student Portal. Many features work well; however, users may experience issues with classroom discussions and popup blockers. We recommend students use Internet Explorer, Chrome, or Firefox.

Tablet and Mobile Support

Android

- Operating System: Android 8.1+
- Browser: Chrome
- Supported Browser Version(s): Latest

Apple

- Operating System: (OS) iOS® Version 12.5.4
- Browser: Chrome
- Supported Browser Version(s): The latest minor or point release of the most recent two major versions of iOS. Examples: iOS 10.3.2 is supported but not 10.2.1. iOS 9.3.5 is also supported but not 9.0.2.

Windows

- Operating System: Windows 10
- Browser: Chrome; Firefox
- Supported Browser Version(s): Latest of all browsers, except for Microsoft Internet Explorer (not supported) and Firefox ESR

Productivity Software

All students are provided with Microsoft Office 365, which is available as a free, renewable subscription to active, accelerated online enrolled students at Lindenwood University Accelerated Online.

- A current list of the following software o Microsoft Office 365 (2019)
    - Adobe Acrobat Reader Free Download
    - Oracle Java Free Download
    - Google Documents Free Download
    - iWork – Mac Pages, Numbers, Keynote (for MAC users)

Programmatic Technology Requirements

- Cyber Security
- Game Design
- Information Technology

Students enrolled in technology-intensive programs such as Cybersecurity and Game Design should be prepared to access and install specialized software and development tools throughout their coursework. While specific tools vary by course and evolve rapidly, students are expected to have access to a personal computer that meets minimum performance standards for graphics, processing, and storage.

A detailed list of required software, platforms, and configuration instructions will be provided during Student Orientation and within individual course materials. These resources are updated regularly to reflect current industry standards and instructional needs.

Program Types

Online Program

An Online Course is a type of 'distance-delivered program' in which 100% of the instruction and interaction for a particular program occurs via electronic communication, correspondence or equivalent 45 mechanisms, where there is regular and substantive interaction between the students and the instructor, and where the faculty and students are physically separated from each other. There are no required face-to-face sessions within the courses and no requirements for on-campus activity.

Student Modality

Modality refers to the way that students receive instruction. Students are admitted to Lindenwood University Accelerated Online as online students and are expected to complete all of their coursework online. If an undergraduate or graduate student, an on-ground student is considering shifting their mode of study from on-ground, classroom instruction to online learning online with Lindenwood University Accelerated Online (or from online to on-ground), they should be aware of a few potential ramifications.

- Students who transition from on-ground to accelerated online with Lindenwood University Accelerated Online will lose eligibility for certain Lindenwood University Accelerated Online grants and scholarships.
- Student athletes are unable to change from on-ground to accelerated online with Lindenwood University Accelerated Online.
- Veterans who are interested in changing to online education should contact the University's Veteran Affairs office.
- For international students, switching to all online classes could jeopardize their visa status; international students should contact the Office of Admissions and Services for International Students with any concerns about taking online classes.

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

Academic Requirements: Undergraduate Programs

Lindenwood University Accelerated Online (LUAO) offers academic courses of study at the undergraduate level leading to a Bachelor of Arts and Bachelor of Science. Degree requirements are listed in the sections of the catalog that describe each degree program.

Areas of Study

LUAO's definition of areas of study is below.

Major: A major represents the primary field of specialization selected by a degree-seeking undergraduate student. A major requires a minimum of 30 credit hours in a subject area for completion. Required coursework can be offered by a single department or multiple departments. Majors include introductory coursework that may be part of the General Education program, as well as upper level coursework. All undergraduate students must complete a major in order to obtain a bachelor's degree from LUAO.

Certificate: A certificate represents a structured set of courses designed to provide students with specific skills suited to different potential careers. A certificate requires a minimum of 12 credit hours for completion and may include labs, internships, and/or clinicals.

Emphasis: An emphasis is an additional set of courses or a course of study that is focused on one area of a major or minor.

Track: A track is a predetermined course of study as outlined by a student's program major or minor.

Bachelor's Degree Requirements

The requirements for a bachelor's degree are as follows:

- Successful completion of a minimum of 120 credit hours (not including preparatory coursework, numbered 01000-09999), at least 42 of which must be earned in courses numbered 30000-level or higher.

- Successful completion of the requirements for one of the undergraduate majors offered by the University. The greater of 18 credit hours or 40 percent of the courses required for the major, and at least 40 percent of the courses required for a minor, certificate, emphasis, or track must be taken in residence at LUAO.
- A minimum cumulative grade point average of 2.0 for all courses taken within the LUAO system, as well as a minimum cumulative grade point average of 2.0 for all courses satisfying the student's major, minor, emphasis, track, or certificate, with at least the greater of 18 credit hours or 40 percent of the credits earned for the major, minor, emphasis, or track being earned in the LUAO system. Overall cumulative GPA is a continuous representation of grades received for all courses taken in the LUAO system.
- Successful completion of a total of 30 credit hours in residence at LUAO, with the successful completion of the last 24 credits leading to a degree being taken within the LUAO system.
- Successful completion of all general education (GE) course requirements for a bachelor's degree, including grades of C or higher in ENGL 15000 and ENGL 17000 (whether taken at LUAO or accepted in transfer).

General Education (GE) Program

The purpose of the General Education Program is to initiate, develop, demonstrate, and integrate LUAO's Graduate Attributes within various areas of knowledge and study. The General Education Program prepares all graduates for personal success in a world of increasing complexity, innovation, and change.

GE Course Requirements

The GE Designated Course Table summarizes the general education course and credit hour requirements for bachelor's degrees completed at LUAO. The requirements have been approved by the University. However, students should compare the requirements listed below against the particular GE requirements of their respective majors. Some programs require a particular course for the completion of the general education requirements, and other colleges or departments have narrowed the list of courses required for GE credit within specific majors. Before selecting courses, students should consult with their advisor and the catalog for major-specific direction regarding general education requirements.

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

Missouri Higher Education Core Transfer Curriculum (CORE 42)

Students transferring into LUAO after completing the CORE 42 core curriculum at a Missouri institution will not be required to take further general education courses at LUAO, unless a general education course is also required for completion of a degree requirement. If a transfer student has taken some CORE 42 courses but has not completed CORE 42, individual courses that comprise the CORE 42 are guaranteed to transfer one-to-one, according to the [MOTR (Missouri Transfer) Codes](#) maintained by the Core Curriculum Advisory Committee of the Missouri Department of Higher Education and Workforce Development.

In addition, a transfer student who began CORE 42 at a signatory institution but did not complete the program may appeal to complete CORE 42 in-lieu of the LUAO General Education program; all general education courses necessary as prerequisite courses and all courses required for completion of a degree will still be mandated. Qualifying

transfer students interested in completing CORE 42 should contact their advisor to begin the review process. (Note: a CORE 42 waiver may not be practical if a program requires heavy general education coursework as part of its core requirements) Transfer students taking advantage of this CORE 42 who have not completed at least six credit hours of Human Diversity (HD) coursework must do so within major or elective coursework before graduation.

General Education Designated Courses	
Core	
Composition I	ENGL 15000 English Composition I (3CR)
Composition II	ENGL 17000 English Composition II (3CR)
Math	MTH 14100 Basic Statistics (3CR)
U.S. Government or History	PS 15500 American Government (3CR)(HD)
Natural & Social Science/Math	
Social Science	SOC 10200 Basic Concepts of Sociology (3CR)(HD)
Natural Science with Lab	BSC 11200 Environmental Biology (4CR)
Social or Natural Science Elective	GE-Social Science or GE-Natural Science, GE-Natural Science with LabM
Social Science, Natural Science, or Math Elective	GE-Math, GE-Social Science, GE-Natural Science or GE-Natural Science with Lab
Human Culture	
Arts	ARTH 22700 Global Art History III (3CR)(HD)
Literature	ENGL 20101 Modern World Literature (3CR)(HD)
Human Culture Elective I (non-literature, non-arts; U.S. History/Government, World History, Foreign Language, Foreign Culture, Religion, Philosophy)	HIST 10100 World History: Empires & Exchanges (3 CR)(HD)
Human Culture Elective II	PHRL 11600 World Religions (3CR)(HD)
Electives	
GE Elective I	CAH 20501 Fundamentals of Applied AI (3CR)(GE Elective I)
GE Elective II	PHRL 21200 Ethics and Human Action (3CR)
Human Diversity (HD) 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.	
Human Diversity I	GE-Human Diversity
Human Diversity II	GE-Human Diversity

Business General Education Requirements

To earn a Bachelors of Arts or Bachelors of Science in any business discipline, students must complete, with a grade of C or better, 15-22 credit hours of coursework towards the general education business requirements.

- GE business courses (15-22 credit hours, required for all majors).
    - Bachelor of Arts 15 credit hours
    - Bachelor of Science 19 credit hours

Social Science – 6 credits	ECON 23020 Principles of Microeconomics (3 credits)
	ECON 23030 Principles of Macroeconomics (3 credits)
Communications – 3 credits	COM 11000 Public Speaking (3 credits)
Math I - 3 credits	MTH 14100 Basic Statistics (3 credits)
Math II - 3 credits	MTH 15100 College Algebra (3 credits)
*Math III (BS students must complete a third 4 credit math course)	MTH 17500 Business Calculus and Applications (4 credits)

UNDERGRADUATE CERTIFICATE PROGRAM

Human-Centered Artificial Intelligence Certificate

The Certificate in Human-Centered Artificial Intelligence equips students with the knowledge and skills to explore the emerging field of generative AI. Through a combination of foundational courses in applied AI and prompt engineering, along with advanced courses in generative AI tools and human-centered AI applications, students will gain a comprehensive understanding of principles, techniques, and ethical considerations of AI. The certificate focuses on practical application, allowing students to develop hands-on experience in implementing human-centered AI models and designing AI systems that enhance user experiences. Graduates of this certificate will be prepared to apply human-centered AI techniques to solve real-world problems and contribute to the ethical development of AI technologies.

The Human-Centered Artificial Intelligence (AI) Certificate may be pursued by matriculating, degree-seeking students and as a transcripted standalone certificate available to non-degree-seeking students.

12 credit hours

Required Courses:

- CAH 20501 Fundamentals of Applied AI (3 credits)
- CAH 30502 Intermediate Generative AI Tools and Human-Centered AI Applications (3 credits)
- CAH 30503 Human-Centered AI Applications (3 credits)
- PHRL 21200 Ethics & Human Action (3 credits)

UNDERGRADUATE BUSINESS PROGRAMS

Lindenwood University Accelerated Online is committed to:

- Providing a comprehensive core curriculum of business subjects.
- Instilling a strong and enduring sense of ethical business practices.
- Providing theoretical tools and analytical skills for lifelong use.
- Developing the student's communication and presentation skills.
- Offering major fields of study to equip students for specialized careers.
- Providing opportunities to supplement classroom education with real world experience.
- Expanding the student's geographical and cultural horizons for success in an increasingly global economy.
- Instilling the entrepreneurial model as an essential component of American free enterprise.
- Fostering the scholarship of teaching, application, integration, and discovery among its students and faculty, as appropriate.

Undergraduate Business Program Graduate Outcomes

- The business programs offered by LUAO provide instruction, knowledge, and experience in an environment that encourages students to develop motivation and the ethical standards essential to becoming citizens in the global business community. Graduates are expected should
- Have the contemporary business competencies of their chosen discipline and the aptitude required for life-long learning and personal development.
- Have the technical, human, and conceptual skills that would contribute to critical analysis, problem solving, operational recommendations, and continuous improvement of dynamic and changing organizations and the ability to professionally communicate those recommendations and improvements.
- Demonstrate the entrepreneurial spirit of being enterprising, resourceful, and productive in their professional lives.
- Be able to act and build upon the foundation of their coursework for the furtherance of their professional careers.

Degree and Major Requirements:

To earn a Bachelor of Arts or Bachelor of Science in any business discipline, students must complete the following general education business requirements:

- Bachelor of Arts (15-17 credit hours)
- Bachelor of Science (19-22 credit hours)

Core business courses required for all business majors - 36 credit hours

- ACCT 21010 Principles of Financial Accounting (3 credits)
- ACCT 21011 Principles of Managerial Accounting (3 credits)
- FIN 32000 Principles of Finance (3 credits)
- MGMT 16025 Introduction to Business and Free Enterprise (3 credits) (May be waived if student admitted with nine or more business credit hours)
- MGMT 24000 Introduction to Information Systems (3 credits)
- MGMT 26032 Principles of Management (3 credits)
- MGMT 26061 Business Law I (3 credits)
- MGMT 36000 Principles of International Business (3 credits)
- MGMT 36033 Business Analytics I (3 credits)
- MGMT 46082 Management Policy (Capstone) (3 credits)
- MRKT 35010 Principles of Marketing (3 credits)

Human Resource Functions Coursework - 3 credit hours of coursework from the following options. Note: Students pursuing a Bachelor of Arts in Human Resource Management will take both of these courses.

- HRM 36510 Human Resource Management (3 credits)
- MGMT 36050 Organizational Behavior (3 credits)
- NOTE: Bachelor of Arts in Human Resource Management students will take both of these courses.

Business Major Coursework

Business Electives – 30000-level or above

Business Administration, BA or BS

BA Business Administration: 120 credits
Business Core: 36 credits
Major Coursework: 3 credits
Business Electives: 21 credits
General Education: 43 credits
Free Electives: 17 credits

BS Business Administration: 120 credits
Business Core: 36 credits
Major Coursework: 3 credits
Business Electives 24 credits
General Education: 47 credit
Free Electives: 10 credits

The Business Administration Bachelor of Arts or Bachelor of Science prepares graduates for careers in business through developing business fundamentals including finance, marketing, sales, human resource management, information systems and business analytics, and business law. Students gain business leadership acumen in key areas such as analytical thinking, strategic planning, management, marketing, and advanced communications.

Required Core Coursework:

Core business courses - 36 credit hours (required for all business majors)

- ACCT 21010 Principles of Financial Accounting (3 credits)
- ACCT 21011 Principles of Managerial Accounting (3 credits)
- FIN 32000 Principles of Finance (3 credits)
- MGMT 16025 Introduction to Business and Free Enterprise (3 credits)
- MGMT 24000 Introduction to Information Systems (3 credits)
- MGMT 26032 Principles of Management (3 credits)
- MGMT 26061 Business Law I (3 credits)
- MGMT 36000 Principles of International Business (3 credits)
- MGMT 36033 Business Analytics I (3 credits)
- MGMT 46082 Management Policy (Capstone) (3 credits)
- MRKT 35010 Principles of Marketing (3 credits)

Human Resource Functions Coursework - 3 credit hours

- HRM 36510 Human Resource Management (3 credits)

Major Coursework - 3 credit hours

- MGMT 36043 Principles of Operations Management (3 credits)

Business Electives 30000-level or greater - 21-24 credit hours

Business Administration, BA or BS, with Emphasis

BA Business Administration: 120 credits
Business Core: 36 credits
Major Coursework: 3 credits
Business Electives: 21 credits
General Education: 43 credits
Free Electives: 17 credits

BS Business Administration: 120 credits
Business Core: 36 credits
Major Coursework: 3 credits
Business Electives 24 credits
General Education: 47 credit
Free Electives: 10 credits

Students pursuing a BA or BS in Business Administration may also opt to pursue an additional area of emphasis. An emphasis is earned when 12 credit hours of the student's elective coursework out of the 21-24 elective credit hours required for a degree in business administration are completed from within a single business discipline. Emphases are offered in the following business areas:

- Accounting
- International Business
- Supply Chain Management

Required Core Coursework:

Core business courses - 36 credit hours (required for all business majors)

- ACCT 21010 Principles of Financial Accounting (3 credits)
- ACCT 21011 Principles of Managerial Accounting (3 credits)
- FIN 32000 Principles of Finance (3 credits)
- MGMT 16025 Introduction to Business and Free Enterprise (3 credits)
- MGMT 24000 Introduction to Information Systems (3 credits)
- MGMT 26032 Principles of Management (3 credits)
- MGMT 26061 Business Law I (3 credits)
- MGMT 36000 Principles of International Business (3 credits)
- MGMT 36033 Business Analytics I (3 credits)
- MGMT 46082 Management Policy (Capstone) (3 credits)
- MRKT 35010 Principles of Marketing (3 credits)

Human Resource Functions Coursework - 3 credit hours of coursework from the following options.

- HRM 36510 Human Resource Management (3 credits)
- MGMT 36050 Organizational Behavior (3 credits)
- NOTE: Bachelor of Arts in Human Resource Management students will take both of these courses.

Major Coursework - 3 credit hours

- MGMT 36043 Principles of Operations Management (3 credits)
- Business Electives 30000-level or greater - 9-12 credit hours

Accounting Emphasis

12 credit hours

- ACCT 31020 Financial Accounting and Reporting I (3 credits)
- ACCT 41021 Financial Accounting and Reporting II (3 credits)
- ACCT 31041 Introduction to Data Analytics for Accounting (3 credits)
- ACCT 31050 Income Tax (3 credits)

International Business Emphasis

12 credit hours

Required Courses:

- MGMT 36010 International Management (3 credits)
- MRKT 35015 International Marketing (3 credits)
- ECON 33031 International Economics (3 credits)

- FIN 32015 International Finance (3 credits)

Supply Chain Management Emphasis

12 credit hours

Required Courses:

- MGMT 36042 Principles of Supply Chain Management (3 credits)
- MGMT 36044 Principles of Procurement Management (3 credits)
- MGMT 36045 Principles of Logistics Management (3 credits)
- MRKT 35015 International Marketing (3 credits)

Communications, BA

Program: 120 credits
Major coursework: 36 credits
General Education: 43 credits
Free Electives: 41 credits

The Accelerated Online Bachelor of Arts (BA) in Communications at Lindenwood University prepares students to apply communication theory in professional contexts across contemporary media environments. Delivered in an accelerated, fully online format, the program develops competencies in written and oral communication, digital content creation, audience research, campaign planning, and ethical practice. Coursework examines emerging technologies and the use of data analytics to inform strategic messaging and foster authentic engagement across platforms.

Graduates are prepared for roles in advertising, journalism, corporate communications, public relations, and digital media, with the ability to design, evaluate, and implement communication strategies that inform, engage, and inspire diverse audiences.

Required Courses:

Major Coursework - 24 credit hours:

- COM 10001 Introduction to Communication (3 credits)
- COM 11000 Public Speaking (3 credits)
- COM 20000 Organizational Communication (3 credits)
- COM 21301 Interpersonal Communication (3 credits)
- COM 32700 Media Literacy (3 credits)
- COM 40100 Communications Law & Ethics (3 credits)
- COM 46010 Communication Theory and Research (3 credits)
- COM 48000 Communications Capstone (3 credits)

Production Coursework - 3 credit hours:

- COM 15200 Podcasting Production (3 credits)

Elective Coursework - 9 credit hours:

- COM 10101 Introduction to Mass Communication (3 credits)
- ENGL 23000 Business Communications (3 credits)
- SW 20000 Intercultural Communication (3 credits)

No duplication of coursework is permitted within the program.

Criminology and Criminal Justice, BA

Criminology and criminal justice are distinct yet overlapping disciplines. Criminology is the scientific study of crime, its causes, and the criminal justice system, while criminal justice is the academic study of key components of the system including legal, law enforcement, court and corrections. Both consider the nature and extent of crime and the response of criminal justice agencies to law violations. A degree in criminology and criminal justice prepares students for a multitude of careers in the legal field, public administration, law enforcement (local, state and federal), the courts, corrections including probation and parole, juvenile delinquency, government, and community service organizations. A criminology and criminal justice degree from LUAO is also an excellent choice for those who plan to pursue a graduate degree in law, the social sciences, or a career researching crime, criminal offenders, or any aspect of the criminal justice system.

Program: 120 credits
Major coursework: 51 credits
General Education: 43 credits
Free Electives: 26 credits

Required Courses:

Major coursework - 27 credit hours:

- CCJ 11000 Criminal Justice Systems (3 credits)
- CCJ 20000 Criminology (3 credits)
- CCJ 30000 Policing in America (3 credits)
- CCJ 30100 Criminal Law and Procedure (3 credits)
- CCJ 30500 Corrections (3 credits)
- CCJ 32000 Race, Crime, and Punishment (3 credits)
- CCJ 33300 Research Methods for Criminology and Criminal Justice (3 credits)
- CCJ 44000 Senior Seminar in Criminal Justice (3 credits)
- MTH 14100 Basic Statistics (3 credits)

Elective Coursework - 24 credit hours:

- CCJ 31100 The Juvenile Justice System (3 credits)

- CCJ 31500 Victimology (3 credits)
- CCJ 32200 Social Deviance (3 credits)
- CCJ 32600 Drugs and Society (3 credits)
- CCJ 33100 Criminal Investigation (3 credits)
- CCJ 33500 Cyber Crime (3 credits)
- CCJ 33800 Criminal Minds (3 credits)
- CCJ 35005 Women, Crime, and the Law (3 credits)

Cybersecurity, BS

Program: 120 credits
Major coursework: 66 credits
Gen Eds: 43 credits
Free Electives: 11 credits

The Accelerated Online Bachelor of Science (BS) in Cybersecurity at Lindenwood University prepares students to protect and defend information systems across enterprise, government, and nonprofit environments. Delivered in an accelerated, fully online format, the program develops competencies in secure architecture and administration, network and cloud security, ethical hacking and penetration testing, incident response and digital forensics, secure software and web application development, governance and ethics, database and operating systems, and IT project management. Learning experiences emphasize applied labs and scenario-based assignments culminating in a capstone that integrates threat modeling, control implementation, and professional communication.

Required Courses:

Major coursework - 60 credit hours:

- ICS 21300 Foundations of Information Technology (3 credits)
- ICS 21400 Foundations of Networking (3 credits)
- ICS 31000 Foundations of Cybersecurity (3 credits)
- ICS 32700 Network and Cloud Security (3 credits)
- ICS 32800 Digital Forensics and Cyber Investigation (3 credits)
- ICS 41200 Linux Server Installation & Configuration (3 credits)
- ICS 41500 Cloud Computing Essentials and Best Practices (3 credits)
- ICS 41700 Hybrid Cloud Architecture and Management (3 credits)
- ICS 42100 Ethical Hacking (3 credits)
- ICS 42300 Advanced Penetration Testing (3 credits)
- ICS 42400 Cybersecurity Analysis (3 credits)
- ICS 43200 Secure Software Development (3 credits)
- ICS 43300 Web Based Application Security (3 credits)
- ICS 48900 Cybersecurity Capstone (3 credits)
- IIT 21500 Programming Logic and Design (3 credits)
- IIT 22000 Hardware and Operating Systems (3 credits)

- IIT 33400 Ethical Issues in Cybersecurity (3 credits)
- IIT 33500 Blockchain Technology for Business (3 credits)
- IIT 35100 Database Analysis and Design Concepts (3 credits)
- IIT 48100 Project Management in Information Technology (3 credits)

General Education Mathematics Coursework - 6 credit hours:

- MTH 14100 Basic Statistics (3 credits)
- Any GE-Math course

Health Management, BS

Program: 120 credits
Major coursework: 24 credits
Business core: 36 credits
General education: 46 credits
Free electives: 14 credits

The Accelerated Online Bachelor of Science (BS) in Health Management at Lindenwood University prepares students for supervisory and managerial roles across healthcare delivery systems. Delivered in an accelerated, fully online format, the program develops competencies in healthcare operations, finance, policy and regulation, law and ethics, quality improvement, data-informed decision making, information systems, marketing, and strategic management. Learning experiences culminate in capstone coursework that integrates business and health management perspectives.

Required Courses:

55 credit hours of coursework from the following requirements:

- General Education Business Requirements - 19 credits
- Core Business Requirements - 36 credits

Major Coursework - 21 credit hours:

- HM 30100 Ethical Issues in Healthcare Management (3 credits)
- HM 30200 Healthcare Management (3 credits)
- HM 31010 Healthcare Financial Management (3 credits)
- HM 33300 Legal Issues in Healthcare (3 credits)
- HM 46000 Healthcare Delivery, Policy and Research (3 credits)
- HM 48700 Contemporary and Critical Issues in Healthcare Management (3 credits)
- HM 48900 Health Management Capstone (3 credits)

Elective Coursework – 3 credit hours:

- HM 44000 Long-Term Care and Ethics (3 credits)

Human Resource Management, BA

The Bachelor of Arts in Human Resource Management prepares students for a career in a field with increasing opportunities with course topics and learning activities that are current, thorough, and taught with practical applications for a variety of employment settings. Students earning the HRM degree can become knowledgeable in key aspects of recruiting, hiring, talent management, performance management, HR metrics, compensation, employee benefits, employee training, learning development, employment law, labor relations, and executive practices leading employees. HRM faculty provides real-life situational experiences acquired from HR leadership roles in service industries, government, non-profit organizations, and manufacturing.

Program: 120 credits
Major Coursework and electives: 27 credits
Business Core: 33 credits
Business general education: 46 credits
Free electives: 14 credits

Required Courses:

- General Education & Gen Ed Business Requirements - 46 credits
- Core Business Requirements - 36 credits

    NOTE: HRM 36510 and MGMT 36050 are counted in program credits.

Major Coursework - 27 credit hours:

- HRM 36510 Human Resource Management (3 credits)
- HRM 36530 Employee Training and Development (3 credits)
- HRM 36540 Employment Law (3 credits)
- HRM 36545 Employee Selection (3 credits)
- HRM 36550 Compensation and Benefits (3 credits)
- HRM 46599 Human Resource Management Capstone (3 credits)
- MGMT 36050 Organizational Behavior (3 credits)

Elective Coursework - 6 credit hours:

- HRM 36520 Labor Relations (3 credits)
- HRM 36535 Talent Management (3 credits)

Information Technology, BS, Application Development Emphasis

Program: 120 credits
Major coursework: 66 credits
General Education: 43 credits
Free Electives: 11 credits

The Lindenwood University Accelerated Online Bachelor of Science (BS) in Information Technology with an Applications Development emphasis prepares students to design, develop, and maintain software solutions for web and mobile environments. Delivered in an accelerated, fully online format, the program builds core competencies in information technology—networking, operating systems, cybersecurity, databases, and project management—while advancing knowledge in secure software development, user interface design, systems analysis, and multi-tier application architecture. Learning experiences emphasize industry-standard tools, contemporary programming languages, agile practices, and portfolio-ready projects culminating in a capstone.

Required Courses:

Major coursework - 24 credit hours:

- ICS 21300 Foundations of Information Technology (3 credits)
- ICS 21400 Foundations of Networking (3 credits)
- ICS 31000 Foundations of Cybersecurity (3 credits)
- IIT 21500 Programming Logic and Design (3 credits)
- IIT 22000 Hardware and Operating Systems (3 credits)
- IIT 33500 Blockchain Technology for Business (3 credits)
- IIT 35100 Database Analysis and Design Concepts (3 credits)
- IIT 48100 Project Management in Information Technology (3 credits)

Emphasis Coursework - 36 credit hours:

- ICS 43200 Secure Software Development (3 credits)
- IIT 31400 Agile Software Development (3 credits)
- IIT 34020 Mobile Applications Programming (3 credits)
- IIT 34050 C# Programming (3 credits)
- IIT 37700 Fundamentals of HTML (3 credits)

- IIT 37800 Applications in Web Development (3 credits)
- IIT 41000 Systems Analysis and Design (3 credits)
- IIT 45200 Database Application Implementation (3 credits)
- IIT 47700 Fundamentals of User Interface Design (3 credits)
- IIT 47800 Applications in Object-Oriented Web Development (3 credits)
- IIT 47900 Applications in Multi-Tiered Web Programming (3 credits)
- IIT 48900 Information Technology Capstone (3 credits)

General Education Mathematics Coursework - 6 credit hours:

- MTH 14100 Basic Statistics (3 credits)
- Any GE-Math course

Nursing, BS (RN-BSN Completion Track)

The Bachelor of Science in Nursing RN-BSN Completion Track is designed for registered nurses who are currently licensed registered nurses with an earned associate degree or diploma in nursing seeking to complete their professional degree and advance their nursing practice. The program guides learners in developing the theoretical knowledge and essential skills required to address the growing demands of the nursing profession and foster analytical and communication acumen for professional excellence.

A post-licensure baccalaureate nursing degree provides students an opportunity to expand professional nursing skills and knowledge to realize professional career growth potential. Coursework is presented through a conceptual lens to build on students' prior nursing knowledge and experience in the health care environment with program courses encompassing essential elements of baccalaureate nursing education standards. These concepts include evidence-based nursing practice, health informatics, quality care and patient safety, interdisciplinary health care collaboration, and patient-centered care delivery. In addition, population health, health care policy, nursing leadership skills, and nursing professionalism are emphasized.

LUAO values previous nursing education and awards 32 credit hours for active unencumbered nursing license and completion of associate or diploma nursing program. The Bachelor of Science in Nursing (post-licensure RN-BSN track) requires the completion of ten nursing courses (32 credits) in addition to the general education requirements (42 credits min) and meeting other university requirements for a Bachelor of Science degree (120 credit hours).

Applicants who graduated from a non-accredited nursing program will be granted admission and awarded 32 credit hours for an active unencumbered nursing license; however, transfer credit from a non-accredited nursing program will not be accepted and the student will need to complete all general education and undergraduate requirements in addition to the RN-BSN completion track major coursework.

Policy updated after publishing - November Addendum - 11/11/2025*

Summary of requirements:

- 32 credits RN program coursework
- 32 credits awarded for unencumbered RN license

- 42 credits minimum of required general education course work
- Completion of electives, as needed, to ensure 120 total credits

Required Major Coursework - 32 credits:

- NURS 30100 Professional Identity and Practice: Transitioning to Nursing Leadership (3 credits)
- NURS 31100 Comprehensive Health Assessment for the Registered Nurse (3 credits)
- NURS 38000 Research, Statistics, and Scholarship in Professional Health Practice (3 credits)
- NURS 41000 Informatics in Professional Nursing Practice (3 credits)
- NURS 42000 Healthcare Economics and Policy (3 credits)
- NURS 43000 Transforming Healthcare Through Organizational Systems, Quality, and Safety (3 credits)
- NURS 44100 Interprofessional Collaboration and Leadership for Registered Nurse (4 credits)
- NURS 45000 Healthcare Promotion and Practice in Public Health and Communities (3 credits)
- NURS 46000 Advancing the Nursing Profession: Expanded Practices and Roles (3 credits)
- NURS 48100 BSN Capstone for the Registered Nurse (4 credits)

Academic Requirements: Graduate Programs

Business Programs

The LUAO business programs are committed to:

- Providing a comprehensive core curriculum of business subjects.
- Instilling a strong and enduring sense of ethical business practices.
- Providing theoretical tools and analytical skills for lifelong use.
- Developing the student's communication and presentation skills.
- Offering major fields of study to equip students for specialized careers.
- Providing opportunities to supplement classroom education with real world experience.
- Expanding the student's geographical and cultural horizons for success in an increasingly global economy.
- Instilling the entrepreneurial model as an essential component of American free enterprise.
- Fostering the scholarship of teaching, application, integration, and discovery among its students and faculty, as appropriate.

Graduate Outcomes

LUAO business programs provide instruction, knowledge, and learning experiences in an environment that encourages students to develop self-motivation and the ethical standards essential to becoming citizens in the global business community. Graduates should:

- Have the contemporary business competencies of their chosen discipline and the aptitude required for life-long learning and personal development.
- Have the technical, human, and conceptual skills that would contribute to critical analysis, problem solving, operational recommendations, and continuous improvement of dynamic and changing organizations and the ability to professionally communicate those recommendations and improvements.
- Demonstrate the entrepreneurial spirit of being enterprising, resourceful, and productive in their professional lives.

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

Description of Graduate Programs

The business graduate degree programs prepare students to pursue careers in the management of business firms or other formally organized enterprises. The programs emphasize knowledge, skills, and techniques useful in designing and maintaining effective organizations. The case method of instruction is used extensively throughout the student's coursework to enhance decision-making skills.

Graduates must complete all degree requirements and all course work with a minimum 3.0 GPA to receive a graduate degree.

Certificate Program Application and Admission

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

Change of Status from Certificate to Degree Program

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

Master Graduate Pursuing a Graduate Certificate

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

Master Candidate Pursuing a Graduate Certificate

A student who is currently seeking to earn an MBA or MS degree from LUAO and is interested in pursuing a graduate certificate must complete the required courses for the certificate program. A student pursuing a graduate degree and a certificate must select different elective courses to fulfill the requirements of the two programs. No duplication

of elective coursework is permitted within the degree programs. A minimum of 50 percent of the graduate certificate courses must be earned from LUAO. Only credit earned within the five-year period preceding the completion of all certification requirements, whether at the LUAO or elsewhere, is counted toward a certificate.

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

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

International Student Programming

To best serve the needs of the international graduate student community, an international student program exists within the business school, working in conjunction with the University Admissions to support graduate business students. Among the support services coordinated from within the business program are (1) international advising (2) new student orientation, and (3) academic writing instruction.

Business Administration, MBA

33 credit hours

Required Courses

Major Coursework - 15 credit hours of coursework as follows:

- ACCT 51011 Managerial Accounting (3 credits)
- FIN 52010 Financial Policy (3 credits)
- MGMT 56030 Management Practices (3 credits)
- MGMT 66080 Business Policies and Strategies (3 credits)
- MRKT 55010 Marketing Principles and Issues (3 credits)

Quantitative Coursework - 3 credit hours

- MGMT 56080 Business Analytics (3 credits)

Elective Coursework - 15 credit hours of elective MBA courses.

Business Administration, MBA, with Emphasis

33-39 credit hours

Students pursuing a Masters in Business Administration may also opt to pursue an additional area of emphasis. To earn an MBA with an emphasis, students must complete a minimum of four elective courses from one business discipline and achieve a grade of B or better in each course, plus one additional MBA elective course.

Emphases are offered in the following business areas:

- Accounting
- Human Resource Management
- Leadership
- Supply Chain Management

Required Courses:

Major Coursework - 15 credit hours:

- ACCT 51011 Managerial Accounting (3 credits)
- FIN 52010 Financial Policy (3 credits)
- MGMT 56030 Management Practices (3 credits)

- MGMT 66080 Business Policies and Strategies (3 credits)
- MRKT 55010 Marketing Principles and Issues (3 credits)

Quantitative Coursework - 3 credit hours:

- MGMT 56080 Business Analytics (3 credits)

Elective Coursework - 12 credit hours of elective MBA courses in emphasis and additional 3 credit hours in another business elective.

Accounting Emphasis

An emphasis in accounting offers advanced training in the nature, theory, and central problems of business accounting. The emphasis is designed to develop the expanded knowledge that is the basis for the specialist in an accounting management career or in further advanced study.

Emphasis Coursework – 12 credit hours:

- ACCT 51015 Ethics in Accounting (3 credits)
- ACCT 51055 Business Tax Planning (3 credits)
- ACCT 51060 Governmental and Nonprofit Accounting (3 credits)
- ACCT 51070 Financial Statement Analysis (3 credits)

Human Resource Management Emphasis

An emphasis in human resource management is designed to prepare individuals for professional, management, consultant, leadership, and executive human resource positions in business, government, and other organizations. The emphasis has a strong practical base, along with leading edge HR techniques and skills, so that the students will be able to apply their learning to the workplace

Emphasis Coursework – 12 credit hours:

- HRM 56510 Strategic Human Resource Management (3 credits)
- HRM 56530 Workforce Talent Development (3 credits)
- HRM 56545 Employment and Labor Law (3 credits)
- HRM 56550 Workforce Total Rewards (3 credits)

Leadership Emphasis

An emphasis in leadership fosters exceptional leadership development in key areas such as strategic leadership and competency development, leadership communications,

strategic human resources management, and organizational change and development processes.

Emphasis Coursework – 12 credit hours:

- MGMT 56037 Organizational Change and Development (3 credits)
- MGMT 56053 Leadership Competencies (3 credits)
- MGMT 56057 Leadership Strategies (3 credits)
- HRM 56510 Strategic Human Resource Management (3 credits)

Supply Chain Management Emphasis

An emphasis in supply chain management (SCM) enables MBA students to gain principles and application knowledge in supply chain management. SCM includes procurement, operations, and logistics functions and integrates them within the firm, as well as between the firm and its supplier and distribution channel partners. This discipline is recognized and practiced by many businesses within manufacturing and service industries worldwide.Human R

Emphasis Coursework - 12 credit hours:

- MGMT 56040 Supply Chain Management (3 credits)
- MGMT 56045 Logistics Management (3 credits)
- MGMT 56048 Procurement Management (3 credits)
- MGMT 56085 Operations Management (3 credits)

Healthcare Administration, MHA

36 credit hours

The Accelerated Online Master of Healthcare Administration (MHA) at Lindenwood University prepares students to assume leadership and management responsibilities across a range of healthcare settings. Delivered in an accelerated, fully online format designed for working professionals, the program develops competencies in strategic planning, organizational leadership, operations management, and evidence-based decision making to enhance patient care and institutional effectiveness. Students also examine the implications of emerging technologies—including artificial intelligence—for healthcare delivery and administration.

Graduates are prepared for administrative roles in hospitals, clinics, nonprofit organizations, government agencies, and integrated healthcare systems, with an emphasis on leading teams, optimizing processes, and advancing organizational outcomes.

Required Courses:

- HCA 53000 Human Resources in Healthcare (3 credits)
- HCA 53200 Issues in Public Healthcare Administration (3 credits)
- HCA 53310 Administration of Healthcare Law and Case Study Analysis (3 credits)
- HCA 53400 Healthcare Analytics (3 credits)
- HCA 53500 Research Methods in Healthcare (3 credits)
- HCA 53710 Medical Records, Ethics and the Law of Health Information (3 credits)
- HCA 55100 Quality Improvement and Management in Healthcare Organizations (3 credits)
- HCA 55200 Strategic Management and Marketing in Healthcare Organizations (3 credits)
- HCA 57710 Healthcare Finance and Accounting (3 credits)
- HCA 57800 Economics of Health and Medical Care (3 credits)
- HCA 58050 Digital Medicine and Healthcare Information Systems (3 credits)
- HCA 60100 Healthcare Administration Capstone (3 credits)

Healthcare Administration Graduate Certificate

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

15 credit hours

Required Courses:

- HCA 53200 Issues in Public Healthcare Administration (3 credits)
- HCA 53710 Medical Records, Ethics and the Law of Health Information (3 credits)
- HCA 55100 Quality Improvement and Management in Healthcare Organizations (3 credits)
- HCA 55200 Strategic Management and Marketing in Healthcare Organizations (3 credits)
- HCA 57710 Healthcare Finance and Accounting (3 credits)

Human Resource Management, MA

33 credit hours

The Accelerated Online Master of Arts (MA) in Human Resource Management at Lindenwood University prepares students to design, implement, and evaluate people strategies that advance organizational objectives. Delivered in an accelerated, fully online format for working professionals, the curriculum develops competencies in strategic HR leadership, workforce planning and staffing, talent development, total rewards, employment and labor law, organizational behavior and change, HR analytics, project management, and financial decision-making. Learning culminates in an integration experience that applies evidence-based HR practice to complex organizational challenges.

Lindenwood's MA HRM is aligned by the Society for Human Resource Management (SHRM) Body of Applied Skills and Knowledge (BASK). Students are encouraged to pursue professional development and external certifications through organizations such as SHRM and the National HR Association and are eligible for discounts for exams and memberships.

Required Courses:

Major Coursework - 30 credit hours:

- HRM 56510 Strategic Human Resource Management (3 credits)
- HRM 56530 Workforce Talent Development (3 credits)
- HRM 56545 Employment and Labor Law (3 credits)
- HRM 56550 Workforce Total Rewards (3 credits)
- HRM 56555 Workforce Staffing (3 credits)
- HRM 56565 Human Resource Management Analytics (3 credits)
- HRM 56585 Human Resource Management Integration (3 credits)
- MGMT 56035 Organizational Behavior (3 credits)
- MGMT 56037 Organizational Change and Development (3 credits)
- MGMT 56065 Project Management (3 credits)

Financial Management Coursework - 3 credit hours:

- FIN 52010 Financial Policy (3 credits)

EDUCATION AND HUMAN SERVICES PROGRAMS

LU AO and the College of Education and Human Services is committed to preparing educators, counselors, social workers, and leaders who meet the standards set forth by the national accrediting organizations, state licensing agencies, and/or other learned societies.

Program graduates are

- Educated in the theory and research-based practices of their content field from a global perspective.
- Able to demonstrate best practices in pedagogy and adult learning/andragogy.
- Caring professionals who are disciplined and others-centered. They are skilled in communication and collaboration with diverse learners, colleagues, community, and other stakeholders.
- Lifelong learners who pursue ongoing professional development in order to respond to the changing needs of their educational context.

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

Behavior Analysis, MA

42 credit hours

The LUAO Master of Arts in Behavior Analysis program is based on the science of systematically improving behaviors of shared importance to society. The behavior analysis program is guided by the science of human behavior including the principles of behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional practice. Students complete fieldwork courses that support their experiential (field work) learning and are required to accrue 2000 hours of documented supervised fieldwork in multiple sites and produce a master's thesis or equivalent to demonstrate mastery of the program's learning outcomes. Upon completion of the MA in Behavior Analysis, graduates will have completed all necessary coursework and supervised fieldwork experience necessary to register for the Behavior Analyst Certification Board (BACB) Board Certified Behavior Analyst (BCBA) examination.

Required Courses:

Major Coursework – 30 credit hours:

- EDSBA 50001 Ethical and Professional Issues in Behavior Analysis (3 credits)
- EDSBA 51001 Concepts and Principles in Behavior Analysis (3 credits)
- EDSBA 51101 Philosophical Foundations in Behavior Analysis and Introductory Concepts (3 credits)
- EDSBA 52001 Advanced Research Methods in Applied Behavior Analysis (3 credits)
- EDSBA 52101 Measurement, Data Display, Interpretation, and Experimental Design (3 credits)
- EDSBA 53001 Behavior Change Procedures for Applied Behavior Analysis (3 credits)
- EDSBA 53101 Verbal Behavior Concepts and Applications to Behavior Change Procedures (3 credits)
- EDSBA 54001 Observation and Assessment in Behavior Analysis (3 credits)
- EDSBA 55001 Performance Diagnostics, Supervision, and Organizational Behavior (3 credits)
- EDSBA 56001 Master's Thesis - Behavior Analysis (3 credits)

Field Experience Coursework – 12 credit hours:

- EDSBA 58101 Behavior Analysis Fieldwork I (3 credits, 500 fieldwork hours, 10 week course)

- EDSBA 58201 Behavior Analysis Fieldwork II (3 credits, 500 fieldwork hours, 10 week course)
- EDSBA 58301 Behavior Analysis Fieldwork III (3 credits, 500 fieldwork hours, 10 week course)
- EDSBA 58401 Behavior Analysis Fieldwork IV (3 credits, 500 fieldwork hours, 10 week course)

Gifted Education, MA

30 credit hours

The LUAO Master of Arts in Gifted Education program is designed to prepare educators to work effectively with gifted children and families as well as other school personnel and administrators. Students in the MA in Gifted Education program acquire the knowledge and skills required to provide services for gifted students using the most current instructional methods, examine and analyze research related to identifying and serving gifted children, and learn how to design gifted education programs based on the needs of a school district. Graduates of the MA in Gifted Education program who hold a valid Missouri teaching certificate and have a minimum of two years of teaching experience will be eligible for Missouri Gifted K-12 add-on teaching certification.

Required Courses

Major Coursework I - 9 credit hours:

- EDT 50900 Innovation Mindset (3 credits)
- EDU 51000 Conceptualization of Education (3 credits)
- EDU 57000 Educational Research (3 credits)

Major Coursework II - 15 credit hours:

- EDU 51300 Survey of Gifted and Talented Education (3 credits)
- EDU 52010 Curriculum Analysis and Design for Gifted Education (3 credits)
- EDU 52400 Assessment of Intellectual Skills (3 credits)
- EDU 54200 Administration and Supervision of Gifted Programs (3 credits)
- EDU 54400 Meeting the Affective Needs of Gifted Children (3 credits)

Elective Coursework - 3 credit hours:

- EDU 53000 A Survey of Learning Styles (3 credits)

Practical Application Coursework - 3 credit hours:

- EDU 54900 Practicum: Gifted Education (3 credits, 30 fieldwork hours)

Higher Education Administration, MA

33 credit hours

LUAO offers a Master of Arts in higher education administration. The degree program is designed specifically to prepare highly skilled and knowledgeable practitioners for teaching, administrative, and managerial careers in higher education institutions. Graduates will be qualified to pursue careers as professionals in University and college offices as well apply current research-based pedagogical methods in the collegiate classroom. Graduates will possess outstanding leadership, organizational, interpersonal and advocacy skills, including the ability to communicate effectively with external and internal publics. Students will be provided with in-depth knowledge regarding both public and private two and four-year post-secondary institutions. The program integrates leading learning strategies and instructional technologies into course delivery. The practicum and project components of the program allow students to concentrate on particular areas of interest within higher education.

Required Courses:

- EDHE 50500 Foundations of Higher Education (3 credits)
- EDHE 51000 Governance, Management, and Administration in Higher Education (3 credits)
- EDHE 52000 Leadership Development (3 credits)
- EDHE 52500 Student Development and Student Affairs (3 credits)
- EDHE 53000 Practicum in Higher Education (3 credits, 120 practice hours)
- EDHE 53500 Ethical Decision-Making (3 credits)
- EDHE 54000 Social Issues in Education (3 credits)
- EDHE 55000 Project in Higher Education (3 credits)
- EDR 58000 Writing for Research and Publication (3 credits)
- EDU 57000 Educational Research (3 credits)
- EDT 50900 Innovation Mindset (3 credits)

Instructional Technology, MA

30 credit hours

Today, nearly every industry requires professionals with knowledge of current technologies and how to not only implement these tools, but also how to best leverage them for learning and instruction. Whether working with students or training colleagues, instructional best practices include the master of technology. LUAO's Instructional Technology program provides the necessary skills to incorporate technology to design and deliver effective instruction through a variety of methods. Courses include learning theory and practice, how to transform teaching, including and creating multimedia, designing for active learning, and cultivating an innovator's mindset.

Required Courses:

Major coursework - 12 credit hours:

- EDT 50900 Innovation Mindset (3 credits)
- EDU 50500 Analysis of Teaching and Learning Behavior (3 credits)
- EDU 51000 Conceptualization of Education (3 credits)
- EDU 57000 Educational Research (3 credits)

Instructional Technology Coursework – 18 credit hours:

- INST 51010 Instructional Technology: Theory and Practice (3 credits)
- INST 51020 Transforming Learning with Technology (3 credits)
- INST 51030 Digital/Visual Literacy & Instructional Media (3 credits)
- INST 51040 Engaging and Assessing Students in Virtual Environments (3 credits)
- INST 51060 Emerging Instructional Technologies (3 credits)
- INST 51070 Instructional Technology Capstone (3 credits)

SCIENCE, TECHNOLOGY, AND HEALTH PROGRAMS

Criminal Justice, MS, Administration Emphasis

33 credit hours

The Criminal Justice (CJ) Master of Science with Administration emphasis enhances the knowledge of practicing professionals who want to expand their skills in criminal justice administration and may provide essential skills cases that entail crises not extensively covered through traditional training. This degree is also great for scholar-practitioners in any field with a desire to combine existing knowledge and experience from other disciplines within CJ to pursue one of many careers in the CJ system. The accelerated curriculum integrates criminal law and theory, leadership development, global awareness, and organizational change. These foundational concepts prepare graduates for leadership roles in organizations related to the CJ profession and beyond.

Required Courses:

Major Coursework - 15 credit hours:

- CCJ 50300 Ethics in Criminal Justice Administration (3 credits)
- CCJ 50330 Criminal Justice Leadership Theory (3 credits)
- CCJ 50400 Public Policy and Criminal Justice (3 credits)
- CCJ 50500 Criminal Justice Research Methods (3 credits)
- CCJ 60100 Capstone I (3 credits)

Emphasis Coursework - 9 credit hours:

- CCJ 51700 Crisis Management (3 credits)
- CCJ 51800 Corrections Administration (3 credits)
- CCJ 51900 Police Administration (3 credits)

Elective Coursework - 9 credit hours:

- CCJ 50320 Criminal Justice Leadership: Strategies and Practice (3 credits)
- EDSBA 51001 Concepts and Principles in Behavior Analysis (3 credits)
- EDSBA 51101 Philosophical Foundations of Behavior Analysis and Introductory Concepts (3 credits)

Game Design, MA

30 credit hours

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

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

Applied Project

Students will complete a final project applying theories and research methods of their field in a professional setting or in a final product or series of products. Projects may take different forms, but all students produce some form of material on behalf of an organization or field of practice. Students document their progress and product for final committee review.

Required Courses:

Major Coursework - 15 credit hours:

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

Specialized Coursework - 15 credit hours:

- AAD 53600 3D Graphics CR3
- GAM 50001 Team Studio I CR3
- GAM 50120 Level Design CR3
- GAM 56800 Game Development CR3
- GAM 57000 3D Animation CR3

Human Centered Artificial Intelligence, MA

30 credit hours

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

Applied Project

Students will complete a final project applying theories and research methods of their field in a professional setting or in a final product or series of products. Projects may take different forms, but all students produce some form of material on behalf of an organization or field of practice. Students document their progress and product for final committee review.

Required Courses:

Major Coursework - 15 credit hours:

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

Specialized Coursework - 15 credit hours:

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

Public Administration, MPA

36 credit hours

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

Required Courses:

Major Coursework - 21 credit hours:

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

Research Design Coursework - 3 credit hours:

- MPA 53500 Policy Design and Analysis (3 credits)

Budgeting and Finance Coursework - 3 credit hours:

- MPA 54500 Policy and Budgetary Forecasting (3 credits)

Accountability in Public Administration Coursework - 3 credit hours:

- MPA 52500 Government Institutions: Performance and Accountability (3 credits)

Elective Coursework - 6 credit hours:

- MGMT 56035 Organizational Behavior (3 credits)
- MPA 53700 Data Collection and Evaluation (3 credits)

Policy Design and Analysis Graduate Certificate

18 credits

The Graduate Certificate in Policy Design and Analysis prepares professionals to formulate, implement, and assess public policies in governmental and nonprofit settings. Drawing on coursework from the Master of Public Administration (MPA) curriculum, the certificate develops competencies in public administration ethics, institutional performance and accountability, program implementation and evaluation, data collection and analysis, and budgetary forecasting. Emphasis is placed on evidence-based decision making and the practical application of analytic tools to complex policy problems.

Required Courses:

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

Social Media Marketing, MS

30 credit hours

The Accelerated Online Master of Science (MS) in Social Media Marketing at Lindenwood University prepares students to design, implement, and evaluate data-informed digital communication strategies across sectors. Delivered in an accelerated, fully online, asynchronous format suitable for working professionals, the program develops competencies in research methods and scholarly writing, audience and demographic analysis, platform analytics, social media strategy, personal branding, and the application of emerging technologies—including artificial intelligence—to ethical, evidence-based practice. Learning culminates in a two-term thesis or directed project that addresses a real-world problem in digital marketing.

Applied Project

Students will complete a final project applying theories and research methods of their field in a professional setting or in a final product or series of products. Projects may take different forms, but all students produce some form of material on behalf of an organization or field of practice. Students document their progress and product for final committee review.

Required Courses:

Major Coursework - 15 credit hours:

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

Specialized Coursework - 15 credit hours:

- DCS 50000 Digital Content and Demographics (3 credits)
- DCS 52200 Emerging Platforms and Analytics (3 credits)
- DCS 52500 Social Media Strategy (3 credits)
- DCS 55000 Personal Branding (3 credits)
- MRKT 55010 Marketing Principles and Issues (3 credits)

UNDERGRADUATE COURSE DESCRIPTIONS

ACCT - Accounting

ACCT 21010 - Principles of Financial Accounting (3)

This course introduces students to the accounting information framework used by organizations to collect, maintain, report, and analyze financial information. Special emphasis will be given to business transactions and the resulting analysis of the financial statements.

Prerequisite: MTH 14100, MTH 14200, MTH 15100, MTH 15200, MTH 17500, MTH 24100, MTH 27100 or MTH 27200 with a C or better.

ACCT 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. Students are introduced to spreadsheets and data visualization tools. Topics include discussions about different cost accumulation systems, cost management systems, activity-based costing and management, and planning and control.

Prerequisite: ACCT 21010 with a C or better.

ACCT 31020 - Financial Accounting and Reporting I (3)

This course is the first in a two-course sequence examining the development, application, and importance of various accounting standards, principles, and conventions. Specific topics covered include revenue recognition, cash controls, receivables, inventory, and long-term assets. Students will also be introduced to spreadsheets and data visualization tools to assist with analysis of relevant accounting calculations.

Prerequisite: ACCT 21011 with a C or better.

ACCT 31041 - Introduction to Data Analytics for Accounting (3)

The student will learn the basics of data analytics and examine ways spreadsheets and data visualization tools are used to analyze data for both financial and managerial

accounting. The course is designed to enhance the student's ability to use spreadsheets and data visualization to make decisions using data. Software Certification options will be presented and encouraged.

Prerequisite: ACCT 21011 with a C or better.

ACCT 31050 - Income Tax (3)

This course introduces students to the conceptual framework of federal and state income tax as applicable to businesses and individuals with an emphasis on determining and controlling the tax consequences of business and personal decisions. Compliance will be addressed but the emphasis will be on planning and concepts.

Prerequisite: ACCT 21011; FIN 32000 with a C or better.

ACCT 41021 - Financial Accounting and Reporting II (3)

This course is a continuation of the two-course sequence examining the development, application, and importance of various accounting standards. Specific topics covered include liabilities, equity accounts, and other financial instruments. Exposure to spreadsheets and data visualization tools to assist with analysis of relevant accounting calculations continues from the first course. Students also study the effects of judgment and opinion on the "fairness" of statement presentation.

Prerequisite: ACCT 31020 with a C or better.

ARTH- Art History

ARTH 22700 - Global Art History III: From Colonial Vistas to Avant-Garde Horizons (3),b GE-Human Culture: Arts/Human Diversity

In this course, you will explore global art and architecture from the Enlightenment era to contemporary times (ca. 1700-present). Focused on the complex relationships between artistic forms, sociopolitical contexts, and global interconnectedness, the course encompasses art from the Ottoman Empire, Pacific cultures, modern Africa, Qing Dynasty China, Edo period Japan, Indigenous Americas, and 18th-20th-century Europe and America. The course culminates with an in-depth study of Post-War and Global Contemporary Art, examining how avant-garde movements and themes of colonization have shaped artistic discourse. Note: This class may require the use of a virtual reality headset identified by the instructor.

BSC - Biological Sciences

BSC 11200 Environmental Biology (4), GE-Natural Science with Lab

For non-majors, this course is a study of the biological systems comprising the biosphere and those perturbations which would threaten homeostasis of the systems.

CAH - Arts and Humanities

CAH 20501 - Fundamentals of Applied AI (3)

GE: Communication The comprehensive introductory course introduces students to the foundational concepts and techniques of applied artificial intelligence (AI). Designed for diverse academic backgrounds, students will learn how to communicate with AI, both in terms of understanding how human-AI collaboration works and how to produce content. Through a combination of lectures, practical exercises, and case studies, students will develop a solid understanding of the core principles and applications of AI. The course will demystify AI and introduce non-specialists to topics such as machine learning, natural language processing (NLP), computer vision, data analysis, and the design and evaluation of prompts. Students will gain hands-on experience with AI tools and frameworks, enabling them to apply their knowledge to real-world problem-solving scenarios.

CAH 30502 - Intermediate Generative AI Tools (3)

This course introduces students to a wide array of intermediate-level generative AI tools, focusing on large language models, Generative Adversarial Networks (GANs), Variational Autoencoders (VAEs), and generative text-to-image models. Through hands-on projects, students will develop a deeper understanding of how to apply these tools to solve complex problems across various domains, such as creative design, content generation, and data synthesis. The course emphasizes practical experience, allowing students to build, train, and fine-tune generative AI models while addressing real-world challenges. Students will also gain exposure to the ethical considerations surrounding AI-generated content, ensuring they can apply these tools responsibly in professional contexts.

Prerequisite: CAH 20501.

CAH 30503 - Human-Centered AI Applications (3)

This course focuses on the development and deployment of AI systems that prioritize human-centered design principles. Students will explore how AI technologies can be applied to improve user interfaces, enhance user experiences, and solve societal problems. Through a series of practical projects and case studies, students will learn how to create AI-driven solutions that are not only technologically advanced but also accessible, ethical, and user-friendly. The course encourages a human-centered approach to AI, ensuring that students are equipped to design systems that align with human needs and values while addressing real-world challenges across various industries.

Prerequisite: CAH 20501.

CCJ - Criminology and Criminal Justice

CCJ 11000 - Criminal Justice Systems (3)

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

CCJ 20000 - Criminology (3), GE-Social Science

This course is designed to introduce students to the field of criminology, the scientific study of crime and related theories. Exploration of the development of criminal law, how crime is defined, trends and patterns of crime, and who is most likely to be a victim of crime will be covered. 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.

CCJ 30000 - Policing in America (3)

This course is an analysis of the contemporary role of the police relative to such areas as the police subculture and community relations, police accountability and civil liability, police stress, and unique problem situations and groups encountered by the police.

Prerequisite: CCJ 11000; CCJ 20000.

CCJ 30100 - Criminal Law and Procedure (3)

The goals of the course are to extend the basic concepts learned in the prerequisite courses, introduce more in-depth analysis of criminal law and our criminal justice system, strengthen the students' understanding of the law and enhance the students'

ability to think critically and analytically. Moreover, the course will provide a platform to demonstrate practical applications of criminal law and procedure. This course will prepare the student to achieve higher levels of learning in their degree curriculum and serve as a solid foundation of knowledge for future work experience.

Prerequisite: CCJ 11000; CCJ 20000.

CCJ 30500 - Corrections (3)

This course is a contemporary analysis of the operation of and problems encountered by jails and prisons as well as the study of probation, parole, community service and restitution, electronic monitoring, and other innovative community correctional programs.

Prerequisite: CCJ 11000; CCJ 20000.

CCJ 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. Supreme Court decisions in the juvenile field also will be addressed.

Prerequisite: CCJ 11000; CCJ 20000.

CCJ 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: the development and evolution of the victim movement in the United States, theories of victimization, empirical examination of pertinent issues, 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. Detailed consideration of specific victim populations and types of victimization will be emphasized in turn throughout the semester. 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: CCJ 11000; CCJ 20000.

CCJ 32000 - Race, Crime, and Punishment (3)

A comparative study of racial differences in offending patterns, which will focus on the over-representation of minorities in the criminal justice system. Possible causes, current research, government policies, initiatives, and laws will be explored and evaluated. This will be an interactive, discussion-focused special topics course, which will appeal to criminal justice majors but also to anyone working in fields that interface with offenders like social work, psychology, sociology and political science.

Prerequisite: CCJ 11000; CCJ 20000.

CCJ 32200 - Social Deviance (3)

This course is a consideration of a variety of norm violations, as manifested in thought and appearance as well as behavior. Explanations of deviance and the responses to it are also examined.

Prerequisite: CCJ 11000, PSY 10000, or SOC 10200; junior standing.

Cross-listed: SOC 32200.

CCJ 32600 - Drugs and Society (3)

This course is a focus on the social forces that surround and contribute to the definition Nursing drugs and alcohol use and abuse. The various legal and other responses to drug use and abuse are also considered.

Prerequisite: CCJ 20000, PSY 10000, or SOC 10200.

Cross-listed: SOC 32600.

CCJ 33100 - Criminal Investigation (3)

This course provides students with an in-depth examination of the various aspects associated with conducting a criminal investigation. Course topics to include historical, legal, scientific, and practical application of investigating various major crimes. Students will also participate in practical exercises reflective of the various types of activities with a criminal investigation.

Prerequisite: CCJ 11000; CCJ 20000.

CCJ 33300 - Research Methods for Criminology and Criminal Justice (3)

This course is designed to introduce students to research methods in criminology and criminal justice. Topics addressed throughout the semester include, but are not limited to types of scientific inquiry in criminology and criminal justice, Research design and issues, Sampling, Application, and Analysis. Upon completion of this course, students

will have the tools to accurately assess scholarly research in criminology and criminal justice, as well as the knowledge to pursue individual research projects utilizing appropriate methodologies and tools.

Prerequisite: CCJ 11000; CCJ 20000.

CCJ 33500 - Cyber Crime (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: CCJ 11000 or CCJ 20000; junior standing.

CCJ 33800 - Criminal Minds (3)

This course is an introduction into the criminal mind and aspects of criminal psychology that are useful to criminal justice practitioners. Students will learn about historical trends in the study of the criminal mind, contemporary theories, and research regarding psychopathy, children who kill, serial killing, and interventions with offenders, among other topics. Students will examine the applied use of psychology in criminal justice.

Prerequisite: Junior standing.

CCJ 35005 - Women, Crime, and the Law (3)

This course will examine the basic study of the female offender, women and girls in the criminal justice system, and the roles of women working in the criminal justice system. The course will introduce students to gender and ethnic diversity issues within the justice system, along with the strengths of oppressed people, especially women of color. A wide range of issues are covered, including the rate of early childhood sexual abuse, victimization among female inmates, and obstacles for women working within the justice system.

Prerequisite: CCJ 20000, PSY 10000, or SOC 10200; junior standing.

CCJ 44000 - Senior Seminar in Criminal Justice (3)

This is a capstone course dedicated to the analysis of major issues in criminal justice. Emphasis will be placed on the various components of the criminal justice system and encourage students to critically examine the justice system, as it exists in American

society today. Additionally, students will explore how criminological theories are applied to practice and public policy. Criminal justice practitioners will be invited as guest lecturers to provide students with relevant information on trends within their respective fields, and students will be able to assimilate knowledge from previous coursework in a meaningful way in order to prepare for graduation and employment.

Prerequisite: Senior standing.

COM - Communications

COM 10001 - Introduction to Communication (3)

This course will provide you the tools to consider, discuss, and put into practice the basic elements of how we communicate in interpersonal, group, public, intercultural and mass communication situations. Upon completion of the course, students will be able to explain and describe the basic forms and purpose of human communication.

COM 10101 - Introduction to Mass Communication (3)

This course is an introduction to the study of mass communication, explored through the history of mass media and the role of the media in society. This course will cover the development of newspapers, radio, television, books, and social media in order to provide a thorough background of varying forms of mass communication while examining the role that mass media plays in our everyday lives and the legal, societal, and cultural impact of various media.

COM 11000 - Public Speaking (3), GE-Communication

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, nonverbal communication, small group communication, and public speaking. Students will participate in communication activities, as well as research, organize and present formal speeches.

COM 15200 - Podcasting Production (3)

Students will learn the components of radio and podcast production including interviewing, story development, script writing, interview techniques, remote recording and digital audio recording, editing of sound, mixing, and final production for broadcast. Students will critically analyze the components of radio/podcast features. In addition, the students will gain an understanding of the basic components of the physics of sound.

COM 20000 - Organizational Communication (3)

This course explores the role of organizations in society, including how they achieve their goals, how members of organizations accomplish their goals via the ongoing, through communication. Organizations play an important and significant role in our everyday lives. Communication within and around organizations can promote, uphold, change, reimagine, or break down organizations in a variety of ways. This class will help you understand the role of communication in organizations and organizing so that you may develop tools to help you improve and change the organizations in your life in meaningful and positive ways through communication.

COM 21301 - Interpersonal Communication (3)

In this course you will learn how communication plays a vital role in building, maintaining, and ending relationships in our everyday lives. Along the way, we will explore such topics as self-concept, emotions, language, nonverbal communication, listening, and conflict management. We will also consider how factors such as sex, gender, and culture impact those concepts.

COM 32700 - Media Literacy (3), GE-Communication

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 control over their beliefs and behaviors.

Prerequisite: ENGL 17000; sophomore standing.

COM 40100 - Communications Law & Ethics (3)

Students investigate the study of laws which affect and regulate the mass media. This course includes a study of constitutional, statutory, and administrative laws.

Prerequisite: 12 credit hours in Communication (COM).

COM 46010 - Communication Theory and Research (3)

A focused historical investigation of mass communication theories and ethical considerations, as they have evolved in response to developments in mass communication technology. Discussion will emphasize developments since the mid-19th Century. Theories will include political, sociological, and cultural models constructed to explain phenomena, both real and imagined, perceived to be characteristic of audiences' behavioral responses to increasingly rapid technological advances in, and consequent dependence on, mass communication media. Students will be expected to be able to distinguish among theories, placing them in specific historical and social

contexts. Assignments will include opportunities for students to demonstrate basic capabilities in secondary research.

Prerequisite: Senior standing.

COM 48000 - Communications Capstone (3)

This practical course will provide a framework for you to complete a Communications-related capstone project. That project should relate to you chosen field – communication studies, journalism, broadcast, or media production. The goal is for you to generate work that can serve as the cornerstone of your academic or creative portfolio.

Prerequisite: Junior standing.

ECON - Economics

ECON 23020 - 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. Topics covered include marginal analysis, production possibilities, elasticity, household and consumer choice, firm production and costs, profit maximization, input markets, and market structures. This course must be taken by all business majors to fulfill one GE Social Science requirement (ECON 23010 may not be substituted), and a grade of C or better must earned; any student majoring in a business discipline who does not earn a grade of C or better will be required to repeat the course and earn a minimum grade of C in order to continue in the business degree program.

Prerequisite: MTH 14100, MTH 14200, MTH 15100, MTH 15200, MTH 17500, MTH 24100, MTH 27100, or MTH 27200 with a C or better.

ECON 23030 - Principles of Macroeconomics (3), GE-Social Science

This course introduces students to economic concepts, relationships, and institutions related to the aggregate economy. Keynesian and classical analysis is used to analyze the effect of fiscal and monetary policy actions on employment, output, and prices. Topics covered include business cycles, economic growth, unemployment, inflation, aggregate demand/supply, fiscal policy, monetary policy, and international trade. This course must be taken by all business majors as a part of the business core requirement (ECON 23010 may not be substituted.) Although not required, it is recommended that students complete ECON 23020 prior to taking ECON 23030.

Prerequisite: MTH 14100, MTH 14200, MTH 15100, MTH 15200, MTH 17500, MTH 24100, MTH 27100, or MTH 27200 with a C or better.

ECON 33031 - International Economics (3)

This course focuses on the causes and composition of international trade, policies used to control or promote trade, the balance of payments, and foreign exchange markets and institutions.

Prerequisite: ECON 23010 or ECON 23020; ENGL 17000 with a C or better.

EDU - Education

EDU 34100 - Education of the Exceptional Child (3)

This course allows the student to develop an understanding of the unique characteristics, strengths, and challenges of exceptional children. An overview of the historical and legal aspects in the field of special education are presented, as well as current trends, issues, and best practices for educating children with exceptionalities in contemporary settings. Students will understand the competencies necessary to effectively teach, communicate, and live with individuals who have exceptionalities in educational and natural environments. This course will focus on the social and emotional implications of the "exceptional" label to individuals, their families, and society as a whole.

ENGL - English

ENGL 15000 - Composition I (3), GE-Communication

Students will learn to write in a variety of modes such as description, analysis, exemplification, comparison, argument, and reflection. Students will navigate various rhetorical situations in order to gain extensive practice in the writing process. Students must earn a C or better in ENGL 15000 to advance to ENGL 17000.

ENGL 17000 - Composition II (3), GE-Communication

Students will learn to conduct, track, and cite research; analyze persuasive writing; and compose research-based, academic arguments. The course prepares students for the rigors of academic writing in various disciplines. Students must earn a C or better in ENGL 17000 to graduate.

Prerequisite: ENGL 15000 with a C or better.

ENGL 20101 - Modern World Literature (3), GE-Human Culture: Literature/Human Diversity

What is modernity? What distinguishes it from the centuries upon centuries of premodernity that preceded it? And how do we remain sensitive to distinctions of national and cultural identity in the modern world's global civilization? We will seek answers to these questions through our reading of some of the most influential stories produced in cultures from around the globe since the beginnings of modernity in roughly 1600 CE down to the present day. As we read each text, we will consider how it sheds light on the character and thought of the particular culture that produced it, as well as on the transcultural themes that link together our shared humanity.

Prerequisite: ENGL 15000 with a C or better.

ENGL 23000 - Business Communications (3), GE-Communication

This course introduces concepts of workplace communication pertinent to the twenty-first-century global professional environment. Practice is provided in researching, designing, and composing common workplace documents and correspondence, in creating communications with a team, and in presenting communications orally and with the use of technology.

Prerequisite: ENGL 15000 with a C or better.

ENTR - Entrepreneurial Studies

ENTR 37505 - Innovation (3)
This course introduces students to the innovative entrepreneurial thinking process through eight fundamental concepts of, choice, opportunity, action, knowledge, wealth, brand, community, and persistence. With these concepts, the course allows students the opportunity to learn through experiential learning methods, using an array of entrepreneurial thinking processes and approaches for identifying problems, finding solutions, and making connections beyond the classroom, helping them to think like an entrepreneur. The course will enable students to learn directly from the firsthand knowledge and experience drawn from a wide variety of successful, "unlikely" entrepreneurs—ordinary people who transformed a simple idea into a sustainable success. The course will empower students to take ownership of their future while helping students to develop the attitudes, skills, and behaviors that will enable them to succeed not only as an entrepreneur, but in life.

Prerequisite: ENGL 17000.

ENTR 37510 - Small Business and Entrepreneurship (3)

This course is designed for students who are interested in owning and running a small business. Topics to be covered include planning, controlling, financing, and managing operations. Students will learn how to explore opportunities and develop venture ideas; set objectives, choose resources, and evaluate market research; and investigate financing resources and approaches. Teaching approaches will include outside speakers, outside readings, class discussions, and research papers.

Prerequisite: ENGL 17000.

FIN - Finance

FIN 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.

Prerequisite: ACCT 21010 with a C or better.

FIN 32015 - International Finance (3)

This course is a study of financial decision making for multinational companies. Topics will include the international monetary system, the foreign exchange market, management of foreign exchange exposure, world financial markets and institutions, and financial management of the multinational firm.

Prerequisite: FIN 32000 with a C or better.

FIN 32030 - Personal Finance (3)

This course surveys the economic factors and personal decisions that affect financial well-being: budgeting, savings, credit management, taxes, major expenditures, insurance, investments, and retirement and estate planning. Emphasis is on practical knowledge for personal financial management.

Prerequisite: ENGL 17000 with a C or better.

HIST - History

HIST 10100 - World History: Empires and Exchanges since 1500 (3), GE-Human Culture: World History/Human Diversity

Why was Columbus looking for Asia? Why did more African slaves go to Brazil than to the United States? How could anyone have supported Hitler's rise to power? Is globalization new? And what do these historical events have to do with you? A British novelist once quipped, "The past is a foreign country; they do things differently there." But you cannot understand the world that you've inherited unless you understand its origins. This course will provide you with a bird's-eye-view of the last five centuries of human history, tracing the global political, economic, and cultural events that have shaped the contemporary globalized world in which you live.

HM - Health Management

HM 30100 - Ethical Issues in Healthcare Management (3)

Issues and problems that arise within the healthcare field will be reviewed and discussed.

Prerequisite: ENGL 17000.

HM 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.

Prerequisite: ENGL 17000.

HM 31010 - Healthcare Financial Management (3)

This course introduces health management students to the 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.

Prerequisite: ACCT 21010; FIN 32000.

HM 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.

Prerequisite: ENGL 17000 with a C or better.

HM 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.

Prerequisite: ENGL 17000.

HM 46000 - Healthcare Delivery, Policy and Research (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. 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.

Prerequisite: ENGL 17000 with a C or better.

HM 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.

Prerequisite: ENGL 17000 with a C or better.

HM 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 integrate the student's educational experience while analyzing the practices and problems confronting today's healthcare managers.

Prerequisite: HM 31010; HM 33300; senior standing.

HRM - Human Resource Management

HRM 36510 - Human Resource Management (3)

This course examines human resource functions related to business organizations, including job descriptions, recruiting and selecting, training and development, performance management, compensation, labor management relations, and strategic planning.

Prerequisite: ENGL 17000 with a C or better.

HRM 36520 - Labor Relations (3)

This introductory course in labor relations covers labor history, legal foundations, growth of unions, certification, governmental roles, legal issues, collective bargaining, contracts, work stoppages, decertification, protected activity, worker-employer rights, grievance administration, NLRB role, and major labor acts.

Prerequisite: HRM 36510 or MGMT 26032.

HRM 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.

Prerequisite: ENGL 17000 and HRM 36510 with a C or better; HRM 36510 may be taken concurrently with HRM 36530.

HRM 36535 - Talent Management (3)

This course covers talent valuation, needs analysis, acquisition, selection, on-boarding, coaching, skill development, training, succession planning, performance management, talent tracking, and leadership development, along with the mechanics of training plans, program design, training methods, and evaluation.

Prerequisite: ENGL 17000 and MGMT 26032 with a C or better; MGMT 26032 may be taken concurrently with HRM 36535.

HRM 36540 - Employment Law (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.

Prerequisite: ENGL 17000 and MGMT 26032 with a C or better; MGMT 26032 may be taken concurrently with HRM 36540.

HRM 36545 - Employee Selection (3)

This course covers employee hiring and selection, talent valuation, needs analysis, acquisition, selection, on-boarding, coaching, skill development, training, succession planning, performance management, talent tracking, and leadership development, along with the mechanics of training plans, program design, training methods, and evaluation.

Prerequisite: ENGL 17000 and HRM 36510 with a C or better. HRM 36510 may be taken concurrently with HRM 36545.

HRM 36550 - Compensation and Benefits (3)

This course is an examination of pay structures, pay systems, parity, comparable worth, the relationship between pay and performance, internal and external equity, executive pay, benefits, and legal issues.

Prerequisite: ENGL 17000 and MGMT 26032 with a C or better.

HRM 46599 - Human Resource Management Capstone (3)

This is the capstone class for student completing a major in human resource management. The course includes a comprehensive review of HR topics, paired with application and analysis of such topics, including talent management and workforce planning, strategy, training and development, total rewards, employment law, and employee and labor relations.

Prerequisite: HRM 36510 and senior standing.

ICS - Cybersecurity

ICS 21300 - Foundations of Information Technology (3)

This course will give students foundational knowledge in the Principles of Information Systems topics that will provide insights into the challenging and changing role of the IS professional and will provide a set of core IS principles and concepts that prepare

students to function more efficiently and effectively as leaders in the Information Technology industry. Therefore, developing a solid foundation for further study in more advanced IS courses such as programming, systems analysis and design, project management, database management, information system security, big data and analytics.

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.

Corequisite: ICS 21300.

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.

Prerequisite: ICS 21300; ICS 21400.

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; IIT 22000; MTH 14100.

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 32700.

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 21300; MTH 14100; CSC 35500 or IIT 22000.

ICS 41500 - Cloud Computing Essentials and Best Practices (3)

This course will give students intermediate knowledge related to fundamental, vendor-independent cloud computing concepts. The topics covered will include the topics tested in certification examinations currently in use (such as the CompTIA Cloud+ certification examination). This course prepares the student to be a practitioner in the field of cloud computing. 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 21300; IIT 22000; MTH 14100.

ICS 41700 - Hybrid Cloud Architecture and Management (3)

This course will give students intermediate knowledge related to administering and integrating on-premises server technologies. The topics covered will include those tested by industry-backed certification exams. This course prepares the student to be a practitioner in the infrastructure 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 41500.

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 32700.

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 42100.

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 42100.

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; MTH 14100; and one of CSC 10011, CSC 24400, IIT 21500.

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 32700; CSC 10011 or IIT 21500.

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 the last course.

IIT - Information Technology

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.

Prerequisite: ICS 21300.

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.

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: ICS 21300.

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.

Prerequisite: ICS 31000.

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: CSC 10011 or IIT 21500.

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.

Prerequisite: IIT 47900.

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.

Prerequisite: IIT 31400; MTH 14100.

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: CSC 10011 or IIT 21500.

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: CSC 10011 or IIT 21500.

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 47700.

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; MTH 14100.

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 35100; MTH 14100.

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 34050; IIT 37700; MTH 14100.

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 47700.

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 47700.

IIT 48100 - Project Management in Information Technology (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, Agile methods and international projects.

Prerequisite: ICS 21300.

IIT 48900 - Information Technology Capstone (3)

This course will be the 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. Must be taken upon completion of all information technology coursework or concurrent with the last course.

MGMT - Management

MGMT 16025 - Introduction to Business and Free Enterprise (3)

Introduction to Business and Free Enterprise is an introductory course designed to prepare students to deal effectively with the challenges of contemporary life, including business activities such as management, marketing, teamwork, leadership, globalization, economic implications, as well as future expectations. This course intends to assist students in developing the skills needed to understand the principles and processes of everyday business life. In addition, the seminar will provide information, instruction, exercises, techniques, group interaction, and guidance in the areas of personal growth.

MGMT 24000 - Introduction to Information Systems (3)

This course covers essential components of information systems and the impact of information technology on business organizations. Topics discussed include communications and networking, e-commerce, web technologies, database management, and systems development methodologies. Issues of cybercrime and computer ethics will be discussed. Use of spreadsheet software for decision support is emphasized.

MGMT 26032 - 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. By the end of this course, students will appreciate the changing environment of management.

Prerequisite: ENGL 15000 with a C or better.

MGMT 26061 - Business Law I (3)

Business law is an introductory course 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, 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.

Prerequisite: ENGL 15000 with a C or better.

MGMT 36000 - Principles of International Business (3)

This course provides students with an overview of global business and trade within the framework of today's dynamic business environment. The course also looks at how historical perspectives influence and shape current events. Topics to be covered include globalization, trade theories, governmental influence on trade, cross national trade agreements, and an introduction to capital markets and foreign exchange. The course also examines how businesses interact with the cultural, political, ethical, legal, and economic environments of multiple nations. An overview of international business strategies is also provided. This course uses library research, case studies, and current

business events to understand the methods and practices that international managers use to address these issues.

Prerequisite: ENGL 17000 with a C or better.

MGMT 36010 - International Management (3)

This course builds on the foundations of global business through a survey of international business issues such as the political, legal, economic and cultural environments. It then proceeds to address management issues on an international scale. These issues include strategy formulation and implementation; organizational structure; managerial decision making and control; and human resource related topics such as leadership, motivation, selection and development. The course uses library research, case studies, and current business events to understand the methods and practices that international management uses to address these issues.

Prerequisite: MGMT 36000 with a C or better.

MGMT 36033 - Business Analytics I (3)

This course provides an introduction to business analytics, which involves the use of statistical, predictive and optimization models to transform data into insight for making better decisions. An important goal is to encourage a more disciplined thinking process in the way a manager approaches management decision situations and to apply mathematical modeling with spreadsheets to decision making. Topics covered will include data visualization, forecasting, linear optimization, transportation and transshipment problems and simulation modeling. Hands-on projects and cases will relate to problems arising in a variety of functional areas of business, including finance, accounting, economics, marketing, sport management and supply chain management.

Prerequisite: MGMT 24000 with a C or better; MTH 14100 or MTH 24100 with a C or better; MTH 14200, MTH 15100, MTH 15200, MTH 17300, MTH 17500, MTH 27100, or MTH 27200 with a C or better.

MGMT 36042 - Principles of Supply Chain Management (3)

This course is designed for students who are interested in understanding the fundamental aspects of Supply Chain Management (SCM). It is designed to familiarize the student with the subject matter of procurement, forecasting, inventory management, enterprise resource planning, quality management, location selection, supply chain integration and performance measurement.

Prerequisite: MGMT 36043 with a C or better.

MGMT 36043 - Principles of Operations Management (3)

This course introduces the student to the management of operations, in both the manufacturing and service sectors. This course is designed to help the student to understand the nature of how products or services are transformed for use by the end customer, in the field known as Operations Management. Topics include operations strategy, planning, quality, production systems, inventory management, and project management. Current production initiatives will also be explored including Six Sigma/Lean, Theory of Constraints, and material requirements planning.

Prerequisite: MGMT 26032 with a C or better; MTH 14100 with a C or better.

MGMT 36044 - Principles of Procurement Management (3)

Procurement Management is a strategic approach in the identification, planning, and acquisition of the organization's current and future needs – materials, services, equipment and other resources - to achieve the organization's strategic goals and objectives. This course provides students with in-depth knowledge of the acquisition process, so that the right qualities, quantities, prices, timing, and sources are attained, and that there is alignment of the supplier network and optimum utilization of the organization's resources.

Prerequisite: MGMT 36043 with a C or better.

MGMT 36045 - Principles of Logistics Management (3)

This course will provide an in-depth understanding and the opportunity to apply logistics management theories and practices. Specifically, the student will learn the important role that both transportation and warehousing play in today's global business environment, including techniques regarding transportation mode selection, warehousing, network design, and performance measurements.

Prerequisite: MGMT 36043 with a C or better.

MGMT 36050 - Organizational Behavior (3)

This course explores the behavior of individuals, teams, groups, and organizations, in the workplace. Topics include business trends, globalization, ethics, corporate social responsibility, leadership, team dynamics, change management, performance, morale, power, personalities, desirable competencies, and communication.

Prerequisite: ENGL 17000 with a C or better.

MGMT 36081 - Career Development (3)

This course is designed to help students to understand the academic and business career exploration and planning processes. The goal of this course is to provide the student with the strategies and skills necessary for a lifetime of career-related decision making. Students will engage in a variety of self-discovery initiatives through an exploration of personal interests, values, and abilities. With this information, students will utilize various techniques to define and clarify educational and career plans. In addition, several methods of researching academic and career opportunities both at Lindenwood University and in the community will be explored.

Prerequisite: Junior standing.

MGMT 46082 - Management Policy (3)

Management Policy is an advanced course designed to apply the theoretical principles of management to the processes of setting, implementing, and evaluating business strategy. This is the capstone course for all business majors, drawing on the information and skills developed over the course of the business program. The course will serve to reinforce the integration of the concepts presented in core business courses with the student's business degree. Various approaches to understanding these management issues will be used, including examinations and case study analyses. Final semester of senior year.

Prerequisite: ENGL 17000 with a C or better.

MRKT – Marketing

MRKT 35010 - Principles of Marketing (3)

This course is 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.

Prerequisite: ENGL 17000 with a C or better.

MRKT 35015 - 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.

Prerequisite: MRKT 35010 with a C or better.

MRKT 35045 - Digital Marketing (3)
This course will cover the major topics within digital marketing with a focus on analytics, but also including advertising, SEO/SEM, elements of html and landing page optimization, e-mail marketing and current best industry practices.
Prerequisite: ENGL 17000; MRKT 35010 with a C or better.

MTH - Mathematics

MTH 11000 - Intermediate Algebra (3)

MTH 11000 is designed to prepare students for MTH 14800, MTH 14900, and MTH 15100. The topics include: operations with real numbers, first degree equations and inequalities, functions and graphs, operations with polynomials, factoring polynomials, rational expressions, and quadratic equations. This course counts for elective credit but will not satisfy any general education requirements.

MTH 14100 - Basic Statistics (3), GE-Math

This course is an introduction to the theory and applications of statistics, including probability, descriptive statistics, random variables, expected values, distribution functions, and hypothesis testing.

Prerequisite: MTH 05100, MTH 11000, MTH 15100, MTH 15200, MTH 27100, or MTH 27200 with a C or better.

MTH 15100 - College Algebra (3), GE-Math

Topics covered: functions and graphs, polynomial and rational functions, exponentials and logarithms, systems of equations and inequalities, sequences and the binomial theorem. The course is designed primarily for science and related majors and students seeking middle school mathematics certification.

Prerequisite: MTH 11000 with a C or better.

MTH 17500 - Business Calculus and Applications (4), GE-Math

This course is an introductory course in calculus, with an emphasis in business applications. Topics include a review of exponential and logarithmic functions, interest, linear programming, limits, continuity, differentiation and integration. A graphing calculator is required. A TI-83+ is recommended.

Prerequisite: MTH 14200 or MTH 15100 with a C or better.

NURS - Nursing

NURS 30100 - Professional Identity and Practice: Transitioning to Nursing Leadership (3)

This course introduces students to professional nursing and explores the identity, values, philosophy, standards, and challenges that define professional nursing practice. Students are exposed to the history of and trends in professional nursing; the various nursing roles, methods, and philosophical basis for knowledge and skills acquisition; the role of critical thinking and application of evidence-based principles to the nursing process; beginning development of professional solid communication skills; information literacy; and the development and delivery of professional nursing care.

NURS 31100 - Comprehensive Health Assessment for the Registered Nurse (3)

Health assessment and physical examination integrate theoretical knowledge and interpersonal skills to serve as the foundation of the nursing process. The course prepares baccalaureate nursing students to utilize the principles of comprehensive health assessment, physical examination, and wellness promotion in the holistic patient care of individuals and families throughout the developmental stages of the life span. Students will apply and practice assessment skills in communication, relationship building, interviewing, gathering of subjective and objective patient data, and documentation. The course applies a lifespan approach to diverse individuals' physical health assessment concepts and principles. Integration of examination skills is explored within the dimensions of the pathophysiological changes occurring during alterations in health. Considerations for assessment include growth and development, psychological, sociocultural, and spiritual health of individuals.

NURS 38000 - Research, Statistics, and Scholarship in Professional Health Practice (3)

This course introduces the baccalaureate student nurse to the nursing research process, evidence-based practice methodology, and standard statistical practices and applications for health sciences. Students will learn to apply evidence-based practice methodology and utilize nursing research in the clinical setting to improve patient

outcomes. The application of nursing science to clinical reasoning, clinical judgment, and interprofessional research collaboration will be addressed. The ethical conduct of research and scholarship will be discussed. The baccalaureate nurse's contributions to research and evidence-based practice in improving patient care and outcomes will be studied.

Prerequisite: MTH 14100 or MTH 15100.

NURS 41000 - Informatics in Professional Nursing Practice (3)

This course introduces health informatics, including the interdisciplinary study of IT-based innovations' design, development, adoption, and application in healthcare services delivery, management, and planning. Students learn foundational concepts of health informatics, including theoretical foundations of informatics; information systems in health care delivery; participatory health care and quality; usability and standards in health informatics; governance and organizational structures for health informatics; and future directions for the science and profession.

NURS 42000 - Healthcare Economics and Policy (3)

This course explores the organization, management, financing, and reimbursement of healthcare services within complex, rapidly changing healthcare delivery systems. Important legal, ethical, political, and advocacy principles and their impact on health care, especially for vulnerable populations, are emphasized, focusing on equity, access, affordability, and social justice. Ethical decision-making and conflict-resolution skills are developed. A review of regulatory agency policies that impact nursing practice, scope, and roles is included in the course.

NURS 43000 - Transforming Healthcare Through Organizational Systems, Quality, and Safety (3)

This course offers the student an understanding of healthcare quality improvement, including methods and tools to increase patient safety, improve healthcare outcomes and reduce risk in the healthcare setting. It focuses on applying expert knowledge and management expertise to the multiple challenges managers face in healthcare organizations. Particular emphasis is placed on the role of work teams in quality improvement and risk reduction, including understanding the critical success factors for effective team performance. Additional reading and course discussions include assessing risk in complex healthcare organizations and assessing the value of different management techniques to monitor, anticipate, reduce, and eliminate disruptive and dangerous risks. The fundamental objective of this course is for the student to apply

quality and risk management principles in diverse healthcare environments to improve patient safety and clinical outcomes.

NURS 44100 - Interprofessional Collaboration and Leadership for Registered Nurse (4)

This course prepares the professional nurse to coordinate care, lead teams, and demonstrate high-level decision-making within diverse healthcare settings. Emphasis is placed on leadership and management theory and concepts, delegation and supervision of licensed and non-licensed assistive personnel, and a systems approach focusing on the quality and safety of client care. The course will discuss leadership models, behavior, and strategic planning at various organizational levels. Students will also learn concepts of organizational structure, healthcare delivery systems, change management, budgeting and resource allocation, and collaboration with multidisciplinary teams. A mentored leadership and management clinical experience will allow students to apply leadership theories and principles discussed during the course.

NURS 45000 - Healthcare Promotion and Practice in Public Health and Communities (3)

This course provides a conceptual foundation for public and community health nursing in which the community is the client's primary intervention focus. Students learn about delivering care to populations and aggregates using the core public health functions framework of assessment, policy development, and assurance. The changing needs of an increasingly culturally diverse population and the environmental, economic, political, and legal influences impacting the health of groups and communities are examined. Students integrate and apply concepts of epidemiology, health policy, strategies to facilitate health promotion and prevention, and evidence-based practice in conducting a community assessment and planning care for a population or aggregate. Learning activities focus on the community and provide opportunities for students to theoretically apply epidemiology, public health science, and professional nursing at the population and aggregate level.

NURS 46000 - Advancing the Nursing Profession: Expanded Practices and Roles (3)

This course prepares the professional nurse to extend the vision for the nursing profession into the future and chart a path for the nursing profession to help the nation create a culture of health, reduce health disparities, and improve the health and well-being of the U.S. population in the 21st century. Students consider emerging evidence related to the COVID-19 global pandemic and include recommendations regarding the role of nurses in responding to the crisis created by the pandemic. Students examine the lessons learned from past and current nursing practices, roles,

responsibilities, and the current state of science and technology to inform their assessment of the nursing profession's capacity to meet the anticipated health and social care demands in the coming decades. In examining current and future challenges, students consider the dramatically transformed context of professional nursing and the rapidly deployed changes in clinical care, nurse education, nursing leadership, and nursing-community partnerships due to the pandemic and the implications and considerations for future professional nursing practice. In examining the future decades of nursing, students draw from domestic and global examples of evidence-based models of care that address social determinants of health and help build and sustain a culture of health.

NURS 48100 - BSN Capstone for the Registered Nurse (4)

This course is designed for professional nursing students to systematically apply and synthesize skills and knowledge from their baccalaureate coursework to the healthcare practice setting through a mentored leadership and management clinical experience. Students develop and plan for the implementation and evaluation of a project to lead a healthcare system change initiative aimed at improving wellness outcomes and nursing practice in the healthcare environment. The course and project will emphasize professional nursing concepts such as assessment, evidence-based practice, safety and quality, health policy, community health, and leadership in transitioning to professional nursing practice in a transforming healthcare environment. In addition, each student will complete a portfolio outlining professional nursing growth throughout the program and include identifying goals for continued professional development and lifelong learning.

Prerequisite: All RN-BSN coursework with the exception of NURS 44100 and NURS 45000.

PHRL - Philosophy & Religion

PHRL 11600 - World Religions (3), GE-Human Culture: Religion/Human Diversity

In this course, you will become familiar with the most influential religious traditions of the world and their scriptures. We will give specific attention to seven major traditions, Hinduism, Buddhism, Taoism, Confucianism, Judaism, Christianity, and Islam. You will read from the best scholarly translations of each tradition's scriptures and think critically about the place and importance of religion in the world today. Not open to students with credit in PHRL 11200.

PHRL 21200 - Ethics & Human Action (3), GE-Human Culture: Philosophy

Questions like "what is good?" and "what should I do?" have always confronted us. We will cover the development and status of ethics as a theoretical discipline addressing those questions in the western philosophical tradition and the relation of ethics to social and political philosophy.

PS - Political Science

PS 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.

PSY - Psychology

PSY 10000 - Principles of Psychology (3), GE-Social Science

This course is an exploration of basic psychological concepts, methods, and findings contributing to an understanding of human behavior.

PSY 20500 - Human Development (3), GE-Social Science

An overview of human development from conception through death. This course provides an introduction to the study of lifespan development focusing on physical, cognitive, and social development.

SOC - Sociology

SOC 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, social control, globalization, and social change.

SW - Social Work

SW 20000 - Intercultural Communication (3), GE-Communication/Human Diversity

This course is designed to teach participants various interpersonal skills with a direct focus on intercultural communication. Diversity related topics include developing

self-awareness in areas such as verbal and nonverbal interactions, awareness of others, communicating in a variety of cultural contexts, emotions, relationships, and the importance of time and space. Communication topics include the process of communication, listening, putting ideas into words, communicating in social encounters and career situations, communicating in small groups, researching ideas, understanding listeners, speech preparation, and presentation as well as argumentation and debate.

UNIV - Lindenwood University Orientation

UNIV 18205 - College to Career (1)

This course will provide instruction on key components relevant to career planning and development. The course will provide students with opportunities for reflective activities and exercises aimed at fostering growth in their respective career path. The concepts covered include personal and professional reflection, skills identification and development, professional branding, composition of resumes and cover letters, interviewing skills, networking, and general career exploration.

UNIV 18209 - College Success and Beyond (2)

This course introduces students to foundational concepts and practical strategies for thriving in college and preparing for life after graduation. Through structured activities and reflection, learners build habits in goal setting, time and stress management, active learning, information literacy, and effective use of academic and student support services. The course also frames career development as an ongoing process: students explore interests and strengths, review academic pathways and broad career options, and learn how to find and use campus and community career resources to inform decisions. By the end of the course, each student creates a personalized success plan that integrates academic goals with short- and long-term career steps.

GRADUATE COURSE DESCRIPTIONS

AAD - Art and Design

AAD 52900 - Concept Design (3)

This advanced design course will allow graduate students to use two-dimensional studio art skills, digital painting, and three-dimensional computer sculpture to create concept designs for games and film. The course will focus on transforming rudimentary descriptions into a fully realized artistic concept; examples include character, costume design, mechanical design, architectural design, and environmental design. Through case studies, students will also analyze the theories behind concept design.

AAD 53600 - 3D Graphics (3)

This advanced design course provides students with the skills to design 3-D models, materials, lighting, and animation. Analyzing rendering techniques, camera usage, and surface-mapping, students will lead projects to produce photo-realistic images.

ACCT - Accounting

ACCT 51011 - Managerial Accounting (3)

Concepts and techniques for producing and using accounting information for management decisions will be examined in this course. Topics include cost behavior, break-even analysis, cost management systems, marketing/production decision models, capital, and operational budgeting.

ACCT 51015 - Ethics in Accounting (3)

This course investigates the ethical obligations of accountants and auditors. Specifically, this course will focus on professional responsibilities in the following contexts: corporate governance, financial reporting, audit function, and obligations to prevent and detect fraud. This course also addresses the importance of an accounting professional's ethical commitment to ensure that their work meets the highest standards of integrity, independence, and objectivity.

Prerequisite:; ACCT 51011 with a C or better.

ACCT 51055 - Business Tax Planning (3)

This course examines concepts of federal and state income taxes as applicable to businesses, including regular corporations, S-corporations, partnerships, limited liability companies, and sole proprietors. Topics also include trusts and estates.

Prerequisite: ACCT 51011 or FIN 52010.

ACCT 51060 - Governmental and Nonprofit Accounting (3)

This course examines concepts of accounting and financial reporting for federal, state, and local government and nonprofit organizations.

Prerequisite: ACCT 51011.

ACCT 51070 - Financial Statement Analysis (3)

This course examines profitability and risk analysis based on economic characteristics of a firm's business, the strategy a firm uses to compete in its industry, and an understanding of financial statements. Case studies are included.

Prerequisite: ACCT 51011 or FIN 52010.

AIHC - Human-Centered Artificial Intelligence

AIHC 53500 - Data Analysis and Visualization (3)

This course presents strategies to leverage artificial intelligence for data analysis and visualization. The principles of data manipulation, interpretation, and presentation shall be foregrounded through hands-on exercises and real-world case studies using diverse data sources and applying advanced analytical techniques to craft compelling visual narratives.

AIHC 53600 - AI for Skill Development (3)

This course presents metacognitive strategies supported by artificial intelligence to promote lifelong learning, skill development, and enhancement. Through practical applications of AI technologies, personalized skill-building experiences will be created while exploring adaptive learning systems, intelligent tutoring, and AI-driven feedback mechanisms. Through AI-enhanced learning strategies, skill acquisition and refinement across a range of applications can be accelerated.

AIHC 53700 - Coding and Scripting with Generative AI (3)

This course investigates the use of generative artificial intelligence for coding and scripting. It covers advanced coding techniques, script automation, and creative coding with the assistance of AI-powered tools. Through immersive projects and experimentation, students will develop and expand their coding skills and capabilities to create innovative applications and solutions driven by AI-augmented coding capabilities.

AIHC 53800 - Advanced Research and Writing with AI (3)

This course presents an advanced exploration of research and writing enhanced by artificial intelligence. Students will discover how AI can augment the research process, from topic selection to information retrieval and synthesis. They will also delve into AI-driven content generation and editing, as well as the role of AI in enhancing written communication. Through a series of research projects, students will develop sophisticated research and writing skills, culminating in the creation of high-impact research papers and documents.

AIHC 55500 - Human-AI Collaboration (3)

This course explores the theories and practices underpinning effective human-AI interactions, encompassing UX (user experience) design and ethical considerations. Students will explore the evolving dynamics of collaboration between humans and artificial intelligence systems in various practical contexts, from creative endeavors to problem-solving scenarios. Through case studies and collaborative projects, students will gain an advanced understanding of how to facilitate productive human-AI interaction and the responsible integration of AI into collaborative workflows.

CAH - Arts and Humanities

CAH 50000 - Research Methods (3)

This course is an introduction to research methods, historiography, and critical theory. The course introduces the language of research and shifts in practice over time through an examination of both modern and postmodern theories. Participants will use these theoretical underpinnings to begin to critically review literature relevant to their field or interests and determine how research findings are useful in forming their understanding of their own work.

CAH 51000 - Research and Scholastic Writing (3)

This course explores the tools and methods used to write graduate-level research papers. Students will be introduced to advanced research techniques, thesis development and refinement, differentiation of primary and secondary sources, and

effective writing for their own discipline. Through the process, students will recognize and address the strengths and weaknesses in their critical thinking and writing skills and produce successful research projects that demonstrate knowledge of topics and proficiency in writing skills in their own field.

CAH 55000 - Graduate Seminar (3)

Students are encouraged to begin exploration into advanced issues, methods, and critical theory in order to identify the topic for their final thesis and begin gathering research toward that goal.

CAH 60000 - Thesis/Directed Project I (3)

The directed thesis project consists of a project in the student's field completed during the course of graduate studies and/or a supporting written thesis depending upon the program. The thesis project and topic must be approved by a committee of three faculty members, two of which must be from the student's own program. After students finalize their topic with their committee chair, research into and execution of the project begins.

Prerequisite: CAH 55000.

CAH 61000 - Thesis/Directed Project II (3)

The directed thesis project consists of a project in the student's field completed during the course of graduate studies and/or a supporting written thesis depending upon the program. The approval of the thesis project topic and demonstrable progress of initial research/execution must be completed in CAH 60000. Final production of the thesis project and/or written thesis will be completed under faculty direction and evaluated by the student's committee.

CCJ - Criminology and Criminal Justice

CCJ 50300 - Ethics in Criminal Justice Administration (3)

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

CCJ 50320 - Criminal Justice Leadership: Strategies and Practice (3)

This course prepares criminal justice administrators to cultivate strategies and identify best practices for confronting challenging workplace issues, managing crises, and supervising diverse populations. Students will have the opportunity to formulate solutions to problems that leaders, managers, and administrators face in criminal justice organizations in the United States and globally.

CCJ 50330 - Criminal Justice Leadership Theory (3)

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

CCJ 50400 - Public Policy and Criminal Justice (3)

This course examines the public policy process, factors influencing policy development within the criminal justice system, and the nexus between law and public policy. A review of historic, critical issues shaping the criminal justice system provides the insight needed to better understand current criminal justice policy.

Students learn to conduct a policy analysis and to research the literature to identify support for the proposal of new policy and to compare and contrast criminal justice policies globally.

CCJ 50500 - Criminal Justice Research Methods (3)

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

CCJ 51700 - Crisis Management (3)

This course addresses various types of internal and external crises faced by criminal justice administrators, from a micro level to a macro level. Students will learn to analyze

issues and formulate solutions to crises ranging from those faced by the individuals to crisis and disaster management. Students will also learn the significance of preparation and planning for crises.

CCJ 51800 - Corrections Administration (3)

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

CCJ 51900 - Police Administration (3)

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

CCJ 60100 - Capstone I (3)

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

DCS - Digital Content Strategy

DCS 50000 - Digital Content and Demographics (3)

This advanced course introduces demographic analysis techniques and the quantifying of demographic data in the field of digital content and social media. Through various case studies in social media, journalism, as well as memetic content, students will learn how to analyze trends in digital media. Through demographic analysis of major digital platforms, students will learn to illustrate demographic concepts and apply that knowledge in their content creation.

DCS 52200 - Emerging Platforms (3)

This course investigates newly emerging media platforms, including mobile, social, and digital that offer unique user experiences and opportunities for communicators to connect with an audience. Students will examine case studies and strategies used to understand audience behavior, as well as the analytical tools associated with those platforms. The analysis will allow students to develop dynamic content for storytelling, user engagement, and brand management.

DCS 52500 - Social Media Strategy (3)

This advanced course will teach students how to create detailed social media strategies that utilize the powerful reach of social media platforms. Students will examine contemporary marketing campaigns in the most popular social media platforms and analyze these techniques to be implemented in their own campaigns. This course will focus on teaching students how to develop a social media presence and brand for an outside entity (consulting client, small business, artists, corporations, etc.). Students will be expected to conduct industry research which should be synthesized into their own work.

DCS 55000 - Personal Branding (3)

This advanced course investigates social media platforms and their role in crafting personal brands. Through platforms, users are able to become their own media company and can apply that experience to other brands. Through case studies and analysis, students will learn to create, promote, protect, maintain, and monetize their own personal brand by utilizing major social media platforms. Students will learn to analyze audience data to construct trend predictions and ultimately, create better content.

EDHE - Education: Higher Education Administration Masters

EDHE 50500 - Foundations of Higher Education (3)

Study of the historical growth and advancement of public and private colleges and universities in the United States from the earliest higher education institutions to today's "virtual" schools. Overview of contemporary issues, policies, and practices in higher education institutions including accreditation, curriculum, financial management, and institutional planning.

EDHE 51000 - Governance, Management, and Administration in Higher Education (3)

Organizational and administrative structures within the hierarchy of higher education institutions will be studied as students examine the relationship between the higher education institution and the community it serves, the role of faculty, staff, and students in academic operations and the outreach of modern institutions.

EDHE 52000 - Leadership Development (3)

In this course, students will review research about leadership with an emphasis on transformational leadership, creation and implementation of a vision; develop skills in mobilizing institutional and community organizations and constituents with an emphasis on institutional improvement.

EDHE 52500 - Student Development and Student Affairs (3)

This course examines academic support and student services focusing on admissions, enrollment, orientation, student health and counseling, support services, etc.

EDHE 53000 - Practicum in Higher Education (3)

This course provides students with real-life, hand- on experience in higher education. Students work in administrative and curricular offices to incorporate the knowledge and skills learned in the higher education program.

EDHE 53500 - Ethical Decision-Making (3)

In this course, students will examine decision-making strategies essential for student affairs administrators. Topics include: review of national governing board ethics, challenges in decisions, and power structure.

EDHE 54000 - Social Issues in Education (3)

A review of historical and recent social issues in the United States and impact on educational systems. Issues will be examined through the eyes of marginalized populations.

EDHE 55000 - Project in Higher Education (3)

Students will choose one component of higher education, i.e., student affairs, admission and enrollment, administration, etc. to research in detail and complete a terminal project based on their research.

EDR - Education: Research

EDR 58000 - Writing for Research and Publication (3)

This course is designed to introduce graduate students to the writing expectations in published educational research. Students will learn the organization, writing expectations, and citation style of APA. The instructor will present strategies for all aspects of the writing process, especially revision. Students will work in groups to peer review each other's work and meet individually with the instructor. This course is designed to enhance graduate students' writing skills so they are more prepared for the complex writing requirements of graduate level writing and scholarship. Locating, reading, synthesizing, and evaluating published educational research will also be reviewed. This course emphasizes writing for a specific audience. The final product of this class will be a literature review excerpt on a topic the student desires to investigate further in the certificate program or other professional writing such as a grant application.

EDSBA - Education: Behavior Analysis

EDSBA 50001 - Ethical and Professional Issues in Behavior Analysis (3)

This course will familiarize students with the BACB Ethics Code (updated January 2022) and will include topics on responsibility as a professional, responsibility in practice, responsibility to clients and stakeholders, responsibility to supervisees and trainees, responsibility in public statements, and responsibility in research, as well as code enforcement procedures, legal constraints, and professionalism. Students will also be introduced to the IRB process. Additionally, this course covers Domain E 1-12 of the BACB Sixth Edition Test Content Outline (TCO) and satisfies the requirement of 45 contact hours of behavior analytic ethics within a freestanding course.

EDSBA 51001 - Concepts and Principles in Behavior Analysis (3)

In this course, students will develop competence in the technical terminology on the basic concepts and principles of behavior analysis. Topics will include identifying and distinguishing stimulus and stimulus class, identifying and distinguishing positive and negative punishment and automatic and socially-mediated contingencies, and identifying and distinguishing unconditioned, conditioned, and generalized reinforcers and punishers. Additional topics will include basic and compound schedules of reinforcement, extinction, stimulus control and discrimination, generalization, maintenance, motivating operations, behavioral momentum, the matching law, imitation, and observational learning. This course covers Domain B 2, B 5-17, and B 22-24 of the BACB Sixth Edition Test Content Outline (TCO) and meets the requirement that 45 contact hours on these topics are covered within a freestanding course.

EDSBA 51101 - Philosophical Foundations of Behavior Analysis and Introductory Concepts (3)

This course covers the history and philosophical underpinnings of behavior analysis, theoretical approaches to understanding behavior, and will introduce students to concepts and principles necessary for understanding behavior. Topics will include the goals of behavior analysis as a science (i.e., description, prediction, control), the philosophical assumptions underlying the science of behavior analysis (e.g., selectionism, determinism, empiricism, parsimony, pragmatism), the dimensions of applied behavior analysis, and the radical behaviorism perspective. Students will distinguish among behaviorism, the experimental analysis of behavior, applied behavior analysis, and the professional practice guided by the science of behavior analysis. Introductory concepts will include identifying and distinguishing behavior, response, and response class, identifying and distinguishing respondent and operant conditioning, and identifying and distinguishing positive and negative reinforcement contingencies. This course covers Domains A 1-5 and B 1, B 3 and B 4 of the BACB Sixth Edition Test Content Outline (TCO).

EDSBA 52001 - Advanced Research Methods in Applied Behavior Analysis (3)

This course will develop competence in the measurement of behavior, data analysis, and experimental design with an emphasis on single-subject design. Topics will include distinguishing dependent and independent variables, distinguishing internal and external validity, identifying threats to internal validity, identifying the defining features of single-subject design, identifying strengths of single-subject and group designs, critiquing and interpreting data from single-subject designs, distinguishing reversal, multiple baseline, multielement, and changing criterion designs, describing rationales for conducting comparative, component, and parametric analyses, and applying

single-case designs. This course covers Domain D 1-9 of the BACB Sixth Edition Test Content Outline (TCO).

EDSBA 52101 - Measurement, Data Display, Interpretation, and Experimental Design (3)

This course introduces students to foundational research concepts in behavior analysis to develop competence in how principles of behavior are discovered and described in basic research. Topics will include operational definitions, direct, indirect, and product measures of behavior, procedures for measuring occurrence (e.g., frequency, rate, percentage), procedures for measuring temporal dimensions (e.g., duration, latency, interresponse time), and procedures for measuring form and strength (e.g., topography, magnitude). Students will distinguish continuous and discontinuous measurement, will design and implement discontinuous measurement procedures (e.g., interval recording, time sampling), will measure efficiency (e.g., trials to criterion, cost-benefit analysis, training duration), evaluate the reliability of measurement procedures, select an appropriate measurement system to represent data and procedural integrity, graph data to communicate relevant quantitative dimensions (e.g., equal-interval graphs, bar graphs, cumulative records), and interpret graphed data using visual analysis. This course covers Domain C 1-12 of the BACB Sixth Edition Test Content Outline (TCO) and satisfies the requirement that 45 contact hours on these topics are covered within a freestanding course.

EDSBA 53001 - Behavior Change Procedures for Applied Behavior Analysis (3)

This course will develop competence in the application of principles of behavior specific to behavior change procedures. Topics will include designing and evaluating positive and negative reinforcement contingencies, positive and negative punishment contingencies, differential reinforcement procedures with and without extinction, time-based reinforcement schedules, simple and conditional discrimination procedures, modeling procedures, instructions and rules, trial-based and free operant procedures, group contingencies, and stimulus and response generalization and maintenance. Additional topics will include identifying procedures for selecting and using conditioned reinforcers, incorporating motivating operations and discriminative stimuli into behavior change procedures, selecting and evaluating stimulus and response prompt and prompt fading procedures, shaping dimensions of behavior, selecting and implementing chaining procedures, and evaluating emotional and elicited effects of behavior change procedures. Students will also develop intervention goals in measurable and observable terms, identify and recommend interventions based on assessment results, scientific evidence, client preferences, and contextual variables, select socially valid behavior to

increase, plan for and attempt to mitigate unwanted effects from behavior change procedures and relapse, make data-based decisions about procedural integrity and the effectiveness of an intervention including potential modifications to the intervention, and collaborate with others to enhance client services. This course covers Domains G 1-18 and H 1-8 of the BACB Sixth Edition Test Content Outline (TCO).

EDSBA 53101 - Verbal Behavior Concepts and Applications to Behavior Change Procedures (3)

This course will familiarize students with Skinner's analysis of verbal behavior and will cover the elementary verbal operants, assessment and intervention across verbal operants, multiple control, the importance of the listener, autoclitics, private events, problem solving, and emergent behavior (e.g., bidirectional naming, stimulus equivalence, etc.). Students will demonstrate competence of these concepts by writing a research proposal based on existing research in verbal behavior. Additionally, this course covers Domains B 18-21, and G 19 of the BACB Sixth Edition Test Content Outline (TCO).

EDSBA 54001 - Observation and Assessment in Behavior Analysis (3)

This course will develop competence in the application of principles of behavior specific to assessment in applied behavior analysis. Topics will include identifying relevant sources of information within a records review, identifying and incorporating cultural variables during the assessment process, designing and evaluating assessments of skill strengths, designing and evaluating preference assessments, descriptive assessments, and functional analyses, interpreting assessment data to determine the need for services and to identify socially valid, client informed, and culturally responsive procedures and goals. This course covers Domain F 1-8 of the BACB Sixth Edition Test Content Outline (TCO).

EDSBA 55001 - Performance Diagnostics, Supervision, and Organizational Behavior Management (3)

This course will familiarize students with the history of organizational behavior management within behavior analysis, assessment and intervention for personnel and organizational problems across performance management, behavioral safety, and behavioral systems analysis categories, and effective supervision. Topics will include pinpointing behavior, selecting a measurement system, PIC/NIC analysis, the performance diagnostic checklist, antecedent interventions (e.g., task clarification, goal setting, response effort), staff training and behavioral skills training, consequence interventions (e.g., feedback, pay for performance), incentive systems in the workplace,

maintenance of behavior change in the workplace, social validity, relationship maps, process maps, turnover and diversity in human service organizations, and systems for effective supervision based on behavior-analytic principles. Students will complete an applied project in which they demonstrate competence of these concepts by assessing an organizational issue and proposing an intervention based on assessment results. Additionally, this course covers Domain I 1-7 of the BACB Sixth Edition Test Content Outline (TCO).

EDSBA 56001 - Master's Thesis - Behavior Analysis (3)

Students will develop competence in defining a research problem, designing a method to address the problem, and conducting and reporting an investigation that carries out the method to conclusion. Experimental theses will include students developing a research topic based on existing literature, completing a literature review specific to the research topic leading to the purpose of the thesis, developing methods for addressing the research topic which allows for replication and experimental control, obtaining IRB approval, submitting a proposal for committee review and approval, collecting data according to outlined methods, providing results following data collection, providing a conceptual analysis to interpret the results that discusses limitations and guides future areas of research, and submitting a final written thesis for committee review and approval. Thesis equivalent projects will include a proposal that describes the work to be conducted, the work itself, and a report of the work that describes the rationale, method, outcome, and an evaluation of the outcome.

EDSBA 58101 - Behavior Analysis Fieldwork I (3)

This course is designed to allow students to accrue the BACB-required supervised experience hours by working in the field with a University approved provider. Students will complete supervised fieldwork hours, concentrated supervised fieldwork hours, or a combination under the supervision of a BCBA qualified professional as designated by the BACB and fieldwork hours may be accrued at an on-ground location, remotely, or a combination of these modalities. No fewer than 20 hours, but no more than 160 hours, including supervision, will be accrued per month until the total hours required by the BACB has been reached. Students will apply behavior-analytic concepts within their fieldwork locations under the supervision of their BCBA supervisor. Students will discuss these applications during course meetings with their fieldwork instructor and will be given the opportunity to be evaluated by their fieldwork supervisor as well as evaluate the quality of their supervision experience ongoing.

EDSBA 58201 - Behavior Analysis Fieldwork II (3)

This course is designed to allow students to accrue the BACB-required supervised experience hours by working in the field with a University approved provider. Students will complete supervised fieldwork hours, concentrated supervised fieldwork hours, or a combination under the supervision of a BCBA qualified professional as designated by the BACB and fieldwork hours may be accrued at an on-ground location, remotely, or a combination of these modalities. No fewer than 20 hours, but no more than 160 hours, including supervision, will be accrued per month until the total hours required by the BACB has been reached. Students will apply behavior-analytic concepts within their fieldwork locations under the supervision of their BCBA supervisor. Students will discuss these applications during course meetings with their fieldwork instructor and will be given the opportunity to be evaluated by their fieldwork supervisor as well as evaluate the quality of their supervision experience ongoing.

EDSBA 58301 - Behavior Analysis Fieldwork III (3)

This course is designed to allow students to accrue the BACB-required supervised experience hours by working in the field with a University approved provider. Students will complete supervised fieldwork hours, concentrated supervised fieldwork hours, or a combination under the supervision of a BCBA qualified professional as designated by the BACB and fieldwork hours may be accrued at an on-ground location, remotely, or a combination of these modalities. No fewer than 20 hours, but no more than 160 hours, including supervision, will be accrued per month until the total hours required by the BACB has been reached. Students will apply behavior-analytic concepts within their fieldwork locations under the supervision of their BCBA supervisor. Students will discuss these applications during course meetings with their fieldwork instructor and will be given the opportunity to be evaluated by their fieldwork supervisor as well as evaluate the quality of their supervision experience ongoing.

EDSBA 58401 - Behavior Analysis Fieldwork IV (3)

This course is designed to allow students to accrue the BACB-required supervised experience hours by working in the field with a University approved provider. Students will complete supervised fieldwork hours, concentrated supervised fieldwork hours, or a combination under the supervision of a BCBA qualified professional as designated by the BACB and fieldwork hours may be accrued at an on-ground location, remotely, or a combination of these modalities. No fewer than 20 hours, but no more than 160 hours, including supervision, will be accrued per month until the total hours required by the BACB has been reached. Students will apply behavior-analytic concepts within their fieldwork locations under the supervision of their BCBA supervisor. Students will discuss these applications during course meetings with their fieldwork instructor and will be

given the opportunity to be evaluated by their fieldwork supervisor as well as evaluate the quality of their supervision experience ongoing.

EDT - Education: Instructional Technology

EDT 50900 - Innovation Mindset (3)

This course examines the role of innovation in education as a theory and a practice. Students will incorporate new educational technology tools into their learning through projects designed to foster innovative thinking and a growth mindset.

EDU - Education

EDU 50500 - Analysis of Teaching and Learning Behavior (3)

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

EDU 51000 - Conceptualization of Education (3)

This course is designed to provide an overview of education from historical, philosophical, and sociological perspectives. Students will expand on their understanding of contemporary education through an investigation of the changing role of educators in current social, political, and economic times using current peer reviewed articles and other open educational resources (OER).

EDU 51300 - Survey of Gifted and Talented Education (3)

This course includes entry-level concepts and is a prerequisite for future study in the field. The course introduces students to basic terminology, theories, and general approaches and encompasses the following broad aspects of the field: history; major research; philosophy; definitions; cognitive, social and emotional characteristics and needs of the gifted; types and levels of giftedness; broad-based identification procedures; general program issues, approaches; special populations; teacher characteristics and competencies.

EDU 52010 - Curriculum Analysis and Design for Gifted Education (3)

This course has a dual emphasis. First, it includes substantive study of past and current curricula with attention to their bases in research and theory. Second, this knowledge is utilized by participants in preparing curricular programs which will enable them to function more effectively in their particular educational settings. Emphasis will focus on curricula used for educating gifted learners in a K-12 setting.

EDU 52400 - Assessment of Intellectual Skills (3)

This course teaches students about the use of non-projective, educationally relevant tests, including theories of measurement, test construction, test administration, and the use of assessment results. Students will review administration of one of the more commonly used methods of assessment, either the SB-V or WISC-V. Students will be provided with opportunities (online or in class) to view assessments and demonstrations of the commonly used assessments in schools today. Students will also be introduced to ethical considerations, confidentiality, and the impact of diversity in testing. The role of testing in special programs, including gifted identification and the Response to Intervention (RtI) model will also be discussed.

EDU 53000 - A Survey of Learning Styles (3)

This course includes an in-depth examination of theories of learning styles with emphasis on Brain Dominance, Learning Styles, and Multiple Intelligences. Applications of the models as they can be adapted to basic teaching styles will be stressed.

EDU 54200 - Administration and Supervision of Gifted Programs (3)

This course provides the fundamental principles of program development for the gifted. Topics addressed include student identification procedures with particular focus on special populations of the gifted; needs assessment; philosophy of curriculum development; staff selection and development; budgeting; resource identification and utilization; strategies for communicating the rationale for gifted education to the education community and the community at large; parent and community role clarification; program monitoring and evaluation, and strategies for producing change. Role functions and referent groups are studied as well as general educational procedures; steps in basic program development, including a manual of guidelines and procedures; provision for appropriate resources; and refinement of effective parent and community involvement.

EDU 54400 - Meeting the Affective Needs of Gifted Children (3)

This course focuses on the differential affective characteristics and needs of students who are gifted. General counseling techniques will be studied as they apply to working with the gifted. This area includes such topics as communicating with the gifted, their teachers and parents; assessing special interests, needs and expectations (e.g., underachievement, perfectionism, self-esteem, leadership peer pressure, depression, suicide, motivation, personal and social dynamics, and parenting skills); the role of the school in psycho-social development; and the potential of the gifted to achieve.

EDU 54900 - Practicum: Gifted Education (3)

This course involves the application of knowledge, skills, and competencies delineated in the five basic areas of study: survey; program planning and development; screening, assessing, and evaluating; instruction; meeting the affective needs of the gifted and talented. A practicum will be individualized to address the needs, abilities, and prior educational and professional experiences of the students and focus on designing and evaluating curriculum and instruction methods that enhance the specific learning styles of students who are gifted. Individual conferences and group meetings will provide opportunities to share and discuss problems and solutions encountered during the practicum.

EDU 57000 - Educational Research (3)

This course is designed to engage practitioners in the collection, evaluation, and interpretation of educational research for use in a variety of educational practices. The student will investigate the basis of educational research, along with pertinent methods of data collection and analysis of both quantitative and qualitative research results. Emphasis will be placed on research problems, designs, and findings in the student's selected area of concentration. Students will be expected to demonstrate their ability to narrow a research topic, complete accepted scholarly search strategies, identify and synthesize research articles, and correctly format a literature review using established APA guidelines.

FIN - Finance

FIN 52010 - Financial Policy (3)

This course introduces the student to the major techniques of financial management. Topics will include financial markets and sources of financing, financial analysis, forecasting and planning, security valuation, cost of capital, capital budgeting, and capital structure.

GAM - Game Design

GAM 50001 - Team Studio I (3)

This advanced applied course has graduate students leading work in teams going through the entire game development process going from concept to completed publish ready game creating examples to build their portfolio.

Note: This class may require the use of a virtual reality headset identified by the instructor.

GAM 50120 - Level Design (3)

This advanced software course covers the creation of playable three-dimensional levels, including terrain generation, custom texture maps, and three-dimensional place-able models. Through case studies, students will analyze the theories behind level creation and design.

Note: This class may require the use of a virtual reality headset identified by the instructor.

GAM 56800 - Game Development (3)

This advanced level course introduces students to working in modern game engines while building their own games based on industry inspired workflows. Students will demonstrate an ability to design, develop, and execute a 3D game of their own. Students will also demonstrate an understanding of critical reception of games and through written reflections.

Note: This class may require the use of a virtual reality headset identified by the instructor.

HCA - Healthcare Administration

HCA 53000 - Human Resources in Healthcare (3)

This course presents the techniques and practices behind effective management of people the healthcare profession. It presents the techniques and practices behind effective management of people the healthcare profession on issues of employment law and employee relations, credentialing of healthcare providers, staff recruitment, selection, and retention practices performance management, workforce planning in a rapidly changing healthcare system and nurse staffing in healthcare organizations. Problem-based learning cases will engage students and expand learning comprehension.

HCA 53200 - Issues in Public Healthcare Administration (3)

Public health is concerned with threats to the overall health of a community based on population health analysis. Students will learn about public health from both a global and national viewpoint as well as additional topics of disaster preparedness, public policy and research. Disease prevention via behavior and environmental modification along with the cost effectiveness and benefits of public health interventions and technology use will also be reviewed.

HCA 53310 - Administration of Healthcare Law and Case Study Analysis (3)

This course will be an in-depth discussion of case setting precedents in healthcare Law. The scope and perspective of the intricacies of healthcare law will be discussed from a management perspective, as well as liabilities of healthcare institutions as they relate to legal issues. Students will learn to analyze, synthesize, and apply current and previously established political, social, economic, and legal indications in the analysis of legal cases as they relate to predominant healthcare issues. Current precedent setting cases and established cases will be fully explored as they relate to and contrast the evolution of healthcare law.

HCA 53400 - Healthcare Analytics (3)

The healthcare industry is in a state of accelerated transition. The proliferation of healthcare data and its assimilation, access, use, and security are ever-increasing challenges. Data analytics plays an increasingly greater role in healthcare organization. This course presents best practices for controlling, analyzing, and using data. The elements of preparing an actionable data strategy are exemplified on subjects such as revenue integrity, revenue management, and patient engagement. Students will look at different types of analytical tools to help make meaningful decisions that will cut costs, improve efficiency, and ultimately provide better care for patients.

HCA 53500 - Research Methods in Healthcare (3)

Students will learn how to become critical and intelligent consumers of research literature in healthcare. Guidelines to determine if research is valuable will be presented based upon the appropriateness of research design, methodology, and statistics. Students will learn how to apply knowledge obtained through research to everyday practices in healthcare organizations.

HCA 53710 - Medical Records, Ethics and the Law of Health Information (3)

This course reviews the accountability for the protection and dissemination of healthcare information and is an invaluable resource for students and practitioners across the health disciplines. This course provides an overview of health information

HIPAA Privacy and Security rules, and Health Information Technology for Economic and Clinical Health (HITECH) Act, and the growth in the utilization of electronic record systems. It introduces other laws and organizations that are critical to the management and protection of health information as well as basic concepts such as compliance, uses of information for coding, and cybersecurity. Standards for conduct and ethical uniformity of practice for the Health Information profession and ethical decision-making matrices will be discussed as a guide to understanding the complexity of solving ethical problems.

HCA 55100 - Quality Improvement and Management in Healthcare Organizations (3)

This course reviews the current healthcare system, history of quality, and quality issues specific to health care industry. Students will discuss the integration of quality into the strategic planning process. Students will understand the strategic role of quality in the American health care system. Students will learn domains and dimensions of quality and their integration into operational activities into the healthcare organization and a structured approach for reporting quality performance at multiple levels of the organization. Students will learn that there are parallels between financial performance and quality performance management.

HCA 55200 - Strategic Management and Marketing in Healthcare Organizations (3)

This course provides the student with the ability to look at developing a strategic plan in a changing environment with changing consumer demands. Additionally, students will discuss healthcare marketing and health promotion applications used in various types of Healthcare organizations.

HCA 57710 - Healthcare Finance and Accounting (3)

This course will cover a broad range of topics to include an overview of the healthcare system and evolving reimbursement methodologies; healthcare accounting and financial statements; managing cash, and billing and collections; and an analysis of financing major capital investments. Budgeting and performance measurement and pricing will also be reviewed. Students will discuss production analysis, cost measurement, and internal reporting concepts that are imperative to making informed management decisions.

HCA 57800 - Economics of Health and Medical Care (3)

This course will give students a firm understanding of the relevance of economics to the US health care industry and the economic policies that affect medical care delivery and

finance. Students will explore the changing nature of health care and will learn to analyze health policy from a social, political, and economic perspective.

HCA 58050 - Digital Medicine and Healthcare Information Systems (3)

This course is designed to assist today's healthcare professionals and managers with the fundamental knowledge and tools needed to manage information and information resources effectively within a wide variety of health care organizations as well as understand national private sector and government initiatives that have played key roles in the adoption and application of the technologies in health care. Knowledge of these initiatives and mandates shaping the current HIT national landscape provides the background for understanding the importance of the health information systems that are used to promote excellent, cost-effective patient care.

HCA 60100 - Healthcare Administration Capstone (3)

This course examines leadership skills in the context of managing in healthcare organizations. Course content includes strategic thinking, effective communications, team building, and leading in various contexts. While learning about leadership issues, students are required to synthesize the information and skills learned in previous courses through activities such as group projects, case studies, presentations, and research papers.

HRM - Human Resource Management

HRM 56510 - Strategic Human Resource Management (3)

This course is an overview of human resource management and will include exploration of such topics as staffing, training and development, performance management, compensation, labor relations, and employment law, with a primary focus on strategic execution, which integrates HR programs and policies within the framework of an organization's strategic direction.

HRM 56530 - Workforce Talent Development (3)

This course introduces students to methods of employee training and to the role that employee training plays in organizational planning. Particular emphasis will be given to needs analysis, program design and delivery, training methods, learning theory, learning styles, and evaluation and testing.

HRM 56545 - Employment and Labor Law (3)

This course examines basic law as applied to employment issues. Topics include equal employment, affirmative action, employment-at-will, constructive and unlawful discharge, wage and hours issues, mandatory benefits, safety and workers compensation, protected classes, disability issues, workplace accommodation, labor relations, and record keeping requirements.

HRM 56550 - Workforce Total Rewards (3)

This course is an overview of compensation and benefits covering pay structures, pay systems, comparable worth, relationship between pay and performance, performance evaluation, internal and external equity, and legal issues.

HRM 56555 - Workforce Staffing (3)

This course covers phases of the selection and placement process and includes the interview as a multistage process, cognitive structures brought to the selection task by applicants and interviewers, and means of improving the interview as an effective selection and recruiting technique. The course will also deal with concerns of designing and conduct of employee reviews.

HRM 56565 - Human Resource Management Analytics (3)

This course sets out new approaches, formulas, and software needed to enable any Human Resource (HR) function or organization to forecast trends and to use existing data to their organization's advantage in order to maximize efficiency and productivity. Students will review software to help them conduct forecasts with certainty to right size any organization. It will emphasize how HR can become a true business partner by rethinking HR's contribution to the organization in the future. Topics include a specific HR strategic model, reshaping of HR to align itself better with the business, and a number of new tools and techniques to aid in creating real financial value to the organization. Prerequisite: HRM 56510.

HRM 56585 - Human Resource Management Integration (3)

Human Resource Management Integration is the final core requirement and offers an intensive exploration of the applied aspect of human resource strategy, concepts, and methodologies. Working as a team with other students, individuals will apply human resources management solutions to management simulations based upon a real-world organizational setting. Students will apply what they have learned from classes through lecture, discussion, case studies, and examples that emphasize the strategic role that human resource management plays in an organization. Students will experience the role of the HR leader as change agent including the organizational development tools of

action research, strategic leadership, consensus building, and core competencies needed to lead effectively in diverse organizations. This course is to be taken during the student's last term of the MA HRM program.

Prerequisite: HRM 56510.

INST - Instructional Technology

INST 51010 - Instructional Technology: Theory and Practice (3)

This course will examine the theoretical foundations of using technology to enhance instruction in various contexts. It will present a model for integrating technology, from inception to execution, and explore designing for authentic audiences and user experience.

INST 51020 - Transforming Learning with Technology (3)

This course will introduce tools and pedagogy related to utilizing and applying various technologies in innovative ways for teaching and learning.

INST 51030 - Digital/Visual Literacy & Instructional Media (3)

This course will focus on the necessity of digital and visual literacy skills, intentional messaging for both creators and consumers, as well as using media for instruction.

INST 51040 - Engaging and Assessing Students in Virtual Environments (3)

This course will provide resources and methodology focusing on engagement and assessment of learning online. Students will use the features of multiple platforms to effectively promote whole class, small group, and individual interactions. They will learn how to identify and skillfully manage instructional resources to foster learning.

INST 51060 - Emerging Instructional Technologies (3)

This course will investigate and evaluate new and emerging technologies for instructional purposes. Course content will vary.

INST 51070 - Instructional Technology Capstone (3)

This course will serve as a culminating experience for the instructional technology program. Students will apply their learning to create a project-based learning site that synthesizes theory, practice, and resources.

MGMT - Management

MGMT 56020 - Organizational Communications (3)

This course will help students understand organizational communication theories, models, and processes. Focus will be on application of these principles in organizational communication speaking exercises; and the use of effective communication skills in management and leadership settings.

MGMT 56030 - Management Practices (3)

In this course, students will study classical and modern management theories of organization; the functions of management; external and/or environmental aspects bearing on managerial responsibility; development of practical management policy as guides to managerial decision-making; and human aspects of management including motivation, workplace equity and demographic diversity. This course includes the use of case studies to apply theory through practice.

MGMT 56035 - Organizational Behavior (3)

This course is an analysis of primary factors affecting individual and group behavior in organizations and examines the structure and behavior within organizations that impact performance, morale, and profitability.

MGMT 56037 - Organizational Change and Development (3)

Organization development (OD) is the process of planning and implementing interventions to create interpersonal, group, intergroup, or organization-wide change. This course presents the theoretical foundations of organization development as an applied behavioral science. Students will also be introduced to many types of interpersonal, intra-group, intergroup, and organizational interventions that are used to effect comprehensive and lasting changes.

MGMT 56040 - Supply Chain Management (3)

This course analyzes the interactions and the relationships within supply chain management (SCM). SCM is an advanced course designed to examine the theoretical principles of the integration of key business processes from product or service inception to user. Particular emphasis will be given to use of case studies and analysis. Lectures and case studies focus on procurement, logistics, risk management, information technology, and order fulfillment. Additional topics to be covered include SCM performance metrics, supply chain integration, distribution strategies, and network

design. A course project will enable students to apply the concepts discussed in the course to solve a complex supply chain problem.

MGMT 56045 - Logistics Management (3)

Logistics Management examines the strategic issues and opportunities in the logistics/ distribution/transportation function and provides the student with an understanding of why and how this discipline is integral to supply chain management. Logistics processes, including domestic and international transportation management, transportation modes, risk pooling, warehouse management, enabling technologies, third and fourth party logistics, distribution resource planning, as well as environmental responsibilities will be covered. There will be an emphasis on case study.

MGMT 56048 - Procurement Management (3)

Procurement Management examines the strategic issues and opportunities in purchasing/supply chain management function and provides the student with an understanding of why and how this discipline is integral to SCM. Purchasing process, procurement cycle, e-procurement, supplier integration, negotiation, contract management, and strategic sourcing are among the topics to be covered. There will be an emphasis on case study.

MGMT 56053 - Leadership Competencies (3)

This course is designed to provide students with a comprehensive understanding of leadership competencies and their application to organizational and personal success. Students will evaluate how effective leaders use these competencies to analyze critical challenges and opportunities and create solutions to enhance organizational effectiveness and a high level of engagement in those they lead. Students will analyze their own key leadership strengths and evaluate how to apply their strengths to create organizational success. Utilizing this information, students will also complete a personal development plan to improve and enhance their own leadership effectiveness.

MGMT 56057 - Leadership Strategies (3)

This course focuses on the development of strategic thinking and the ability to develop and implement strategies that enable an organization to create and maintain a sustainable competitive advantage. Current strategic theories are integrated with strategic practice. Additionally, readings in corporate responsibility focus on how the organization should be managed in the best interests of all stakeholders.

MGMT 56065 - Project Management (3)

This MBA elective course develops a foundation of concepts and solutions that supports the planning, scheduling, controlling, resource allocation, and performance measurement activities required for successful completion of a complex project. It examines project management roles and environments, the project life-cycle, and various techniques of work planning, control, and evaluation to achieve project objectives. The tools currently available to project managers are illustrated in this course through the use of Microsoft® Project software. Moreover, the Project Management Body of Knowledge PMBOK® will be used as a basis for content.

Prerequisite: HRM 56510.

MGMT 56080 - Business Analytics (3)

This course introduces business analytics, by providing an overview of 'big data', data analytics/business intelligence, as well as hands-on use of mainstream commercial data analytics toolsets. Applications will include sport management, marketing, purchasing, and finance oriented analyses. Student will also gain an understanding of data warehouses, data management, and web analytics.

MGMT 56085 - Operations Management (3)

This course examines a blend of concepts relating to operations management, in both the manufacturing and service sectors. Operations management topics include production planning, inventory management, statistical process control, project management, product design, six sigma, lean manufacturing, and computer integrated manufacturing.

MGMT 66080 - Business Policies and Strategies (3)

This course is the capstone MBA offering, utilizing a top management perspective. Students explore the practices and problems that confront the modern business organization through business simulation studies or case study analysis. This course is to be taken during the student's last term of the MBA program.

MPA - Public Administration

MPA 52000 - Public Administration: Principles, Applications and Ethics (3)

You will learn core theories underlying public administration. In addition, you will examine ethical issues relative to specific federal and state laws and ethical challenges in public administration.

MPA 52500 - Government Institutions: Performance and Accountability (3)

This course addresses issues associated with governmental reform, and how agencies are held accountable for performance and outcomes. You will explore systems of performance measurement as these apply to public administration.

MPA 53000 - Program Implementation and Evaluation (3)

This course focuses on how programs, once they become federal or state law, or local ordinance, are actually carried out. You will learn how programs are evaluated to determine effectiveness and the principles of sound program evaluation.

MPA 53500 - Policy Design and Analysis (3)

You will develop policy analysis skills and learn to apply these to a wide range of social policies. You will learn how policy analysis holds promise for strengthening public policy, as well as its limitations in ensuring that policy is sound and effective.

MPA 53700 - Data Collection and Evaluation (3)

This course addresses how to find, interpret, and apply governmental data. You will become familiar with the strengths and limitations of available data as a tool for determining effective public policy.

MPA 54000 - Governmental Budgeting (3)

This course focuses on the inter-relationships among the federal, state, and local governments. You will learn about specific issues related to fiscal federalism, grants-in-aid, state governments and their balanced budgets, property taxes, financial impact of recessions, and measuring fiscal stress using ratio analysis.

MPA 54500 - Policy and Budgetary Forecasting (3)

You will learn how government agencies make projections for budgets. Students will develop skills to forecast impacts of policy on budgets for a wide range of public issues.

MPA 55000 - Economic Analysis for Policy Makers (3)

You will analyze the impact of government spending. In addition, economic issues that matter to the study of public administration, such as the multiplier effect and interest rates will be examined.

MPA 56000 - Public Finance and Taxation (3)

This course focuses on governmental finances, including taxation and other forms of revenue. You will examine the similarities and differences in regard to these topics at

the federal, state and local levels of government. Further, you will explore the effect of recessions and depressions on public finance.

MPA 57000 - Business-Government Environment (3)

You will explore the regulatory role of governments as well as partnership relationships between government and business. Some specific issues addressed include tax credits, tax increment financing, public corporations, and economic development policies.

MPA 60000 - Capstone Course in Public Administration (3)

This course synthesizes core program concepts related to fiscal management, budgeting, business relations, ethics, program evaluation and policy analysis in the field of public administration. Students complete a major research paper in which they demonstrate the program's major themes and how these apply to public policy.

MRKT - Marketing

MRKT 55010 - Marketing Principles and Issues (3)

This course introduces students to the principles of marketing, the role of marketing in society and in organizations (for-profit and nonprofit), and the factors that influence marketing decision-making. Activities include the study of planning, pricing, promotion, and distribution of products and services to consumer and business markets. The course will increase students' overall understanding of marketing as a business discipline; utilize systematic approaches to diagnosing and solving marketing problems and issues; and analyze and develop organization-wide marketing strategies as well as strategies for individual programs, services, or products.