

LINCOLN UNIVERSITY GRADUATE BULLETIN

2025 – 2026



MAIN CAMPUS:
820 Chestnut Street
JEFFERSON CITY, MISSOURI
65102-0029
573-681-5000

FORT LEONARD WOOD CAMPUS:
Truman Education Center
4904 Constitution Ave Bldg. 499
Fort Leonard Wood, MO 65473-8934
573-329-5160

www.lincolnu.edu

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FOREWORD

The Lincoln University Graduate Bulletin is revised every year and physically published when possible. The information contained within is effective from the beginning of a fall semester to the end of a summer session; and contains the academic regulations and degree requirements of the University. It also serves as a guide to the academic programs of the University and is intended to assist students in the selection of their programs of study. The information contained in this publication is current and accurate at the time of posting/printing. However, because changes in economic conditions and/or student program needs may occur at any time within the academic year, Lincoln University reserves the right to adjust fee schedules, admission requirements, academic policies, curricula, and other institutional regulations and requirements as necessary and to discontinue or change programs listed in the Lincoln University Graduate Bulletin and to cancel any class listed in a Schedule of Courses. Students will be notified of changes through office and departmental correspondence and/or institutional postings.

Students are expected to be familiar with the information contained in the Bulletin. Students are also responsible for knowing and understanding regulations and policies and for meeting all deadlines and requirements of admission, registration, and degree programs. Failure to read the information provided will not be considered an excuse for noncompliance.

Should revisions of the information contained in this document occur, the information will be published online and distributed through the various offices of the University. This Bulletin reflects University policy as of May 2025.

Notice of Non-Discrimination and Accessibility Services

Applicants for admission and employment, students, employees, sources of referral of applicants for admission and employment, and all professional organizations holding professional agreements with Lincoln University are hereby notified that this institution does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity, age, or disability in admission or access to, or treatment or employment in, its programs and activities. Any person having inquiries concerning compliance with the regulations implementing **Title VI, Title IX or Section 504 of the Rehabilitation Act of 1973** is directed to contact the appropriately designated campus official. For **Title VI**, contact Human Resources at (573) 681-5018; for **Title IX**, contact the Title IX Coordinator at (573) 681-5003; and for **Section 504 of the Rehabilitation Act of 1973**, contact the Coordinator for Access and Ability Services at (573) 681-5167. The Assistant Secretary for Civil Rights, U.S. Department of Education, may also be contacted regarding the University's compliance with the regulations implementing Title VI, Title IX, Section 504 or the Americans with Disabilities Act.

In accordance with Title IX regulations **34 C.F.R. § 106.9**; Lincoln University does not discriminate on the basis of sex in the education programs or activities it operates. Inquiries to recipients concerning the application of Title IX and its implementing regulations may be referred to the Title IX Coordinator, Zakiya Brown, 304B Young Hall, 820 Chestnut Street, Jefferson City, Missouri 65102-0029, telephone number: (573) 681- 5003, Fax: (573) 681-6116, email: TitleIX@lincolnu.edu; or the Office for Civil Rights(OCR) , Kansas City, U.S. Department of Education, , One Petticoat Lane, 1010 Walnut Street, Suite 320, Kansas City, MO 64106, Email: OCR.KansasCity@ed.gov, Telephone number: (816) 268-0550, Fax: (816) 823-1404, TDD: (800) 877-8339

Sexual Harassment, Sex Equity and Gender Discrimination Complaint Policy and Procedures

Lincoln University prohibits discrimination on the basis of sex, including sexual harassment, in education programs and activities. **Title IX** protects individuals from harassment connected to any of the academic, educational, extracurricular, athletic, and other programs, activities or employment of schools, within the institutions' jurisdiction. Title IX protects all individuals from sexual harassment by any school employee, student, and a non-employee third party. This policy applies equally to all students and employees regardless of the sex, gender, sexual orientation, gender identity, or gender expression of any of the individuals involved. No officer, employee, or agent of an institution participating in any program under this title shall retaliate, intimidate, threaten, coerce, or otherwise discriminate against any individual for exercising their rights or responsibilities under any provision of this policy.

Discrimination Processes and Procedures can be found online.

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ACADEMIC CALENDAR

Fall 2025 – Summer 2026

(The University reserves the right to make changes as necessary)

FALL SEMESTER 2025

Month	Date	Description
AUGUST	Monday 11 - Tuesday 12	Fall Faculty and Staff Institute
	Thursday 14 - Saturday 16	<ul style="list-style-type: none"> • Advisement and registration for all students • All tuition and fees due and payable at the time of registration
	Sunday 17	FINAL day to pay tuition/fees for Fall 2024 1 st 8-week and 16-week courses in full, or to set up a satisfactory plan to avoid risk of being deactivated
	Sunday 17 - Friday 22	Late Registration with fee assessed
	Monday 18	FIRST DAY OF CLASSES
	Monday 18 - Friday 22	DROP-ADD WEEK for students already registered for current semester (16wk) or 1 st eight-week classes; registration for 2 nd 8-week classes continues
	Friday 22	<ul style="list-style-type: none"> • Last day to add classes for 1st 8-week and 16-week sessions • Final business day to drop a 1st, 8-week or 16-week class(es) without financial/academic obligations
SEPTEMBER	Monday 1	LABOR DAY (University closed for holiday)
	Tuesday 2	2024-2025 parking permits required on all vehicles parked in LU parking lots
	Thursday 4	FALL CONVOCATION (11:00 a.m. Mitchell Auditorium)
	Monday 15	<ul style="list-style-type: none"> • "X" and "I" grades due in the Office of the Registrar
	Wednesday 17	Last day for candidates to file and pay for degrees for Fall 2025 semester graduation
	Monday 22	Last day to drop classes or withdraw from the University for the 1 st 8-week session
OCTOBER	Monday 06	<ul style="list-style-type: none"> • Last day to file for comprehensive examinations and/or portfolios for master's and specialist degree candidates
	Friday 10	Mid-term grades posted by 12:00 noon
	Saturday 11	First 8-week classes end
	Monday 13	<ul style="list-style-type: none"> • First day of Fall 2nd 8-week classes • Final grades posted for the 1st 8-week session by 12 noon
	Tuesday 14	<ul style="list-style-type: none"> • Last day to register for the 2nd 8-week session • All tuition and fees due and payable for 2nd 8-week session
	Friday 17	Final day to drop 2 nd 8-week class without financial/academic obligations.
	Monday 20 - Friday 24	ASSESSMENT WEEK: Major Field Exams, General Education Test, and student surveys
	Thursday 23	Comprehensive examinations for master's degree candidates (1:00 pm to 5:00 pm CST)

NOVEMBER	Wednesday 05	<ul style="list-style-type: none"> Advanced registration for Spring 2026 semester begins All tuition and fees for Spring 2026 due and payable at the time of registration
	Tuesday 11	VERTERANS DAY (University closed for holiday)
	Friday 21	Last day to withdraw from a course for 2 nd 8-week and/or 16-week sessions
	Monday 24 – Friday 28	THANKSGIVING BREAK (no classes)
	Thursday 27 – Friday 28	THANKSGIVING HOLIDAY (University closed)
DECEMBER	Monday 01	Classes resume
	Friday 05	Fall 2025 classwork ends
	Monday 08 – Thursday 11	FALL 2024 FINAL EXAMINATIONS
	Monday 15	Final grades posted by 12 noon

SPRING SEMESTER 2026

Month	Date	Description
JANUARY	Wednesday 07	Spring Faculty and Staff Institute
	Thursday 08 – Friday 09	<ul style="list-style-type: none"> Advisement and registration for all students All tuition and fees due and payable at the time of registration
	Sunday 11	FINAL day to pay tuition/fees for Spring 2026 1 st 8-week and 16-week courses in full, or to set up a satisfactory payment plan to avoid risk of classes being deactivated
	Sunday 11 - Friday 16	Late Registration with fee assessed
	Monday 12	FIRST DAY OF CLASSES
	Tuesday 12 - Friday 16	DROP-ADD WEEK for students already registered for current semester (16wk) or 1 st 8-week classes. Registration for 2 nd 8-week classes continues
	Thursday 15	FOUNDERS DAY - CONVOCATION
	Friday 16	<ul style="list-style-type: none"> Last day to add classes for 1st 8-week and 16-week sessions Final business day to drop a 1st, 8-week or 16-week class(es) without financial/academic obligations
	Monday 19	MARTIN LUTHER KING'S BIRTHDAY (University closed for the holiday)

FEBRUARY	Monday 09	"X" and "I" grades due in the Office of the Registrar
	Wednesday 11	Last day for candidates to file and pay for degrees for spring 2026 semester graduation
	Friday 13	LINCOLN'S BIRTHDAY celebrated (University closed for holiday observance)
	Monday 16	Last day to drop classes or withdraw from the University for the 1 st 8-week session
	Monday 23	Last day to file for comprehensive examinations and/or portfolios for master's and specialist degree candidates
MARCH	Friday 06	Mid-term grades posted by 12 noon
	Saturday 07	First 8-week classes end
	Monday 09	Final grades posted for the 1 st 8-week session by 12 noon
	Monday 09 - Friday 13	SPRING BREAK
	Monday 16	<ul style="list-style-type: none"> Classes resume 2nd 8-week classes begin
	Tuesday 17	<ul style="list-style-type: none"> Last day to register for the 2nd 8-week session All tuition and fees due and payable for 2nd 8-week session
	Wednesday 18	<ul style="list-style-type: none"> Advanced registration for Summer and Fall 2026 semesters begins All tuition and fees due and payable at the time of registration
	Monday 23 – Friday 27	ASSESSMENT WEEK: Major Field Exams, General Education Test and student surveys
	Thursday 26	Comprehensive examinations for Master's degree candidates (1:00 PM to 5:00 PM)
APRIL	Friday 03	CAMPUS FREE DAY
	Thursday 16	Last day to withdraw from a course for the 2 nd 8-week and/or 16-week session
	Thursday 23	HONORS CONVOCATION (11 a.m.; Richardson Auditorium)
MAY	Saturday 02	Spring 2026 classwork ends
	Monday 04 – Thursday 07	SPRING 2026 FINAL EXAMINATIONS
	Saturday 09	Spring 2026 COMMENCEMENT CEREMONIES
	Monday 11	Final grades posted by 12 noon

SUMMER INTERSESSION 2026

Month	Date	Description
MAY	Monday 18	Intersession classes begin
	Tuesday 19	<ul style="list-style-type: none"> Last day to add or drop Intersession classes FINAL day to pay tuition/fees for intersession courses in full, or to set up a satisfactory payment plan to avoid risk of classes being deactivated
	Monday 25	MEMORIAL DAY (University Closed)
	Friday 29	<ul style="list-style-type: none"> Summer Intersession Classes end FINAL day to pay tuition/fess for Summer 2026 8-week and 1st 4-week courses in full, or to set up a satisfactory payment plan to avoid risk of classes being deactivated
JUNE	Monday 01	Grades for Intersession posted by noon

SUMMER SESSION 2026

Month	Date	Description
JUNE	Monday 01	SUMMER 2026 CLASSES BEGIN All tuition and fees due and payable at the time of registration
	Wednesday 03	<ul style="list-style-type: none"> Final Day to drop a 1st 4-week class without financial/academic obligations Last day to file for comprehensive examination and/or portfolios for Master's and specialist degree candidates
	Friday 05	Final day to drop an 8-week class without financial/academic obligation
	Wednesday 10	Final day to file for degrees for Summer 2026 graduation
	Monday 15	DEADLINE FOR FALL 2026 INCOMING FRESHMAN PRIORITY APPLICATIONS
	Thursday 18	JUNETEENTH (University closed for holiday observance)
	Wednesday 24	1 st 4-week session end
	Thursday 25	<ul style="list-style-type: none"> 1st 4-week session final examinations Comprehensive examinations for Master's degree candidates
	Monday 29	<ul style="list-style-type: none"> 2nd 4-weeks session begin Final day to drop a 2nd 4-week class without financial/academic obligations Final grades for 1st 4-week session posted by 12:00 noon

JULY	Thursday 02	JULY 4 TH INDEPENDENCE DAY celebrated (Campus closed)
	Monday 06	SUMMER BRIDGE PROGRAM BEGINS
	Thursday 09	ASSESSMENT DAY: Major Field Exams, General Education test and student surveys
	Wednesday 22	SUMMER 2026 CLASSES END
	Thursday 23	SUMMER 2026 FINAL EXAMINATIONS
	Saturday 25	SUMMER BRIDGE PROGRAM ENDS
	Monday 27	Final grades for Summer 8-week session posted by 12 noon

THE GRADUATE COUNCIL

Dr. Michael Bardot, Chair

Dr. Abdulmumini Ajia
Dr. Adrian Andrei
Dr. Kimberly Connor
Dr. Felix Edoho
Dr. Gary Kowaluk
Dr. Jennifer McCord
Dr. Jennifer McCord

Dr. Christina Morian
Dr. Martins Shinkut
Dr. Ayanna Shivers
Dr. Megan Titus
Dr. Uyanga Victoria

Dr. Jennifer Benne (ex officio)
Dr. Elizabeth Jordan (ex officio)
Mrs. Irasema Steck (Secretary)

GENERAL INFORMATION

ACCREDITATIONS AND AFFILIATIONS

Lincoln University is accredited by the *Higher Learning Commission of the North Central Association, 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504, 800/621-7440. www.ncahlc.org*

Lincoln University's School of Education is a member in good standing of the Association for Advancing Quality in Educator Preparation (AAQEP) and is working toward accreditation of its educator preparation programs under the AAQEP standards. All teacher education programs are approved by the Missouri Department of Elementary and Secondary Education. All programs within the Department of Business are accredited by the Accreditation Council for Business Schools and Programs. The associate of applied science and the Bachelor of Science in nursing programs are approved by the Missouri State Board of Nursing. Both the associate of applied science and the Bachelor of Science in nursing programs are accredited by the Accreditation Commission for Education in Nursing.

STUDENT RIGHTS

Lincoln University maintains fair and reasonable practices in all matters affecting students, the delivery of educational programs, provision of support

services, due process regarding disciplinary matters and the handling of grievances.

STUDENT ID CARD

A student is issued one free permanent identification card during the first registration period. This card is valid for four years. The ID card provides for identification of a Lincoln University student and admission to designated University functions. The card must be presented upon request by any University official or staff employee. Lost ID cards may be replaced upon receipt of payment for a duplicate ID card. Payment can be made at the office of the cashier.

STUDENT CONDUCT CODE

Students enrolling in the University assume the responsibility for conduct compatible with the learning environment of the University. Students are expected to be familiar with the Lincoln University Student Handbook "Student Conduct Code." This policy describes the University's expectations for student conduct, sanctions imposed for violations of the standards and procedures which students may follow in filing grievances.

STUDENT PRIVACY ACT

In accordance with the federal "Family Educational Rights and Privacy Act of 1974," Lincoln University has developed the following policy regarding access to student records:

Federal Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974, as amended, sets forth requirements designed to protect the privacy of student educational records. The law governs access to records maintained by educational institutions and the release of information from those records.

Eligible students have four primary rights under FERPA, including the right to:

- Inspect their educational record.
- Consent to disclosure of personally identifiable information except to the extent that FERPA authorizes disclosure without consent.
- Seek correction of their records, to prevent inaccurate or misleading information.
- File a complaint with the U.S. Department of Education if they feel their rights are being violated.

Once students are enrolled at Lincoln University, FERPA rights transfer to the student, regardless of the student's age.

Directory information may appear in public documents and may otherwise be disclosed by the University for any purpose in its discretion, without the student's consent. The following categories of information have been designated as directory information at Lincoln University:

- Name

- Mailing Address
- Telephone Number
- Campus Email Address
- Academic Program of Study
- Classification (e.g. freshman)
- Dates of Attendance, including matriculation, drop and withdrawal dates
- Enrollment Status (e.g. full-time)
- Degrees Awarded
- Honors/Awards Received
- Previous Educational Institutions Attended
- Participation in Officially Recognized Activities and Sports
- Weight and Height of Members of Intercollegiate Athletic Teams

Right to Limit Disclosure of Directory Information

The University will give annual public notice to students of the categories of information designated as directory information. Currently enrolled students have the right to suppress disclosure of their directory information (FERPA Hold). A FERPA Hold does not apply retroactively to previous releases of directory information and will remain applicable until the student submits a written request specifying otherwise. To request a FERPA Hold, students must submit the Request for Directory Exclusion form to the Office of the Registrar.

If a student requests a FERPA Hold, it shall be noted that directory information will be withheld from a variety of sources, including the student (him/herself), friends, relatives, prospective employers, honor societies, and the news media.

Consent to Disclosure of Personally Identifiable Information

The University will not release personally identifiable information in educational records or allow access to those records except to the extent that FERPA authorizes disclosure without consent, including but not limited to the following:

- The individual student
- Whomever the student authorizes by providing the institution with a written release (release must be written, signed and dated and must specify the records to be disclosed and the identity of the recipient)
- Any party requesting directory information (unless the student has a FERPA Hold)
- University officials of Lincoln University who have a legitimate educational interest
- Parents if the parents claim the student as a dependent for tax purposes. The University will exercise this option only on the condition that evidence of such dependency is furnished to the Office of the Registrar and all requests for disclosures are referred to that office. Requests made under this provision will be determined on a case-by-case basis at the discretion of the University
- Persons in connection with a health or safety emergency
- An alleged victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense in connection with a disciplinary proceeding

- Parents regarding alcohol and/or drug violations of a student under 21 years of age
- As otherwise provided in 20 U.S.C. 1232g(b) and 34 CFR Sec. 99.31

Additional Information

For additional information regarding FERPA, please visit www.lincolnu.edu/web/records-office/records-office. If students have any questions about Lincoln University's FERPA policy or if they feel that their rights under FERPA are being, or have been, violated, they should contact the Office of the Registrar.

University Email/Portal Use Communications Policy

Lincoln University has designated the LU email system and the electronic Blue Tiger Portal (<https://bluetigerportal.lincolnu.edu>) as the official means of communication to students, faculty and staff. Each student, faculty member and staff member receives an official LU hosted email account and network ID (user name) and password. Official notices and information regarding the University will be sent through the LU email system and/or posted on the Blue Tiger Portal.

Typical communications available via email and/or the Blue Tiger Portal includes information regarding enrollment, grades, billing, payments, financial aid, assessment exams, campus activities and announcements, and access to Self Service.

ADMISSION

An applicant for admission to the Graduate Studies Program must submit the following which must be received in the Office of Graduate Studies **at least 30 days prior to the semester in which the applicant plans to enroll**. International applications are due May 1st of each year for fall enrollment and October 1st for spring enrollment. (Any exceptions must be approved by the Dean of Graduate Studies.)

- A completed application for admission form.
- A non-refundable application fee (waived for LU graduates).
- One official copy of a transcript showing the baccalaureate degree. All other undergraduate transcripts, as deemed necessary.
- Personal statement of purpose.
- Three current letters of recommendation from faculty and/or supervisors. Recent graduates must have at least two letters from instructors of major courses.
- Some graduate programs require or recommend exams to assist with student selection. These include the Graduate Record Examination (GRE) Aptitude Test for some M.S. and M.A. programs and the Graduate Management Admission Test (GMAT) for the M.B.A. program, when requested by the screening committee.

International Applications also require:

- Submission of the results from the Test of English as a Foreign Language (TOEFL) or Michigan English Language Assessment Battery (MELAB) or International English Language Test System (IELTS) sent to Lincoln University directly from the testing service (except those applicants from countries who have English as their official language).
- A course-by-course transcript evaluation, by an outside evaluation agency and at the applicant's expense, of all courses from any foreign post-secondary institutions attended. Evaluations must be sent directly to the Office of Graduate Studies from the evaluating agency. Please contact the graduate studies office for a list of approved agencies.

UNCONDITIONAL ADMISSION

To be admitted unconditionally to a specific program of study, a student must:

- Be a graduate of a college having the highest accreditation in the regional accrediting organization of which the college is a member.
- Have a minimum undergraduate cumulative grade point average of 2.75 and a minimum grade point average of 3.00 in undergraduate courses related to the proposed graduate field of specialization. (The overall grade point average standard may be waived if the applicant has achieved a minimum test score on the appropriate standardized entrance exam.)
- Submit a Personal Statement of Purpose.

- Have a minimum grade of “C” in English Composition.
- International applicants (applicants from countries who DO NOT have English as their official language) will have a minimum score of 500 on a Test of English as a Foreign Language (paper test), or 173 (computer test), or 61 (internet-based); Official score of at least 80% on the Michigan English Language Assessment Battery (MELAB); or International English Language Test System (IELTS) overall band score of 5.5 if an international student.
- Submit a Graduate Record Examination (GRE) score for many M.A. and M.S. programs. Students pursuing the M.B.A. degree may submit a Graduate Management Admission Test (GMAT) score.
- Have completed satisfactorily the undergraduate prerequisites specified for various major fields and met the specific program admission requirements (for details, see admission requirements for specific master's and specialist programs in subsequent sections).
- Submit two or three current letters of recommendation from faculty, supervisors, or appropriate persons who can address the candidate's potential as a graduate student. Recent graduates must have at least two letters from instructors of major courses.
- Have the approval of the department in which the student expects to major. Please note: All applicants who are accepted into the M.Ed. programs will be admitted Conditionally (please see specific program requirements for removal of conditions)

CONDITIONAL ADMISSION

A student **may** be admitted conditionally under the following conditions: All applicants who are accepted into the M.Ed. programs will be admitted Conditionally (please see specific program requirements for removal of conditions)

- Conditions Specified:
 - The applicant is not a graduate of an accredited institution.
 - The applicant's overall grade point average or the grade point average in the proposed program of study is below minimum standards.
 - The applicant lacks prerequisites for the proposed field of study.
 - The applicant has not submitted all items required for admission.
 - The applicant does not have the required entry-level assessment
- Removal of Conditional Status:
 - If the applicant is not a graduate of an accredited institution, he/she may remove conditional status by successful completion of at least 9 hours of graduate work with a 3.000 GPA over a period of at least one semester, two summer sessions, or one semester and one summer session.
 - If the applicant's grade point average is below minimum standards, he/she may remove the conditional status by successful completion (with a 3.0 average or better) of 9 hours

of advisor-designated graduate course work in the proposed field of study (or other designated requirements) and, if appropriate, up to 12 hours of advisor-designated undergraduate course work in the major area of study.

- If the applicant lacks prerequisites for the proposed field of study, the conditional status may be removed by successful completion of specified requirements.
- All conditions for admission must be satisfied before the student earns more than 9 graduate hours. A student who fails to meet the conditions of his/her admission after 9 hours may be restricted from further enrollment in graduate level courses until the conditions are met.

SPECIAL STUDENT ADMISSION:

- “Special” students are defined as those who:
 - Indicate they have no intention of seeking a degree.
 - Are not ready initially to declare a specific program major.
 - Have not completed the admission requirements for unconditional or conditional admission.
- A maximum of 9 hours may apply toward a master’s or specialist degree (once a student is admitted to a specific program) while the student is in “Special” status.
- An undergraduate student with SENIOR standing may enroll in graduate courses as a “Special” student for a maximum of 9 hours of graduate credit. These hours can be applied toward a master’s degree when the student has been officially admitted to a graduate program. Specific criteria for admission as a senior are listed in the Undergraduate Bulletin.
- It is the “Special” student’s responsibility to apply for a change in admission status when he/she desires to be admitted to a graduate program.

Graduate students will be expected to demonstrate a satisfactory quality of expression in written and oral English. Unsatisfactory performance may result in restriction in academic load and assignment to a University course designed to remediate the identified deficiency.

Admission to the graduate school should not be construed as admission to a program or to candidacy for the master’s or specialist degree.

SECOND MASTER’S DEGREE

Students may be able to receive a second master’s degree from Lincoln University if the following conditions are met:

- No more than six (6) credit hours upon recommendation by the student’s faculty advisor, and approval by the Graduate Council may be counted toward more than one graduate degree.
- The student shall meet all prerequisites of the second degree program.

- The student shall complete all work within the prescribed five-year time limitation. The Director of Graduate Studies may grant an extension not to exceed one calendar year.
- The student must meet all requirements of the second degree area.
- The same transfer credit regulations shall apply as are applicable to the first graduate degree.

All course work taken must be approved by the student's advisor and must meet the standards established by the Graduate Council.

READMISSION TO THE UNIVERSITY

All graduate students who have not enrolled in Lincoln University for at least one year (excluding summer) must complete a Lincoln University Request for Graduate Readmission form to apply for readmission to the University. All readmitted students must meet the admission standards listed in the bulletin under which they are readmitted.

ADVISEMENT

Students admitted as "regular degree-seeking" students will be assigned advisors from the appropriate academic area following recommendation from the respective academic programs. Students admitted as "special, non-degree seeking students" will be advised and registered in the Graduate Office. Students admitted as "special, non-degree seeking students" but seeking certification or licensure in a specific field of study should be advised and registered by a graduate advisor from that area. Students are strongly encouraged to initiate regular contacts with their assigned advisors for the purpose of proper course selection in advance of each registration period and to ensure that proper procedures are being followed.

FEES

TUITION AND FEES

Pursuant to Missouri HB 1606 (2018), information regarding program lengths, costs, and students' median time-to-degree, as well as employment and wage outcomes, can be found at <https://jobs.mo.gov/jobseeker/training-and-education>. Employment and wage outcomes are limited to completers found employed in Missouri. Students not found as employed may also be working out-of-state, self-employed, or enrolled in continuing education. Additional information on programs and program outcomes may be found by searching at <https://scorecard.mo.gov/Search>. Tuition and incidental fees are automatically charged at the time of pre-registration or regular registration according to the following schedule:

			Missouri Resident	Non-Resident
Graduate (<i>credit or audit</i>)			\$372.00 per hour	\$690.00 per hour
Mandatory Fees for In Seat Programs	1-11 Credit Hours	12-18 Credit Hours	19+ Credit Hours	
Activity Fee	\$10.00 per hour	\$150.00 per semester	\$150.00 per semester + \$10.00 per credit hour in excess of 18 hours	
Athletic Fee	\$10.00 per hour	\$150.00 per semester	\$150.00 per semester + \$10.00 per credit hour in excess of 18 hours	
Building Maintenance Fee	\$11.25 per hours	\$140.00 per semester	\$140.00 per semester + \$11.25 per credit hour in excess of 18 hours	
Technology Fee	\$15.00 per hour	\$175.00 per semester	\$175.00 per semester + \$10.00 per credit hour in excess of 18 hours	
Wellness Fee	\$6.25 per hour	\$75.00 per semester	\$75.00 per semester + \$6.25 per credit hour in excess of 18 hours	
Student Health Fee	\$7.00 per hour	\$100.00 per semester	\$100.00 plus \$7.00 per credit hour in excess of 18 hours	
Mandatory Fees for LU Online Programs	1-11 Credit Hours	12-18 Credit Hours	19+ Credit Hours	
LU Online Program Fee	\$94.00 per hour	\$840.00 per semester	\$94.00 per credit hour in excess of 18 hours	
Additional Tuition Related Fees				
General Lab Fees			\$35.00 per course	
Computer Science Lab Fees (<i>depending on course</i>)			\$50.00 per course	

Online Course Fee	\$55.00 per course
Course Fees (<i>Education - all courses with EDU, PEP, HED and SE prefix</i>)	\$15.00 per hour
Course Fees (<i>Business - all courses with ACC, BAD, BED, ECO, MKT, and PAD prefix</i>)	\$20.00 per hour
Course Fees (<i>Nursing – all courses with NUR prefix</i>)	\$125.00 per hour
Other Fees	
Application Fee for Graduate/International	\$30.00
Late Registration Fee	\$75.00 per semester
Payment Plan Fee	\$0
Graduation Fee	\$40.00
Duplicate Diploma Fee	\$20.00
Transcript Fee (plus applicable processing fees)	\$10.00
Duplicate ID Fee (Fee increases to \$40 after 4 th replacement)	\$25.00
Parking Permit (non-refundable)	\$42.00
Parking Permit (replacement hangtag)	\$5.00
Student Health Insurance – International Students	TBD

PAYMENT POLICY

Educational expenses include tuition and tuition-related fees, room, board, and other miscellaneous fees. Educational expenses less awarded and accepted financial aid are due in full by the published last day to pay, generally the last business day before classes begin. However, those students who wish to pay their educational expenses in installments may request a deferred payment plan. This must be completed each semester in which the student is enrolled.

DEFERRED PAYMENT PLANS

Lincoln University offers a selection of interest-free deferred payment plans that allow a variety of down payment amounts and repayment periods. When making payment on the last day to pay, a student is required to make a minimum down payment of 50% of educational expenses less awarded and accepted financial aid. The remaining 50% is payable in three installments due in each of the first three full months of the semester. Enrolling in a deferred payment plan earlier than the last day to pay will allow a greater number of payment plan options. The deferred payment plans are offered through **Nelnet Business Solutions** and can be accessed via **Self Service** on the Lincoln University webpage. There is a \$25 fee to participate in a deferred payment plan.

STUDENT HEALTH INSURANCE

All international students (undergraduate, graduate, full-time and part-time) are required to participate in the University's mandatory student health insurance program and will be charged for health insurance. Charges will be assessed to the student's account based on the contracted rates through the insurance carrier. Students may waive insurance by completing the approved paperwork and providing proof of comparable coverage.

BOOK VOUCHERS

Students having excess financial aid after tuition and other charges are paid may charge books for the amount of excess aid (some limitations may apply). Financial aid must be awarded and complete in order to charge books. Students eligible for book vouchers will receive communication from the bookstore once their voucher is available. Book vouchers are valid through the first week of class. Book vouchers may also be available to students who are sponsored by an employer or governmental agency.

FAILURE TO MAKE SATISFACTORY PAYMENT ARRANGEMENTS

Students who fail to make satisfactory payment arrangements by the established payment deadline may be de-registered from their classes. This is completed solely at the discretion of the University and does not relieve the student of the responsibility to properly withdraw from classes. Students who fail to properly withdraw from classes after being de-registered will be fully liable for all charges on their student account.

REFUND AND ADJUSTMENT OF FEES

Tuition and certain related fees may be fully or partially refunded according to the following schedule upon withdrawal from a course or from the university:

Refund Schedule for 16-week Classes

During the first calendar week of classes	Full Refund
During the second calendar week of classes	50% Refund
During the third calendar week of classes	25% Refund
After the third calendar week of classes	No Refund

For eight-week classes, a 100% refund is allowed during the first calendar week of class regardless of the day on which the course begins. No refunds are available after the first week. For four-week classes, a 100% refund is allowed through the first day of class. No refunds are available after the first day.

Note: If a student wants to withdraw from all courses, they must complete that process with the Office of the Registrar. Students may drop individual courses through Self Service or with an advisor. Refunds are subject the Refund and Adjustment of Fees schedule.

REFUND OF ROOM AND BOARD FEES

Room and Board fees may be partially refundable if students are released from the housing contract within the first three weeks of the fall or spring semesters beginning the day residence halls officially open. After the third week, the entire Room and Board Fee is due, and no refund is allowed. The summer session allows a similar proration of fees during the first week of the session only.

REFUND CHECKS

Refunds are prepared for students who have received excess financial aid. You may enroll in electronic refunds via the Banking Information link on Self Service. If you have not yet provided your banking information, a check will be mailed to

you. Refund checks will NOT be available for pick up at the Cashiers Office.

BILLING STATEMENTS

Billing statements are posted to student's university account and can be accessed through Self Service. The Student Accounts Office will send outstanding balance notices electronically to the students' LU email address. Students are not relieved of financial liability if a notice is not received.

PAST DUE ACCOUNTS

Delinquent student account balances may be forwarded to an outside collection agency for collection. Student accounts that have been sent to collections may incur collection fees up to 50% of the unpaid balance. Collection fees are not waived.

STUDENT ACCOUNTS HOLDS

Students with an outstanding balance will be unable to register for course work and will not be eligible to receive a transcript or diploma.

MAKING PAYMENTS

Payments on outstanding balances can be made in the following manner:

- Payment through Self Service
- In person at the Cashiers Office in room 105 Young Hall, 573-681-5085
- By mail with a check which includes your student ID to: *"Lincoln University, Office of the Vice President of Administration and Finance, 820 Chestnut Street, Jefferson City, MO 65101"*

FINANCIAL AID

Financial aid is granted as a supplemental resource to students and their parent(s). Financial assistance is based on both need and academic achievement. Generally, a combination of these factors will be used in determining the type and amount of financial assistance available to each applicant. Funds are provided by various agencies: federal, state, and local government, universities, community organizations, private corporations, and individuals.

HOW TO APPLY FOR FINANCIAL AID

To apply for federally funded financial aid, students must complete the Free Application for Federal Student Aid (FAFSA) for the academic year they wish to attend. The FAFSA may be completed by:

- Obtain a FSA ID and Password for student and parent at www.fsaaid.gov
- Accessing FAFSA on the web at www.fafsa.gov.
- Obtaining a paper copy of FAFSA by calling the Federal Student Aid Information Center at 1-800-433-3243 and returning it by mail

Students defaulting on a student loan at Lincoln University or any other institution will not be eligible for financial assistance until the default has been properly resolved.

PRIORITY DATES

The priority date for receiving some federal financial aid is February 1 for fall semester, October 1 for spring semester, and April 1 for the summer session. Financial Aid information received after these dates may still be considered and aid awarded with any funds that may be available. Students will be processed on a first-come, first- awarded basis.

SATISFACTORY ACADEMIC PROGRESS POLICY FOR FINANCIAL AID RECIPIENTS

Eligibility to receive financial aid from federal Title IV aid programs requires that students maintain satisfactory academic progress. In response to requirements within the law for these programs, the University has developed this policy in addition to existing academic policy and designated that it also extends to selected state and institutional programs of assistance.

PURPOSE

The intent of this policy is to:

- Ensure that students using financial aid programs are demonstrating responsible use of public funds in pursuit of their educational goals.
- Set standards for monitoring all financial aid recipients' course completion rates each term, warning individual students when progress is so slow that financial aid eligibility may run out before

- completion of the degree program; and
- Give students whose progress does not meet the standards of this policy at least one term of financial aid on a probationary basis in which to improve their academic progress.

DEFINITIONS

Attempted course: A course which remains on the student's record after the first three weeks of the term.

Completed course/earned credit: A course in which a grade of A, B, C, D, or S was received. Withdrawals, no credits, blank grades, incomplete grades (I or X), failures (F), or unsatisfactory (U) are not considered "earned credit" for meeting progress requirements.

Financial aid: Federal Title IV programs, plus the state and institutional programs listed below:

- Federal Pell Grant
- Federal Supplemental Education Opportunity Grant (SEOG)
- Federal Work Study
- Federal Direct Loan (subsidized and unsubsidized)
- Federal Direct PLUS Loan
- Missouri State Financial Assistance Programs
- Foundation Scholarships/Grants
- Scholarships (LU or Departmental)
- Tuition Waiver (except graduate and employee waivers)

Financial aid probation: The status of a student who has been identified as not meeting one or more standards in this policy but continues to receive financial aid. At the end of the term of financial aid probation, a student is expected to improve his/her academic progress in order to receive financial aid.

Financial aid termination: The point at which a student is no longer eligible to receive financial aid as defined in the policy; normally, this is following an unsuccessful term of probation.

Incomplete: a grade of "I" or "X" received for an attempted course; no credit until the course is completed.

Maximum time frame: Time limit set for receipt of financial aid that is specific to a student's program of study. For undergraduate programs, federal law defines this limit as 150% of normal program length.

Satisfactory academic progress: Completion of courses at a rate that meets the standard defined in this policy.

Transfer credit: Course(s) accepted for credit at Lincoln University from another institution.

AUTHORITY

The Higher Education Act of 1965 as amended and final regulations set by the United States Department of Education (34CFR668.16) require that institutions of higher education establish reasonable standards of satisfactory academic progress as a condition of continuing eligibility for federal aid programs. Nothing in this policy shall be construed as an exemption of the requirements of any other federal or state agency, or other granting or governing authority that apply to what assistance a student receives, nor does this policy limit the authority of the director of Financial Aid when taking responsible action to eliminate fraud or abuse in these programs.

SATISFACTORY PROGRESS STANDARDS

To remain eligible for financial aid assistance a student must:

- Complete courses at an overall rate which will ensure graduation within the maximum time frame.
- Earn credit for a reasonable number of credit hours toward a degree or certification each term.
- Complete pre-college-level and incomplete courses in a timely.
- Manner graduate prior to the maximum time frame specific to his/her degree program.
- Maintain academic standing consistent with Lincoln University academic policy.

Maximum time frame: To retain financial aid eligibility, a student must complete his/her degree program within a specified time limit, defined in cumulative attempted hours for undergraduate students. Attempted hours for this purpose include regular and pre-college-level course hours, as well as accepted transfer credit. Once a student reaches the maximum time frame, he/she is ineligible for financial aid. Maximum time to degree completion is as follows:

First baccalaureate degree	186 attempted hours
Second baccalaureate degree	60 attempted hours

Undergraduate appeals for an additional term of financial aid eligibility cannot be granted in excess of 150% of program length (1.5 x 124) or 186 hours.

Overall completion rate: rate at which a student earns credit for courses attempted (e.g., a student earning nine of twelve attempted hours would have a 75% completion rate). A student must meet an increasing standard of completion as he/she moves through the degree program in order to graduate within the maximum time frame. Satisfactory completion rates for this student are as follows:

0 - 59 cumulative attempted hours	67% completion
60 + cumulative attempted hours	67% completion
second baccalaureate/Graduate attempted	
0-42 cumulative attempted hours	67% completion

The completion rate is calculated annually for federal Title IV funds and each semester for state funds.

Minimum completion within a term: A financial aid recipient is to earn credit for at least one course per term. A student who receives financial aid but does not earn credit for any course within a term is not to receive financial aid in subsequent terms. If mitigating circumstances were responsible for zero completion hours within a term, a student may appeal and be granted a term of financial aid probation if adequate documentation is provided (e.g., doctor's statement).

Incomplete grades: Students receiving incomplete grades ("I" or "X") are not progressing satisfactorily. Consequently, a student who has six or more hours of incompletes in any term or at any time will be placed on financial aid probation for the next term of attendance and expected to complete the courses according to the University's "Incomplete Coursework" grade policy. A reduced course load may be recommended during the term of financial aid probation to ensure that both the course(s) with incomplete grades and new attempted courses can be satisfactorily completed by the close of that term.

Grade point average/suspension: Students must meet the University's policy on scholastic standing and grade point average as defined in the appropriate *Bulletin*. A student on scholastic suspension has not maintained acceptable academic progress. The Department of Student Financial Aid initially will block that student from receiving financial aid any other subsequent term. If readmitted or reinstated, the student may appeal to receive financial aid during a term of financial aid probation.

NOTIFICATION OF FINANCIAL AID PROBATION OR TERMINATION

The Department of Student Financial Aid will send an email to any student who is placed on probation or a termination notification to any student who is no longer eligible for financial aid. This email will be sent to the student's Lincoln University e-mail address or personal email address that was provided to the University from their FASFA application.

REINSTATEMENT

- *Undergraduate with greater than 160 attempted hours and no degree:* The student must appeal on the appropriate form and provide a graduation plan signed by his/her academic advisor. If the plan is considered reasonable, the student will receive financial aid on probation for one or more terms until the degree is completed.
- *Student on financial aid probation:* The student may regain eligibility in one of two ways after a term of financial aid probation: 1) by meeting the completion standards which apply to the student after financial aid probation under this policy (e.g., at least 36 attempted hours with a 70% completion rate); or 2) by improving their cumulative grade point average (cum GPA) to a 2.0 or above.
- *Student with grade changes:* The student can regain financial aid eligibility by notifying the Department of Student Financial Aid of the grade change, including grades posted for incomplete courses.

- *Student previously suspended:* A student who loses financial aid eligibility at the time of suspension from the University must prepare to pay by other means for enrollment. The student has the right to appeal the decision; however, there must be a documented mitigating circumstance that caused the student to not perform academically. Student must appeal on the appropriate form to receive approval for a term of financial aid probation if reinstated or readmitted. SAP Appeal form is available on the Financial Aid home page.
- *Student terminated under prior policies or for zero completion:* The student must complete an adequate amount of hours that will bring the completion ratio percentage to a minimum of 67% and with a 2.0 grade point average at his/her own expense to regain financial aid eligibility.

FINANCIAL AID APPEALS

Students have the right to appeal the termination of his/her financial aid eligibility must do so in writing to the Department of Student Financial Aid by the 5th day of class in each term. The Office of Student Financial Aid will forward the appeal form and any accompanying documents to the Financial Aid Appeals Committee for review. The committee's decision is final and may not be appealed to any other office. The Financial Aid Committee shall have a membership that consists of two faculty and/or staff member from the Department of Student Financial Aid and a staff member from Student Accounts Receivable. It may also have an additional member who participates in general committee matters. The committee normally reviews the written record and does not conduct hearings unless unusual circumstances warrant such. A student is encouraged to submit third party written documentation to support his/her appeal.

ATTENDANCE AND FINANCIAL AID GUIDELINES

The Lincoln University Class Attendance Policy explains how attendance may affect a student's grade. Students must attend classes in order to continue receiving financial assistance.

FEDERAL FINANCIAL AID RECIPIENT REFUND POLICY

If a student withdraws or is expelled from Lincoln, then the school or the student may be required to return a portion of the federal funds awarded to the student. The student may also be eligible for a refund of a portion of the tuition, fees, room and board paid to the University for the semester. If the student received financial assistance from outside of the federal award, then a portion of the refund will be returned to the grant, scholarship, or loan source from which the assistance was received.

A student planning to withdraw should visit the Office of the Registrar in B-4 Young Hall and the Office of Student Financial Aid to begin the withdrawal process. This procedure will enable the University to refund the maximum possible institutional charges. A student withdrawing from the university should

do so through the Office of the Register in B-4 Young Hall to insure maximum refund of institutional charges.

Withdrawal from the university due to properly documented military service or extraordinary medical circumstances may be grounds for a partial or full refund of fees. Such requests submitted during the semester must be submitted to the Bursar for consideration. Requests submitted for prior semesters must be submitted to the Academic Routine Committee for consideration.

Tuition fees may be fully or partially refunded upon withdrawal from a sixteen-week course or from the university to students in good standing according to the following schedule:

During the first calendar week of classes	Full Refund
During the second calendar week of classes	50% Refund
During the third calendar week of classes.....	25% Refund
After the third calendar week of classes.....	No Refund

For an eight-week class, a 100% refund is allowed during the first calendar week of class. No refunds are available after the first week.

For a four-week class, a 100% refund is allowed through the first day of class. No refunds are available after the first day.

The federal formula requires a return of Title IV aid if the student received federal financial assistance in the form of a Pell Grant, Supplemental Education Opportunity Grant, Federal Direct Student Loan or PLUS loan and withdrew on or before completing 60% of the semester. The percentage of Title IV aid to be returned is equal to the number of calendar days remaining in the semester divided by the number of calendar days in the semester. Scheduled breaks of more than four consecutive days are excluded.

If any funds are to be returned after the return of Title IV aid, they will be used to repay state funds, other private sources, and the student in proportion to the amount received from each non-federal source as long as there was no unpaid balance at the time of withdrawal. If there was an unpaid balance, then all aid sources will be repaid before any funds are returned to the student.

***NOTE:** If funds have been released to a student because of a credit balance on the student's account, then the student may be required to repay some of the federal grant(s) if the student withdraws. The University will not repay the federal grant funds on behalf of the student. Worksheets used to determine the amount of refund or return of Title IV aid are available upon request.

The Department of Student Financial Aid notifies students by mail of the amount the student is required to repay. The student will then have 30 days to either remit the full amount or make satisfactory arrangements for repayment with the Office of Student Accounts Receivable in room 105, Young Hall, telephone number (573)681-5278.

Failure to repay the amount owed in a timely manner will result in a financial

hold being placed against the student's Lincoln University records.

TYPES OF FINANCIAL AID

Financial aid is divided into four categories: grants, loans, employment, and scholarships. Scholarship and grant monies are funds awarded with no requirements for repayment; loans are funds awarded with provisions for monthly repayment at low interest rates. The Lincoln University Department of Student Financial Aid administers the following:

GRANTS

Federal Pell Grant: An undergraduate student carrying at least a half-time course load is eligible to apply for the Pell Grant.

Federal Supplemental Educational Opportunity Grant (SEOG): An undergraduate student with exceptional financial need is eligible to apply for the SEOG.

Missouri Grant: Missouri residents are eligible to apply and must be full-time in order to receive the grant. Applicants must submit the completed FAFSA application prior to April 1. For returning students to be eligible, they must maintain a cumulative grade point average (GPA) of at least 2.5

LOANS

Federal Direct Loan: For disbursement of the loan to be applied to your account, you must be enrolled and attending as a half-time student -- at least six credit hours for undergraduates and five credit hours for graduates -- to be considered eligible. Applicants must complete the FAFSA and Student Loan Request Form. Loans are funds that are borrowed and must be repaid. Repayment begins six months after the last date of enrollment, which can be graduation, when less than half-time enrollment status occurs or when the student withdraws and does not re-enroll. As with any loan, interest is charged; however, the interest on a student loan is lower than it would be on a regular consumer loan. First-time borrowers are required to participate in an Entrance Counseling session before their loan funds are disbursed. A Master Promissory Note (MPN) is required for all borrowers who are new to the Federal Direct Loan program or transferring in to Lincoln University.

Parent Loan for Undergraduate Students (PLUS): This program enables parents to borrow money to assist in the postsecondary education expenses of their dependent undergraduate children who are enrolled at least half-time. Once a parent applies and is approved, a Master Promissory Note (MPN) must be on file with the Department of Education before the disbursement of funds. The University may also request a Parent Excess Authorization Form to be completed by the parent borrowing the loan directing the University how to disburse the excess funds applied to the student's account.

Graduate PLUS Loans: Loan program that is credit-based for graduate students enrolled at least half-time. They may borrow up to the cost of attendance, minus all other financial aid received. There is a variable interest rate up to nine-percent and interest accrual begins at disbursement. Repayment starts 60 days after the first disbursement has been made to the student's account. It is

required that the student complete a FAFSA before the Graduate PLUS Loan can be originated, as well as a Student Loan Request Form and Master Promissory Note.

EMPLOYMENT

Federal Work Study Program (FWSP): The Work Study Program is sponsored by the university and the federal government to provide part-time employment funding to students in need of earnings to meet their cost of education. A student must be enrolled in at least six hours each semester and three hours during the summer session to participate in the FWSP.

Other Aid Programs

- Vocational Rehabilitation: Provides financial assistance to the disabled individual pursuing a postsecondary education. For additional information, please contact the local State Office of Vocational Rehabilitation.
- Veteran's Benefits: Contact the Veteran's Coordinator for information on the various types of assistance available at (573) 681-6105.

Outside Scholarship Information:

- A website to inquire about scholarship information: www.scholarships.com.
- A website that will assist students in searching for scholarships: www.fastWEB.com

STEPS FOR COMPLETION OF DEGREE PROGRAMS

STEP 1 – ADMISSION

Upon admission, it is the student's responsibility to be familiar with and follow the requirements set forth in the Lincoln University Graduate Bulletin under which they are admitted. Information regarding general requirements for graduate degrees, requirements in the graduate major, and the University Calendar can be found in the Graduate Bulletin. The Graduate Bulletin is available online and in the office of Graduate and Extended Studies (108 Young Hall).

STEP 2 – ADVISEMENT AND THE GRADUATE APPROVED PROGRAM (GAP) FORM

The student should contact the assigned advisor. The graduate advisor will assist the student in planning the graduate program and approve the course of study.

The student and assigned advisor should create a degree map outlining the planned sequence of courses for the degree program. This degree map should be kept on file with the department or maintained through self-service for reference throughout the student's academic journey.

It is the responsibility of the department to ensure that the Office of Graduate and Extended Studies has access to the course map to confirm that the student has met all academic requirements prior to the semester in which they intend to graduate.

After approval by the advisor and the department head/division chair, the student should follow the approved course map in arranging course schedules. Any changes to the course map should be discussed with the advisor to ensure the student remains on track for successful program completion. Following the course of study outlined in the course map will advance the student to Graduate Candidacy.

STEP 3 – THESIS OPTION OR COMPREHENSIVE EXAMINATION AND PORTFOLIO/PROJECT EVALUATION

THESIS

A master's thesis (not available to M.Ed. or Ed.S. majors) shall be carried out under the supervision of a thesis committee.

The Thesis Advisory Committee is composed of at least three members, two of whom must be from the graduate faculty and one from an area outside the student's major discipline (except for M.B.A. majors). For those students seeking the M.B.A. degree, the three committee members will be appointed from the faculty in the Department of Business.

When the thesis has been approved, the chairperson and the student will be notified that the thesis meets the requirements for the master's degree program. The preliminary work in selecting and developing a thesis topic and securing its acceptance is accomplished through consultation with the appropriate department graduate committee or the thesis advisor. Thesis forms are available in the Office of Graduate Studies, on the website, or through advisors.

COMPREHENSIVE EXAMINATION AND PORTFOLIO/PROJECT EVALUATION

A comprehensive examination, portfolio, or project will be required of all prospective graduate candidates (except the M.S. thesis option).

It will be the responsibility of the graduate student to initiate the examination process and to complete the Comprehensive Examination or Portfolio/Project Evaluation Form by the filing deadline established in the University Calendar. The examination is *usually administered during the final semester of course work but*, upon recommendation of the graduate advisor, it may be administered within six (6) hours of graduation or after course work is completed provided it is within the five-year time limit for completing all degree requirements.

The specific length and type of examination will be determined by each academic area in consultation with the respective departments and the Director of Graduate Studies.

The graduate advisor, in consultation with the student, will select the other two members of the three-member examining committee. No more than one member of the committee may be an adjunct faculty member. The third graduate faculty member may or may not be from the same department.

Each comprehensive examination or portfolio/project will be evaluated by each member of the examination committee. The committee will determine whether a student has passed or failed the examination. An examination has not been passed if any portion of the examination has been failed.

If a student fails the examination, as determined by his/her examination committee, the student may retake the examination no sooner than the next scheduled examination. If the student fails the second scheduled examination, as determined by his/her committee, the student has no more opportunities to take the comprehensive examination.

STEP 4 – RECOMMENDATION FOR THE DEGREE

When the candidate has fully met all requirements for the degree sought, including the comprehensive examination or portfolio/project requirement, or thesis, if required, and has been approved by the evaluation committee and graduate advisor, he/she will be recommended for graduation. With assistance from the respective departments, candidates will be cleared for graduation by the Dean of Graduate Studies. However, in order to qualify for graduation, a student must have a minimum overall average of “B” (3.0) in residence. No course in which the student has earned less than a grade of “C” may be counted toward the degree. Students may not count more than two “C” grades toward any graduate degree program. Individual degree programs may set higher standards regarding acceptance of “C” grades.

POLICIES GOVERNING GRADUATE PROGRAMS

WORKSHOPS

No credit earned in workshops will be allowed to satisfy requirements for a Lincoln University graduate degree unless approved in advance by the Graduate Council.

RESIDENCE

A minimum of two consecutive semesters or four summer sessions of enrollment in graduate course work is required for a graduate degree.

TIME LIMIT

All requirements for a graduate degree must be completed within 5 years, beginning with the date the student commences graduate courses after having been unconditionally admitted to a program of graduate studies. In the event that a student changes his/her degree program, the 5-year limitation will commence with the first course taken in the new degree area. Extension of the time limit may be granted by the Dean of Graduate Studies, not to exceed one calendar year. Extensions request beyond one year must provide evidence for failure to complete within the 5-year period to the Graduate Council.

TRANSFER OF GRADUATE CREDIT

A maximum of up to nine (9) semester hours of graduate credit from another accredited institution may be accepted toward a graduate degree at Lincoln University (with one exception, see paragraph two below), provided that each course offered for credit (1) was earned at an institution whose graduate work is approved by the University; (2) is at least a grade of "B" or above; (3) is adaptable to the graduate program which the applicant wishes to pursue at Lincoln University; and (4) falls within the five-year limitation for the completion of the degree program. The student must initiate and complete a "Request for Graduate Transfer Credit" form for each course he/she wishes to transfer. The form must be approved by the graduate advisor, department head and Dean of Graduate Studies and may be obtained from the Office of Graduate and Extended Studies, website or graduate advisor. Required courses that were taken at another institution need not be repeated if completed within the five-year limit. Transfer work is not used to compute grade point average.

A block of 12 semester hours of graduate credit may be accepted toward a graduate degree at Lincoln University under the above-stated conditions for a cognate field in which Lincoln does not offer graduate work (foreign languages, mathematics, science, music, etc.). However, in no case will more than 12 semester hours be accepted as transfer credit toward any degree program from any college or university or any combination of colleges and universities.

COURSE LOAD

Fall and Spring Semesters

Full-time	9 to 12 hours
Three-quarter-time	6 to 8 hours
Half-time	5 hours

Summer Session

Full-time	6 hours
Three-quarter-time	4 hours
Half-time	3 hours

INDEPENDENT STUDY

A graduate student may be allowed to register for a conference course (independent study) provided such a course is not offered during the semester/term in question and with the consent of the instructor, the advisor, the department head, and the Dean of Graduate Studies. Only 3 credit hours of conference coursework may be applied to a degree program. A graduate student may not register in a conference course in which he/she previously received a grade or in a course currently being offered.

SPECIAL TOPICS COURSES

Special topic courses may not be used to substitute for courses required in the various master's and specialist programs. They may only be used to satisfy elective course requirements.

CORRESPONDENCE COURSES

Lincoln University will accept correspondence course credit if such courses are accepted for graduate credit by the granting institution on the institution's campus.

GRADING SYSTEM

GRADES

- "A" indicates work of exceptionally high quality.
- "B" indicates work of superior quality but somewhat lower than "A".
- "C" indicates work of medium or average quality.
- "D" indicates work of inferior quality.
- "F" indicates failing work.
- "I" indicates a student has maintained an average of "C" or better but has not completed a small but essential part of the regular coursework.
- "X" indicates a student was absent from the final examination with the prior approval of the instructor or the Dean of Graduate Studies.
- "H" indicates a student has been a "hearer" (auditor) in a course.
- "W" indicates a student has dropped a course(s) after the last day to register and/or add course(s).
- All grades are final except "I" and "X."

GRADE POINTS

- “A” is worth 4 grade points per semester hour.
- “B” is worth 3 grade points per semester hour.
- “C” is worth 2 grade points per semester hour.
- “D” is worth 1 grade point per semester hour.
- “F” is worth 0 grade points per semester hour.

GRADE POINT AVERAGE (GPA)

A grade point average is the average number of grade points earned per semester hour attempted.

A GPA is calculated by determining the total number of grade points earned and dividing those points by the total number of semester hours attempted. In a cumulative GPA calculation, if a course is repeated, then (1) the highest grade earned is the one included in the total grade points earned, and (2) the semester hours are counted only once in the total number of hours attempted.

INCOMPLETE GRADES (“I” AND “X”)

In courses where an “I” or “X” is given, work must be completed and a final grade submitted to the Office of the Registrar (1) by the end of the next semester when grades are normally posted or summer session (whichever comes first) in which the student is enrolled, or (2) within a period not to exceed one year from the close of the semester or summer session in which the course was taken, when the student does not re-enroll. In the case of a thesis, the student has until the five-year deadline date to complete the thesis.

ACADEMIC APPEAL PROCESS

Graduate students are expected to seek informal resolution of all concerns within the applicable College or Department before invoking formal processes to appeal a final grade. Changing a final grade requires substantial evidence proving that one of the following occurred: the instructor of record entered a grade based on a computing error; the instructor of record failed to grade an assignment that was duly submitted within the allowable timeframe; or the instructor of record assigns a grade that is arbitrary or capricious. The appeal process outlined herein shall apply to all students enrolled in graduate programs at Lincoln University.

THE APPEAL PROCEDURE FOR GRADES IS AS FOLLOWS:

The graduate student **must** submit a formal, written appeal, with appropriate documentation, to the instructor of record and the office of Graduate Studies, by the second week of the eight or sixteen-week term following the term in which the grade under challenge was received, or within ten working days of the following summer session if the grade was assigned in the spring semester of the academic year. All written appeals must include the following: the actions being challenged; the rationale for the challenge; the person(s) against whom the complaint is made, and the redress sought. The instructor of record has five working days after receiving materials to respond to the student with a Notice of Outcome. If the instructor of record does not respond to the student within five working days, or if the student is dissatisfied with the decision, the student may appeal, with appropriate documentation, to the Department Head within five working days.

If the resolution of the Department Head is not accepted, the student may submit a formal letter with all supporting documents to the Graduate Committee of the Department or School, where appropriate. The Committee has ten working days after receipt of materials to respond to the student with a Notice of Outcome. If the respective Committee does not respond to the student within five working days, or if the student is dissatisfied with the decision, the student may appeal to the Dean of Graduate Studies within five working days. The Dean has ten working days to respond to the student with a Notice of Outcome.

If the resolution of Dean is not accepted, the student may submit a formal, written appeal, with supporting evidence, to the Vice President for Academic Affairs/Provost within five working days of the Dean's decision. Vice President for Academic Affairs/Provost has ten working days after receipt of the materials to respond to the student with a Notice of Outcome. The Vice President for Academic Affairs/Provost's decision is final.

ACADEMIC DISHONESTY POLICY

ACADEMIC DISHONESTY/CHEATING

Academic dishonesty is a serious matter for graduate students committed to intellectual pursuits and will be adjudicated in accordance with procedures approved by the Graduate Council. The most common forms of academic dishonesty are cheating and plagiarism. Cheating is defined as the unauthorized use of any materials, aids, artificial intelligence, or information of assistance in doing any work required as part of a course. Plagiarism is the attempt to pass off another person's work as one's own by failing to give credit to the original source of ideas or words. Graduate students who are found to be guilty of academic dishonesty are subject to the policies and procedures as outlined below.

REPORTING OF ALLEGED DISHONESTY

Any case of alleged academic dishonesty involving a student in the School of Graduate Studies should be reported by the instructor to the Department Head, copying the Dean of Graduate Studies to ensure full disclosure and a timely review and possible adjudication. The report must be made in writing, including email, no later than ten working days after the discovery of the alleged act of academic dishonesty. It is recommended that the instructor confer with the student and members of the Department prior to making a written report if doing so would alleviate the possibility of misunderstanding regarding the alleged academic dishonesty.

Students charged with academic dishonesty may not change their registration status in a course in which a charge is pending or in which a finding of academic dishonesty has been alleged. An incomplete grade, noted as an "I" on the official academic record, should be issued to the extent possible for any course in which there has been an allegation of academic dishonesty while the case is pending.

CASE REVIEW

The Dean of Graduate Studies will review the alleged act of academic dishonesty to determine if sufficient evidence exists to warrant a hearing if the graduate student's Department believes that further investigation is warranted. The Dean may request additional information from any of the parties involved.

NOTICE OF ALLEGED ACADEMIC DISHONESTY

Once the Dean has determined through the case review that sufficient evidence exists to warrant a hearing, the School of Graduate Studies will notify the student in writing and by email. The written notification will include the following:

- The charges made.
- The date of the incident.
- The faculty member reporting the charge; and
- The nature of the alleged violation and supporting evidence.

The student will have five working days from the date of the notification letter to respond to the Dean to discuss the case and present any relevant materials or statements. If the student neglects to schedule a meeting within the specified time period or does not desire to meet, the Dean may make a determination on the basis of the available evidence. The Dean may grant reasonable requests for an extension of this time at his/her sole discretion.

HEARING WITH THE DIRECTOR OF GRADUATE STUDIES AND MEMBERS OF THE GRADUATE COUNCIL

The Dean of Graduate Studies, as well as two members from the Graduate Council, will review the charges and the supporting evidence with the student. Under no circumstance will the faculty member who presented the charge of alleged academic dishonesty be asked to decide the outcome of the hearing. Rare circumstance may require the Dean to teach a course. If the Dean alleges that a student engaged in an act of academic dishonesty while serving as the student's instructor of record, the Chair of the Graduate Council will replace the Dean as the adjudicator for Graduate Studies to ensure impartial deliberation.

The Dean of Graduate Studies and two members from the Graduate Council will make a decision based on all of the available evidence as to whether an act of academic dishonesty occurred. After the hearing, the Dean will notify the student in writing within ten working days of the decision and corresponding sanction, if any, to be imposed.

POSSIBLE SANCTIONS

- A letter of warning
- A reduced or failing grade for an assignment or the course
- A defined period of suspension from the School of Graduate Studies
- Expulsion from the University

***The severity of the sanction will be determined by the nature of the offense.*

APPEALS

If the resolution of the Dean is not accepted, the student may appeal the decision to the Graduate Council within fifteen working days.

If the resolution of the Graduate Council is not accepted, the student may appeal to the Provost/Vice President for Academic Affairs. The Provost/Vice President for Academic Affairs has fifteen working days to respond to the student. The resolution of the Provost/Vice President for Academic Affairs is final.

******Any student who begins the appeals process when there is less than thirty days remaining in a sixteen-week term will be automatically assigned an “I” for the course at the end of the semester unless the appeals process is exhausted before the end of the term. Any student who begins the appeals process after the fourth week of an eight-week term will be assigned an “I” for the course unless the appeals process is exhausted before the end of the term. In either scenario, the student may register for the next term while the appeal is pending. The final grade will replace the “I” after the student has exhausted the appeals process. If a decision is made after the beginning of the following term as a result of the act of academic dishonesty, and suspension or expulsion is deemed the appropriate consequence, the student, if registered, will be administratively withdrawn and entitled to a full refund of monies paid toward tuition and fees.

GRADUATE ACADEMIC PROBATION/SUSPENSION POLICY

A graduate student whose cumulative GPA falls below 3.000 will be placed on Academic Probation, which will be reviewed at the end of each semester. While on Academic Probation, a graduate student may enroll in no more than 6 credit hours per semester (3 credit hours per term). A graduate student who earns a GPA below 2.000 in their first semester will be subject to Academic Dismissal from their graduate program. No student on Academic Probation or Continuing Academic Probation will be allowed to take a comprehensive examination or complete a portfolio/project.

A graduate student who earns a term GPA of 3.500 but fails to restore their cumulative GPA to 3.000 can enroll the following semester on Continued Academic Probation. A graduate student who is on Academic Probation and fails to restore their cumulative GPA to 3.000 or earn a semester GPA of 3.500 will be suspended for one semester. Upon return, the student will be placed on Continuing Academic Probation and must adhere to the probation guidelines. If a graduate student achieves a semester GPA of 3.500 or higher but their cumulative GPA remains below 3.000, they will stay on Continuing Academic Probation for as many semesters as needed if they demonstrate positive progress toward improving their cumulative GPA to 3.000. Positive progress is defined as an increase in the cumulative GPA compared to the previous semester. A graduate student on Continuing Academic Probation will be subject to Academic Suspension if they fail to make positive progress. If the student has previously been suspended they will face Academic Dismissal from the program.

A graduate student returning from Academic Suspension will be placed on Continuing Academic Probation. They must follow the probation guidelines

and demonstrate positive progress toward achieving a cumulative GPA of 3.000. If positive progress is not made, the student will face Academic Dismissal from the program.

A graduate student may appeal their Academic Dismissal by following the dismissal appeal process outlined in the "Dismissal from the Graduate Program" section. Appeals must be supported by the student's graduate advisor and the appropriate department head.

REPEATING COURSES

Students earning a final grade of "C," "D," or "F" in a graduate course may repeat the course one time to improve their grade. A student must earn at least a "C" in all graduate coursework for it to count toward their degree. If a student earns a "D" or "F" in a required course, they must repeat the course and achieve at least a "C" in the second attempt; failure to do so will result in dismissal from the graduate school. Both the original grade and the repeated course grade will appear on the student's transcript; however, only the highest grade will be calculated in the cumulative GPA. Students may not count more than two "C" grades toward any graduate degree program. If a student is unable to improve their required graduate coursework to reflect this standard, they will be dismissed from the graduate school. Individual graduate programs may have more stringent requirements regarding the acceptance of "C" grades.

GRADUATE COURSES

Courses numbered 500 are open to approved graduating undergraduates and graduate students. At least 50% of all courses required for a graduate degree will be taught for graduate credit only. No undergraduate course can be repeated at the graduate level to satisfy graduate degree requirements.

All programs offered by Lincoln University are listed by fields of learning under the department in which they are offered. Prior to the opening of each semester, a *Schedule of Courses* is published which lists the specific courses to be offered for that semester with the time of meeting, the building and the room number for each course.

In each course description, the following information appears sequentially:

- The academic program abbreviation and course number.
- The title of the course.
- The number of hours of credit. If the credit is variable, the credit to be earned will be fixed in consultation with the major advisor.
- The semester or session (fall-FA, spring-SP, summer-SU) in which the course is generally offered, if applicable.
- The calendar year (odd, even) in which the course is generally taught, if applicable.
- "LF": a lab fee is charged for the course.
- "MF": a music fee is charged for the course.
- "EP": eye protection is required for the course.*

The University reserves the right to cancel without notice any course listed in the *Lincoln University Graduate Bulletin* or to withdraw any course listed in the *Schedule of Courses* which does not have an adequate enrollment at the close of the registration period.

The Graduate Program offers twelve master's degrees and two specialist degree. Each student program is planned in consultation with an advisor. Emphasis is placed upon developing student scholarship through formal course work, seminars, research, and independent investigation.

Graduate students are expected to become familiar with the requirements for the degree for which they are candidates and are responsible for the fulfillment of these requirements.

**This requirement is stipulated by Missouri State Law (1976), which requires all students, teachers, and visitors to wear an industrial quality eye protective device when participating in or observing any courses of instruction which involve a potential eye hazard. All eye protection equipment must meet standards of the American National Standard Institute (A.N.S.I.) Standard A87.1-1968, and subsequent revisions thereof. The student may obtain these safety glasses through the University Bookstore.*

GRADUATE PROGRAMS

The Graduate Studies Programs of Lincoln University, instituted in 1940, are designed to make available to qualified students the opportunity for advanced professional study beyond the bachelor's degree level in areas conducive to the needs of the community.

Graduate programs are under the direction of the Dean of Graduate Studies. The Graduate Council and the Graduate Education Council conducts continuous reviews of the graduate curricula and recommends to the Dean of Graduate Studies such revisions and additions as are necessary to promote effective programs of study.

The following Graduate Programs are offered:

- COLLEGE OF AGRICULTURE, ENVIRONMENTAL AND HUMAN SCIENCES
 - Master of Science (MS)
 - Sustainable Agriculture
- COLLEGE OF ARTS AND SCIENCES
 - Master of Science (MS)
 - History
 - Sociology
 - Sociology/Criminal Justice
 - Master of Arts (MA)
 - Community & Economic Development
 - Natural Sciences
- SCHOOL OF BUSINESS
 - Master of Business Administration (MBA)
 - *Accounting Emphasis*
 - *Agribusiness Emphasis*
 - *Management Emphasis*
 - *Management Information Systems Emphasis*
- SCHOOL OF EDUCATION
 - Master of Arts (MA)
 - Higher Education
Historically Black Colleges and Universities Emphasis
 - Master of Education (MEd)
 - Counseling
K-12 School Counseling Emphasis
Community/Agency Counseling Emphasis
 - School Administration and Supervision
- SCHOOL OF NURSING
 - Master of Science (MS)
 - Nursing

Research is promoted and supported in these areas of graduate studies.

A request for admission to a Graduate Studies Program is made to Graduate Studies. Graduate course offerings in both regular and summer sessions depend on demand.

**Minor areas are defined under each program in the Graduate Bulletin.*

MASTER OF ARTS

The Master of Arts offers a major in History, Sociology and Sociology/Criminal Justice. Each area consists of 33 hours of work. For specific requirements, see the appropriate program of study.

Upon recommendation of the student's advisory committee, a student may select an area of emphasis within the major area of concentration and use the remaining 9 hours for an additional concentration in the major area, select courses from the major field and cognate fields relevant to the area of focus.

A minimum of 15 hours of undergraduate work in social science including at least 6 hours in upper division courses (300 and 400 level) are prerequisites for admission. At least 9 of these hours must be in the major or an equivalent area. It may be necessary to make up deficiencies in undergraduate prerequisites with additional graduate course work beyond the 33 required hours.

Included in the 33 hours are 6 hours of credit for the approved thesis option. Details of specific programs are as follows:

M.A. IN COMMUNITY AND ECONOMIC DEVELOPMENT

The mission of the Master of Arts in Community and Economic Development is to provide students with advanced academic and practical training. This training will prepare students to lead local, state, national, and international development programs. Using a problem-based learning format, the M.A. program provides students with advanced theoretical, methodological, and analytical resources. During the M.A. program, students are expected to examine, explore, advance, and apply knowledge learned to various community and economic development issues. The curriculum provides students with substantial depth and breadth of knowledge and skill.

PROGRAM OBJECTIVES

Students successfully completing the M.A. in Community and Economic Development degree program will:

- Demonstrate an advanced understanding of community and economic development theories, practices, and concepts.
- Demonstrate an ability to analyze, synthesize and evaluate trends, data, theories, and methods relating to community and economic development.
- Demonstrate an understanding of impacts relating to local, state, national, and international development issues.
- Be prepared to pursue and secure further graduate training or public sector/private sector employment.

ASSESSMENT REQUIREMENT

Candidates must submit a substantial portfolio or project to demonstrate comprehensive understanding of the field. Advisors must approve the portfolio or project proposal the semester before the anticipated graduation.

ADMISSION REQUIREMENTS

To be admitted unconditionally to the Master of Arts in Community and Economic Development Program, a student must:

- Have a minimum undergraduate cumulative grade point average of 2.75 and a minimum grade point average of 3.00 in undergraduate coursework directly related to the MA ECD program.
- Candidates must also meet the general admission requirements of Lincoln University's Graduate Studies Program.

PROGRAM/GRADE REQUIREMENTS

- No more than one "C" grade may be counted toward the degree. However, candidates cannot have a C in a core course. Students who earn a "C" in a course have one (and only one) opportunity to re-take the course and raise the grade. No course in which the student has earned less than a grade of "C" will be counted toward the graduate degree. Students earning a final grade of "C", "D", or "F" are allowed to repeat the course only one time to raise the grade.
- Thirty-six hours are required for the degree. Core courses cannot be substituted or waived.
- Candidates are required to submit a substantial portfolio or project to demonstrate comprehensive understanding of the field.
- Candidates must select one of the following concentrations and complete the nine focused hours of courses: Urban and Rural Development, Social Entrepreneurship, or Civic Engagement.
- Candidates must maintain a minimum of 3.0 GPA in the graduate program to remain in good standing. A graduate student whose cumulative graduate GPA falls below 3.0 will be placed on academic probation. While on academic probation, a graduate student may not enroll in more than 6 credits per semester or summer session.
- Undergraduate courses (300 and 400 level) do not count toward the graduate degree.

REQUIRED CREDIT HOURS

COURSES

EDC 501 Fundamentals of Community and Economic Development.....	3
EDC 502 Local and Regional Economic Policy & Development.....	3
EDC 503 Applied Research Methods.....	3
EDC 504 Community Leadership and Change	3
EDC 505 Local Development, Planning and Policy	3
EDC 506 Community and Economic Development Law	3
EDC 507 Grant Writing.....	3
EDC 509 International Development.....	3
EDC 512 Special Topics.....	3

Students must also select one of four concentration areas and complete those requirements

REQUIRED COURSES: CONCENTRATION IN URBAN AND RURAL DEVELOPMENT CREDIT HOURS

EDC 511 Introduction to Housing and Community Development	3
EDC 519 Urban and Rural Special Populations.....	3
EDC 516 Strategic Urban and Rural Development and Investment	3

REQUIRED COURSES: CONCENTRATION IN ENTREPRENEURSHIP CREDIT HOURS

EDC 513 Introduction to Social Entrepreneurship	3
EDC 514 Strategic Community Marketing and Communications.....	3
EDC 515 Business Planning for Social Change.....	3

REQUIRED COURSES: CONCENTRATION IN CIVIC ENGAGEMENT CREDIT HOURS

EDC 510 Community Organizing	3
EDC 517 Corporate Social Responsibility.....	3
EDC 518 Introduction to Civic Engagement.....	3

REQUIRED COURSES: CONCENTRATION IN PUBLIC ADMINISTRATION CREDIT HOURS

PAD 545 Public Policy Process & Analysis.....	3
PAD 573 Organizational Behavior and Administration.....	3
PAD 571 Public Administration in the Political Process & Analysis	3

Thesis, Comps & Misc. Information

- Students who wish to write a thesis must identify a thesis advisor who agrees to work with them **AT LEAST A SEMESTER IN ADVANCE** of taking the thesis course. All thesis forms must be obtained from the Office of Graduate Studies or their website.
- Students taking the comprehensive exam should prepare for the exam in their third semester of the program. Candidates should select three faculty to serve as their comprehensive exam committee, with one person designated as chair. This committee will prepare and grade the exam.
- The program recommends: *A Manual for Writers of Term Papers, Theses and Dissertations* by Kate L. Turabian. This style guide will give you the general information for citations and paper format. The sociology faculty also recommend that you also use the ASA Style Guide which gives you specific information on writing for sociology.
- Candidates receiving an incomplete in their thesis courses have a five-year deadline date to complete the thesis.

M.A. IN HISTORY

PROGRAM OBJECTIVES

Students successfully completing the M.A. in History degree program should be able to:

- Demonstrate and create knowledge in chosen area of emphasis in European/World or United States history.
- Analyze and synthesize historical sources and claims in chosen area of emphasis in European/World or United States history.
- Succeed in post-graduate employment or education.

ASSESSMENT PROGRAM

The comprehensive examination, written and oral are required of all M.A. graduates will be used to assess knowledge of chosen area of emphasis and ability to analyze and synthesize historical sources of, and claims regarding, the chosen area of emphasis.

ADMISSION REQUIREMENTS

- Meet admission requirements of Lincoln University's Graduate Studies Program.
- Accepted conditionally with a Graduate Record Examination (GRE) with a verbal score of 143 and a quantitative score of 133; plus a review of writing after nine (9) credit hours in which a written research project was required. May be accepted unconditionally after writing ability is demonstrated. If applicant is an approved graduate of the Lincoln University Undergraduate program in history with either a Bachelor of Arts or Bachelor of Science degree in History, he/she is exempt from the review of writing requirement.
- Letters of Recommendation from teaching faculty which speaks to the applicant's ability to successfully matriculate in the area of study.
- A minimum of 24 hours of undergraduate work in history with at a least 12 of these hours in upper division courses at the junior and senior level.

PROGRAM REQUIREMENTS

No more than two (2) "C" grades will be counted toward the M.A. in History degree. Students who earn a "C" in a course have one (1) opportunity to retake the course to raise the grade.

REQUIRED COURSES

CREDIT HOURS

HIS 585, Historiography	3
Five, 3-credit hour, Research Seminars in History.....	15
HIS 587, Readings for Comprehensive Examination	3
European/World or United States History or Cognate electives	6
HIS 599, Thesis	6
OR	
Additional European/World or United States History or Cognate electives	6
TOTAL	33

SAMPLE PROGRAM OF STUDY

Leading to a Master of Arts in History degree

FIRST YEAR

FALL SEMESTER				SPRING SEMESTER			
HIS	585	Historiography	3	HIS	XXX	History Elective	3
HIS	XXX	History Elective	3	HIS	XXX	History Seminar	3
HIS	XXX	History Seminar	3	HIS	XXX	History Seminar	3

SECOND YEAR

FALL SEMESTER				SPRING SEMESTER			
HIS	5XX	History Seminar	3	HIS	5XX	History Seminar	3
HIS, Cognate, or Elective			3	HIS	587	Rdg for Comps	3
HIS, Cognate, or Elective			3				
OR							
HIS	599	Thesis	6				

M.A. IN SOCIOLOGY

The mission of the Sociology master's program is to provide students with advanced academic training in preparation for teaching or professional careers. Using a problem-based learning format, the M.A. program will provide each cohort of students with advanced theoretical, methodological, and analytical tools and skills. During the M.A. program, students are expected to examine, explore, advance, and apply sociological knowledge to various social issues and problems. Each course in the core M.A. curriculum will focus on different aspects of the common sociological paradigm related to epistemology, ontology, and methodology.

PROGRAM OBJECTIVES

Students successfully completing the M.A. in Sociology degree program will:

- Demonstrate an advanced understanding of sociological paradigms, theories, and concepts.
- Demonstrate an ability to analyze, synthesize and evaluate sociological data, theories, and methods.
- Demonstrate an understanding of the research process, including data collection and analysis.
- Be prepared to pursue and secure further graduate training or public sector/private sector employment.

ASSESSMENT REQUIREMENT

A comprehensive examination is required for all Sociology M.A. graduates. The comprehensive exam will be used to assess knowledge of a chosen area or emphasis in the discipline. The exam will test the ability to analyze and synthesize sociological data, theories, and methods.

ADMISSION REQUIREMENTS

- A minimum GPA of 3.0

- Candidates must meet general admission requirements of Lincoln University's Graduate Studies Program.
- Candidates may be conditionally admitted with a Graduate Record Examination (GRE) with a verbal score of 143 and a quantitative score of 133; plus a review of writing after one (1) semester. Candidates may be accepted unconditionally after writing ability is demonstrated. This applies to all students, including graduates from Lincoln University with undergraduate degrees in Sociology or Criminal Justice.
- A minimum of 9 hours of undergraduate work in Sociology plus at least 6 hours of upper division social science courses (300 and 400 level) are prerequisites for admission.
- In addition to the 9 hours, all M.A. candidates must have a general Introduction to Sociology class on their transcript. This course is required: candidates may be admitted conditionally until this requirement is satisfied.

PROGRAM/GRADE REQUIREMENTS

- No more than one (1) "C" grade may be counted toward the M.A. in Sociology degree. However, candidates cannot have a C in a required course. Students who earn a "C" in a course have one (and only one) opportunity to re-take the course and raise the grade. No course in which the student has earned less than a grade of "C" will be counted toward the graduate degree. Students earning a final grade of "C", "D", or "F" are allowed to repeat the course only one time to raise the grade.
- 33 units are required for the degree. Required courses cannot be substituted or waived.
- Candidates may choose to write a thesis & take 6 hours of thesis research **OR** candidates can select 2 additional 3 credit hour seminar classes in lieu of a thesis.
- All Sociology M.A. candidates must pass a 3-question comprehensive exam.
- Candidates must maintain a minimum of 3.0 GPA in the graduate program to remain in good standing. A graduate student whose cumulative graduate GPA falls below 3.00 will be placed on academic probation. While on academic probation, a graduate student may not enroll in more than 6 credits per semester or summer session.
- Non-Thesis Option: A thesis is not required for the M.A. Candidates who select the non-thesis option are required to take two additional (3 Credit Hour) seminar courses and complete a research paper in each course.
- Special Topics Courses: Special topics courses may not be used to substitute for courses required in the master's program. They may only be used to satisfy elective course requirements.
- 300 and 400 level courses cannot be applied to the graduate degree.
- Candidates receiving an incomplete in their thesis courses have a five-year deadline date to complete the thesis.

REQUIRED COURSES

CREDIT HOURS

SOC 552 Data Analysis.....	3
SOC 550 Research Methods or equivalent.....	3

SA 502 Sociological Theory or equivalent.....	3
SOC 501 Stratification	3
SA 505 Seminar in Social Problems or	
SA 507 Seminar in Criminal Justice	3
Two Thesis OR two 3-credit hour, research paper seminars in Sociology-	
Anthropology.....	6
Two Sociology or Anthropology electives.....	6
Two Sociology-Anthropology, cognates, or a minor.....	6
TOTAL	33

Thesis, Comps & Misc. Information

- Students who wish to write a thesis must identify a thesis advisor who agrees to work with them **AT LEAST A SEMESTER IN ADVANCE** of taking the thesis course. All thesis forms must be obtained from the Office of Graduate Studies or their website.
- Students taking the comprehensive exam should prepare for the exam in their third semester of the program. Candidates should select three faculty to serve as their comprehensive exam committee, with one person designated as chair. This committee will prepare and grade the exam.
- The program recommends: *A Manual for Writers of Term Papers, Theses and Dissertations* by Kate L. Turabian. This style guide will give you the general information for citations and paper format. The sociology faculty also recommend that you also use the ASA Style Guide which gives you specific information on writing for sociology.
- Candidates receiving an incomplete in their thesis courses have a five-year deadline date to complete the thesis.

M.A. IN SOCIOLOGY/CRIMINAL JUSTICE

The mission of the Sociology/Criminal Justice master's program is to provide students with advanced academic training in preparation for teaching or professional careers related to Sociology or Criminal Justice. Using a problem-based learning format, the M.A. program will provide each cohort of students with advanced theoretical, methodological and analytical tools and skills. During the Sociology/Criminal Justice M.A. program, students are expected to examine, explore, advance, and apply sociological knowledge to criminal justice issues, organizations, and practices. Each course in the core Sociology Criminal Justice M.A. curriculum will focus on different aspects of sociological epistemology, ontology, or methodology and how these are tied to common criminal justice practices and institutions.

PROGRAM OBJECTIVES

Students successfully completing the M.A. in Sociology/Criminal Justice degree program will:

- Demonstrate an advanced understanding of sociological paradigms, theories, and concepts as they relate to criminal justice, programs, institutions, and practices.
- Demonstrate an understanding of the research process, including data collection and analysis.
- Be prepared to pursue and secure further graduate training or public sector/private sector employment.

ASSESSMENT REQUIREMENT

A comprehensive examination is required for all M.A. graduates. This exam will be used to assess knowledge of a chosen area or emphasis in the discipline. The exam will test the ability to analyze and synthesize data, theories, and methods relevant to sociology/criminal justice.

ADMISSION REQUIREMENTS

- Candidates must meet the admission requirements of Lincoln University's Graduate Studies Program.
- Candidates may be accepted conditionally with a Graduate Record Examination (GRE) with a verbal score of 143 and a quantitative score of 133; plus a review of writing, after one (1) semester. May be accepted unconditionally after writing ability is demonstrated. This applies to all students, including graduates of Lincoln University with undergraduate degrees in Sociology or Criminal Justice.
- Candidates may be considered based on the strength of their recommendation letters, (preferably from faculty member's applicant has worked with) as well as the strength of the written statement of purpose.
- A minimum of 9 hours of undergraduate work in Sociology or Criminal Justice plus at least 6 hours in upper division social science courses (300 and 400 level) are prerequisites for admission.
- In addition to the 9 hours, all M.A. candidates must have a general Introduction to Sociology class on their transcript. This course is required, candidates may be admitted conditionally until this requirement is satisfied.

PROGRAM/GRADE REQUIREMENTS

- No more than one (1) "C" grade may be counted toward the M.A. in Sociology/Criminal Justice degree. Students who earn a "C" in a course have one (and only one) opportunity to retake that course and raise the grade.
- 33 units are required for the degree. Required courses cannot be substituted or waived.
- Candidates may choose to write a thesis & take 6 hours of thesis research **OR** candidates can select 2 additional 3 credit hour seminar classes in lieu of a thesis.
- All M.A. candidates must pass a three-question comprehensive exam.
- Non-Thesis Option: A thesis is not required for the M.A. degree. Candidates who select the non-thesis option are required to take two additional (3 Credit Hour) seminar courses and complete a research paper in each course.

- Candidates must maintain a minimum of 3.0 GPA in the graduate program. A graduate student whose cumulative graduate GPA falls below 3.000 will be placed on academic probation. While on academic probation, a graduate student may not enroll in more than 6 credits per semester or summer session.
- Special Topics courses: Special topics courses may not be used to substitute for courses required in the master's degree program. They may only be used to satisfy elective course requirements.
- 300 and 400 level courses cannot be applied to the graduate degree.
- Candidates receiving an incomplete in their thesis courses have a five-year deadline date to complete the thesis.

REQUIRED COURSES

CREDIT HOURS

SOC 552 Data Analysis	3
SOC 550 Research Methods.....	3
SA 502 Sociological Theory or equivalent.....	3
<i>3 hours of Criminal Justice courses</i>	
SOC 505 Criminology OR	
SOC 506 Juvenile Delinquency	3
HIS 582, Seminar in Missouri Corrections	3
6 credit hours of S/A Seminars	
S/A 505, Seminar in Social Problems	
S/A 507, Seminar in Criminal Justice)	6
Four additional (3 CR) Electives from Sociology, Sociology/Anthropology or Criminal Justice	12
6 Thesis Hours OR	
6 Credit Hours of SA Seminars to include	
SA 505 Seminar in Social Problems or	
SA 507 Seminars in Criminal Justice	6
TOTAL	33

Thesis, Comps and Misc. Information

- Electives must be taken from graduate level courses.
- *Students taking the comprehensive exam should prepare for the exam in their third semester of the program. Candidates should select 3 faculty to serve as their comprehensive exam committee, with one person designated as chair. This committee will prepare and grade the exam.
- The program recommends: *A Manual for Writers of Term Papers, Theses and Dissertations* by Kate L. Turabian. This style guide will give you the general information for citations and paper format. . The sociology faculty also recommend that you also use the ASA Style Guide which gives you specific information on writing for sociology.
- All candidates must complete a comprehensive exam, but the thesis is optional.

MASTER OF BUSINESS ADMINISTRATION

The mission of the M.B.A. program is to increase knowledge, skills and understanding of current business practices and theories, which will support gainful employment, successful careers and productive participation in society. The purpose is to improve critical thinking processes, qualitative and quantitative analysis and computer skills, necessary for effective business decision-making. This program is designed for traditional students and working professionals in private and public organizations in an ever-changing global marketplace.

PROGRAM OBJECTIVES

Students successfully completing the M.B.A. degree program will:

- Demonstrate knowledge in their chosen emphasis of accounting, management, management information systems, or agribusiness.
- Demonstrate quantitative and qualitative skills in using accounting/economics/management concepts and theories, methods and information, and analyzing business related data.
- Demonstrate success in post-graduation employment and education.

ASSESSMENT PROGRAM

Alumni surveys will be utilized to obtain data regarding post-graduation employment and further education.

PROGRAM ACCREDITATION

The Master of Business Administration program is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the Accreditation Council for Business Schools and Programs.

ADMISSION

Admission is open to all undergraduate majors. Applicants to the M.B.A. program may enroll in up to nine hours of graduate courses during their last semester of undergraduate studies. A bachelor's degree is required for unconditional admission.

All applicants must complete 18 credit hours of undergraduate preparatory courses or their approved equivalents with a "C" or better in each course:

REQUIRED COURSES

CREDIT HOURS

ACC 246 Principles of Accounting I	3
ACC 247 Principles of Accounting II	3
BAD 310 Principles of Management	3
BAD 275 Business Law I	3
ECO 202 Microeconomics	3
MKT 321 Principles of Marketing	3
TOTAL	18

Applicants who have had significant professional work experience that equates to the required preparatory courses can request to be considered under a work experience admission option. These applicants will be evaluated on a case-by-case basis by the School.

In addition to preparatory courses or professional work experience, each applicant will be required to submit the following for review and evaluation:

- Application
- Personal statement of purpose
- Official transcripts
- Two letters of recommendation
- Graduate Management Admission Test (GMAT) Score – GMAT waivers will be considered on a case-by-case basis

The Graduate Management Admission Test (GMAT) will be required within the first semester or first nine hours of course work for unconditional admission to the M.B.A. program. Unconditional admission will be based on a score that meets or exceeds the following formula:

- $200 \times \text{undergraduate GPA} + \text{GMAT score} = 950$

Students who demonstrate high performance in approved graduate courses prior to admission to the MBA program may be admitted if their graduate GPA $\times 200 + \text{GMAT score}$ is 950 or higher.

PROGRAM REQUIREMENTS

The M.B.A. program consists of 36 hours of graduate credit – 27 hours of core courses and 9 hours of approved emphasis area courses.

No more than one “C” grade may be counted toward the M.B.A. degree. Students earning more than one “C” grade in the program must retake course(s) to obtain higher grades.

The M.B.A. program may be taken with an emphasis in Accounting, Management, Management Information Systems or Agribusiness.

AREAS OF EMPHASIS

M.B.A. – EMPHASIS IN ACCOUNTING

The M.B.A. program with an emphasis in Accounting is designed to interrelate management with the complexities of accounting.

Courses offered in this program presume students have the basic level of understanding needed to pursue business and accounting studies at the graduate level. For those students with an undergraduate accounting degree, 36 hours will be required for satisfactory completion of the graduate degree. Students without an undergraduate accounting degree will be required to take additional accounting prerequisite courses, including Individual Income Tax (ACC 345) and 6-9 hours of Intermediate Accounting with a grade of “C” or better.

Successful completion of the program should facilitate students’ preparation for the CPA, CMA, CIA and other professional accounting certification

examinations. Students who desire the above certifications are advised to take additional courses, including: Governmental Accounting, Cost Accounting, Auditing, Advanced Financial Accounting, Corporate Income Tax and Business Law II. Additional information about professional examination requirements can be obtained from the appropriate governing board.

CORE COURSES

CREDIT HOURS

ACC 543 Managerial Accounting	3
BAD 501 Quantitative and Qualitative Research Methods	3
BAD 550 Corporate Finance	3
BAD 565 International Business.....	3
BAD 570 Operations and Supply Chain Management.....	3
BAD 573 Organizational Behavior and Administration.....	3
BAD 585 Business Strategy	3
ECO 525 Managerial Economics	3
MKT 526 Marketing Planning and Strategy.....	3
TOTAL HOURS	27

EMPHASIS AREA COURSES: (Accounting)

Nine semester hours of graduate credit must be taken from the following approved Accounting electives: (Prerequisites for all electives include ACC 345, ACC 346, and ACC 347 or equivalents).

ACC 540 International Accounting	3
ACC 549 Internal Auditing.....	3
ACC 590 M.B.A. Internship	3
ACC 595 Special Topics in Accounting.....	3
TOTAL	9

(No more than one special topic course may be used to meet emphasis area requirement.)

Note: Any course taken for undergraduate credit may not be repeated at the graduate level. If that course is a core course, an additional accounting course must be taken.

M.B.A. – EMPHASIS IN AGRICUSINESS

Courses offered in this program presume that the student has the basic level of understanding needed to pursue Agribusiness at the graduate level.

CORE COURSES

CREDIT HOURS

ACC 543 Managerial Accounting	3
BAD 501 Quantitative and Qualitative Research Methods	3
BAD 550 Corporate Finance	3
BAD 565 International Business.....	3
BAD 570 Operations and Supply Chain Management.....	3
BAD 573 Organizational Behavior and Administration.....	3
BAD 585 Business Strategy	3
ECO 525 Managerial Economics	3
MKT 526 Marketing Planning and Strategy.....	3
TOTAL HOURS	27

EMPHASIS AREA COURSES: (Agribusiness)

Nine semester hours of graduate credit in Agriculture courses or other approved courses: (Prerequisites for all electives include AGR 101, AGR 102).

AGR 502 Production Economics	3
AGR 514 Agribusiness Management	3
AGR 522 International Agriculture Marketing and Trade	3
AGR 526 Agriculture Policies	3
AGR 557 Agriculture Price Analysis	3

(No more than one special topic course may be used to meet emphasis area requirements)

M.B.A. – EMPHASIS IN MANAGEMENT

CORE COURSES	CREDIT HOURS
ACC 543 Managerial Accounting	3
BAD 501 Quantitative and Qualitative Research Methods	3
BAD 550 Corporate Finance	3
BAD 565 International Business	3
BAD 570 Operations and Supply Chain Management	3
BAD 573 Organizational Behavior and Administration	3
BAD 585 Business Strategy	3
ECO 525 Managerial Economics	3
MKT 526 Marketing Planning and Strategy	3
TOTAL HOURS	27

EMPHASIS AREA COURSES: (Management)

Nine semester hours of graduate credit in approved courses must be taken from the areas of Accounting, Business Administration or Marketing.

**M.B.A – EMPHASIS IN MANAGEMENT
INFORMATION SYSTEMS**

Courses offered in this program presume that the student has the basic level of understanding needed to pursue Management Information Systems at the graduate level.

CORE COURSES	CREDIT HOURS
ACC 543 Managerial Accounting	3
BAD 501 Quantitative and Qualitative Research Methods	3
BAD 550 Corporate Finance	3
BAD 565 International Business	3
BAD 570 Operations and Supply Chain Management	3
BAD 573 Organizational Behavior and Administration	3
BAD 585 Business Strategy	3
ECO 525 Managerial Economics	3
MKT 526 Marketing Planning and Strategy	3
TOTAL HOURS	27

EMPHASIS AREA COURSES: (Management Information Systems)

Nine semester hours of graduate credit in Management Information Systems courses or other approved courses: (Prerequisites for all electives include CS 205, one of the following, CS 310, CS 321, CS 341, CS 344 and one of the following: CS 331, CS 336, CS 338).

CS 510 Special Topics in Computer Science.....	3
CS 541 Artificial Intelligence.....	3
CS 542 Networking and Data Communications	3
CS 543 CIS Communication Techniques	3
CS 546 Management of Information Systems.....	3
CS 586 Internet and Network Security	3
CS 598 Computer Information Systems Internship	3

(No more than one special topic course may be used to meet emphasis area requirements.)

MASTER OF EDUCATION

MISSION

To prepare diverse learners in a rigorous, relevant, nurturing, and student-centered academic environment by responding to workforce needs, collaborating with stakeholders, providing diverse experiences, and employing evidence-based practices for success as professionals in the 21st century global community.

VISION

To be a leading professional preparation program that is recognized for cultivating excellence, fostering inclusivity, and inspiring innovation, whose graduates lead in their fields, advocate for the underserved, and contribute creatively to their professions.

ACCREDITATION

Lincoln University's School of Education Programs are approved by the Missouri Department of Elementary and Secondary Education (DESE).

Lincoln University's School of Education is a member in good standing of the Association for Advancing Quality in Educator Preparation (AAQEP) and is working toward accreditation of its educator preparation programs under the AAQEP standards.

CONCEPTUAL FRAMEWORK

Three themes of the Conceptual Framework are: enduring understanding, engaging pedagogy, and evolving worldview.

ENDURING UNDERSTANDING

Learning and teaching center on important concepts that learners will remember for a lifetime rather than information memorized and forgotten.

ENGAGING PEDAGOGY

Learning is active and interactive, emphasizing exploration, discovery, and life application rather than mastery of content from lectures and textbooks.

EVOLVING WORLDVIEW

Learners encounter diverse people, perspectives and ideas, developing social responsibility and global consciousness.



ADMISSION REQUIREMENTS

Applicants for admission to M.Ed. programs must:

- Meet admission requirements of Lincoln University's Graduate Studies Program.
- Applicants for the M.Ed. and M.A., Higher Education degree programs who have not previously passed a Certification or Licensing exam in related fields may be required to submit scores on the GRE. Please consult program advisors for specific exam requirements.
- In addition, all M.Ed. candidates who are not currently employed in a position requiring a background check may be required to provide an official Family Care Safety Registry (FCSR) report. Please consult program advisor for specific information.
- Applicants must consult with their program advisor prior to enrolling in courses. Please note: All applicants who are accepted into the M.Ed. programs will be admitted *Conditionally* (please see specific program requirements for removal of conditions).

NOTE: When a student is admitted on conditional status, only nine hours will apply to the M.Ed. program.

M.ED. IN SCHOOL ADMINISTRATION AND SUPERVISION:

An applicant for the Master of Education in School Administration and Supervision must hold a certificate to teach in the State of Missouri. Applicants must have completed three years of successful teaching experience (verified by current/former employer).

M.ED. IN COUNSELING:

All applicants who are accepted into the M.Ed., Counseling programs will be admitted *Conditionally*. The following conditions must be met:

- Applicants for the Counseling program who have not completed undergraduate degrees in psychology, education or social work or related field, must have a minimum grade point average of 3.0 based on 15 semester hours of course work in these areas.
- Applicants who have not previously passed a Certification or Licensing exam in a related field may be required to submit scores on the GRE. Please consult program advisors for specific exam requirements.
- Applicants must provide a signed Affidavit of Commitment to the American Counseling Association Ethical Guidelines. Consult with the program advisors for this Affidavit.
- Conditionally admitted students must obtain a minimum grade of "B" in each of their first 3 classes of graduate coursework.
- Applicants for the M.Ed. in School Counseling may be admitted with or without a teaching certificate. Candidates who do not hold teaching certificates must complete a sequence of courses focused on teaching methods and practices, exceptional children, and classroom management. For candidates who do hold a teaching certificate, the program advisor will determine if additional coursework in teaching methods and practices, exceptional children, and/or classroom management is needed for School Counselor certification.

M.ED. IN SCHOOL ADMINISTRATION AND SUPERVISION

The program for School Administration and Supervision prepares individuals to serve as educational leaders. Specifically, the program leads to the Master of Education degree with an emphasis in K-12 Leadership. In order to qualify for certification as K-12 principal, the student must pass the appropriate assessments (Praxis content and MPEA performance assessments) as required by DESE.

The courses required for the M.Ed. in School Administration and Supervision degree are offered in an online format. By University policy up to 9 hours may be transferred from other approved colleges/universities to meet program requirements. These courses must be reviewed prior to transfer to determine if they meet both University & DESE Standards for Certification.

Students in the M.Ed. in School Administration and Supervision program must complete a 300-hour internship of which approximately half of the hours may be accomplished in various field experiences during completion of the courses. The internship hours are completed in an approved school setting under the supervision of building administrator and a university supervisor. The courses in the program are designed so that students complete the DESE-required MPEA performance assessment

Upon receiving written notice of admission from the Dean of Graduate Studies, and prior to registration, students should confer with their academic advisor to prepare their graduate plan of study (GAP). Portfolio requirements exist for the M.Ed. in School Administration and Supervision program which includes an electronic portfolio within the Internship course(s) that meets Missouri Professors of Educational Administration (MPEA) requirements and scoring guidelines.

NOTE: Students seeking certification K-12 principal must complete the State of Missouri Application for Certification and submit it with all required documents to Lincoln University's Certification Officer.

ADMISSION REQUIREMENTS

To be admitted to the M.Ed., School Administration and Supervision program, applicants must meet the following:

- Candidates are required to have three years of teaching experience (verified by current/former employer)
- Candidates must provide proof of their current educator license/certification.
- Candidates must provide a statement of goals, that should be specific to education administration and address: What do I hope to gain from Lincoln University's education administration program that will help me reach my goals of becoming an effective administrator?

PROGRAM OBJECTIVES

Students completing the M.Ed. in School Administration and Supervision will:

- Possess knowledge and competencies that are outlined in the “Developing” level of the Missouri Leadership Development Standards (MLDS). The MLDS Standards are the state-level professional standards associated with the national Professional Standards for Educational Leaders (PSEL).
- Demonstrate a “Developing” level of the knowledge, skills, and abilities needed to be a successful School Leader.
- Show the ability to make sound, legal, and fair data-based decisions.
- Be able to successfully demonstrate competency in using educational technology
- Show evidence of success in their field experiences and internships as a future school leader.

ASSESSMENT PROGRAM

The following five Gateway Assessment Benchmarks will be used to assess student progress throughout the Administration and Supervision program:

- Conditional acceptance in the graduate program (see entrance requirements).
- Removal of conditions – full acceptance into the graduate program
 - GPA 3.0 or better for first 9 graduate credit hours in the program.
 - Complete any other conditions as assigned by the program advisor during admission process.
- Complete Assignments that meet the “Acceptable” level on all Missouri Professors of Educational Administration (MPEA) assessments.
 - These assessments are embedded in the coursework.
- Complete a minimum of 300 hours of approved field experience in the various settings (grade-levels, diverse environments, etc.)
 - These field experience hours may be accumulated through course-specific field experiences during the program and in the internship course.
- Prior to graduation
 - See required GPA and course requirements.
 - Graduate portfolio scored by committee consisting of advisor and internship coordinator.
- Prior to certification
 - Pass field experience (includes site supervisor evaluations).
 - Pass appropriate licensure assessments (including Praxis content assessment.)

Practicing administrators collaborate with candidates and faculty in assessing performance during the internship experience. Each candidate must also submit a professional portfolio that documents knowledge, dispositions and performances related to each standard. A faculty team with expertise in educational administration assesses the portfolio.

Survey data from students, alumni and supervisors are collected and analyzed to assess administrative performance.

REQUIRED COURSES

CREDIT HOURS

EDU 502 Public School Finance	3
EDU 536 School Law	3
EDU 505 Advanced Educational Psychology.....	3
EDU 511 School Supervision	3
EDU 512 Educational Assessment & Measurement.....	3
EDU 558 School Administration & Supervision for Principals.....	3
EDU 589 Internship in K-12 Administration*	3
EDU 595 Foundations of School Administration	3
SE 511 Differentiated Instruction.....	3
SE 591 Internship/Field Exp in Special Education Administration	3
SE 596 Foundations in Special Administration	3
TOTAL	33

**The Internship requires 300 clock hours of supervised administrative work in an approved school setting. To plan an effective professional learning experience, students should confer with their academic advisor to select intern mentors and sites.*

Clinical Experiences must contain the following:

- 1. Major clinical experience in either an elementary or secondary school placement for a minimum of two hundred (200) clock hours divided into the required number of hours per leadership domain;*
- 2. Minor clinical experience in either an elementary or secondary school placement for a minimum of fifty (50) clock hours divided into the required number of hours per leadership domain; and*
- 3. Fifty (50) clock hours completed at the discretion of the program and candidate divided among the leadership domains*

M.ED. IN COUNSELING

The M.Ed. in Counseling prepares candidates to serve as K-12 school counselors or to work in student personnel services in higher education, mental health agencies or other settings in the helping professions.

The Missouri Department of Elementary and Secondary Education (DESE) requires students who plan to serve as K-12 school counselors to hold a certificate to teach and complete an approved program in School Counseling. Candidates who choose to become K-12 school counselors but do not hold a teaching certificate must complete a sequence of courses focused on teaching methods and practices, exceptional children, and classroom management. For candidates who do hold a teaching certificate, the program advisor will determine if additional coursework in teaching methods and practices, exceptional children, and/or classroom management is needed for School Counselor certification. Candidates should confer with program advisors to select appropriate courses. In addition, the State of Missouri requires all candidates for certification as a School Counselor to earn a passing score on the Praxis for School Counselors.

Students enrolling in the Community/Agency Counseling program should have a strong background in psychology or social work.

Students completing the M.Ed., Counseling Community/Agency Counseling program are required to pass a comprehensive examination. Students should confer regularly with their advisors about requirements.

NOTE: School Counseling students must complete the Application for the State of Missouri Counseling Certificate and submit it with all required documents to Lincoln University's Certification Officer.

PROGRAM OBJECTIVES

Students completing the M.Ed. in Counseling will possess the dispositions, knowledge, skills, and competencies that are outlined by the Missouri Department of Elementary and Secondary Education for School Counselors or by the Missouri Committee for Licensed Professional Counselors.

ASSESSMENT PROGRAM

The following five Gateway Assessment Benchmarks will be used to assess student progress throughout the Counseling program.

- Conditional acceptance in the graduate program (see entrance requirements).
- Removal of conditions – full acceptance into the graduate program
 - GPA 3.0 or better for first 9 graduate credit hours Submission of Affidavit of Commitment to follow ACA Ethical Guidelines to primary advisor.
 - Fulfillment of other conditions required by program advisor.
- Prior to clinical experience (EDU 526)
 - Minimum GPA 3.0 with no more than one “C” in any courses.
 - School Counseling students must receive a grade of “B” or better in EDU 531 (Principles & Practices of School Counseling).
 - Community Agency Counseling students must receive a grade of “B” or better in EDU 525 (Helping Skills).
- Prior to graduation
 - See above GPA and course requirements.
 - Successful completion of faculty/university approved comprehensive examination for Community/Agency candidates and School Counseling candidates.

CORE CURRICULUM – COUNSELING

CREDIT HOURS

EDU 504 The Counseling Profession.....	3
EDU 509 Advanced Human Development	3
EDU 515 Theories and Techniques of Counseling	3
EDU 517 Group Procedures.....	3
EDU 519 Career Development	3
EDU 525 Helping Skills	3
EDU 530 Counseling in a Pluralistic Society.....	3
EDU 533 Educational Statistics & Research Methodology	3
CORE COURSES	24

SPECIALTY AREA COURSES

K-12 SCHOOL COUNSELING

In addition to the 24 core hours (A), students working toward certification as K-12 school counselors must complete the following course requirements:

EDU 524 Appraisal of the Elementary School Child	3
EDU 523 Psychological Testing for Counselors.....	3
EDU 531 Principles and Practices of School Counseling	3
EDU 532 Foundations of Counseling Children.....	3
EDU 526K Practicum in Counseling (K12 Settings).....	3
EDU 528 School Counseling Internship	3
SPECIALTY AREA	18
Total semester hours for M.Ed.	42

**Note: Individuals who do not possess a bachelor's degree in education from a state-approved educator preparation program must complete the following additional 9 hours of coursework requirements: EDU 510, EDU 538, SE 560.*

Candidates have an option for “add on” certification as a School Psychological Examiner (see description below under Non-Degree Certification Programs)

COMMUNITY/AGENCY COUNSELING

In addition to the 24 core hours (A), students who plan to licensure as a Licensed Professional Counselor must complete the following course requirements:

PSY 504 Psychological Disorders	3
EDU 518 Crisis, Trauma, and Grief Counseling.....	3
EDU 523 Psychological Testing for Counselors.....	3
EDU 526A Practicum in Counseling (Community/Agency).....	3
EDU 574 Addiction Counseling	3
EDU 586 Diagnosis & Treatment Planning	3
EDU 587 Agency Counseling Internship	3
EDU XXX Five 3-hour electives (approved by advisor)	15
SPECIALTY AREA	36
Total semester hours for the M.Ed. Community/Agency Counseling.....	60

MASTER OF ARTS IN HIGHER EDUCATION

MISSION

The mission of the Master of Arts in Higher Education (MAHED) program is to provide innovative educational opportunities and unique experiences that enable individuals to advance intellectually, thrive academically and become successful in their chosen occupations. Specifically, the program leads to a degree with an emphasis on a practical concentration in Student Affairs Administration.

PROGRAM OBJECTIVES

With an emphasis on HBCUs, graduate students completing the Master of Arts in Higher Education (MAHED) degree program will be education leaders who:

- Understand the history of higher education and organizational behavior.
- Value the legal and ethical responsibilities of higher education professionals.
- Use assessment data to strategically plan, evaluate programs, and make policy decisions.
- Demonstrate effective written and oral communication skills, especially in situations requiring negotiation and conflict resolution.
- Understand the importance and impact of technology and social media in higher education.
- Advocate for the inclusion of policies and practices that represent the diversity and differences of students, faculty, and staff at institutions of higher education.
- Advance institutional goals through research, grant writing, philanthropy, fund-raising activities, and sound fiscal management.
- Overall, demonstrate the knowledge and skills necessary for the effective management and administration of higher education programs and services by offering innovative solutions to contemporary social, political, and economic challenges facing education institutions, including Historically Black Colleges and Universities (HBCUs) across the United States.

ADMISSION REQUIREMENTS

- Meet admission requirements of Lincoln University's Graduate Studies Programs.
- Submit official transcripts of all institutions attended and have an overall undergraduate cumulative GPA of 3.000. Admission is open to all undergraduate majors.
- Submit a score on the Graduate Record Examination (GRE).
- Applicants with a graduate degree (master/professional or higher) from an accredited institution with a cumulative grade point average of 3.0 or higher may ask for a waiver of GRE.
- Three letters of reference outlining the applicant's ability to complete a rigorous graduate studies program and their leadership/administrative potential should be included with the application.
- Applicants must submit a Statement of Purpose (or some other appropriately original alternative). In addition to the information requested on the form, applicants should be also identified and briefly discuss any higher education research project they may want to pursue during their graduate studies.
- Each applicant will be required to sign an affidavit that they will adhere to the rotation schedule for the program as is available on their GAP form (developed with the program advisor).
- Applicants for the degree should have a background in education, business, finance, social science, history, psychology, sociology or closely related fields to equal at least 15 or more credits in one or more areas with a 3.0 or higher GPA. Cumulative GPA should be 3.2 or higher. Applicants without selective background subject fields must take equivalent content hours in an approved field. The

applicant will work closely with the program advisor to determine suitable areas.

PROGRAM REQUIREMENTS

- Maintain satisfactory progress toward degree completion through continuous enrollment. Graduate students who opt not to enroll for one or more semesters must complete a Lincoln University request for Graduate Readmission form. Graduate students who are not continuously enrolled as full-time students and/or are not making satisfactory progress toward degree completion will lose their graduate assistantship, if awarded. Students enrolled part-time are not eligible for graduate assistantships.
- Maintain good standing by earning a 3.0 cumulative GPA, with no more than one “C” in any course. Students who earn a grade of “C” or less in any course have one opportunity to repeat that course and raise the grade.
- Successfully complete 36 credit hours of coursework in good standing (3.000 GPA).
- Earn a passing score on the exit portfolio evaluated by three members of the Graduate Education Committee.
- Earn a passing score on a Culminating Research Project relevant to one of the areas of course content. The topic and format of this Project will be developed in coordination with the program advisor and will be evaluated by three members of the Graduate Faculty who have experience and/or teaching knowledge of the selected field.

REQUIRED COURSES

CREDIT HOURS

HED 500 Intro to HBCUs/Trends, Issues & Assessment.....	3
HED 510 Understanding Higher Ed Administration.....	3
HED 570 Principles of Ed Leadership for Higher Ed.....	3
EDU 578 College Student Mental Health	3
HED 535I Introduction to Research.....	1
HED 535M Methods of Research.....	1
HED 535C Research (Capstone)	1
HED 520 Financial Management in Higher Ed.....	3
HED 525 Philanthropy and Higher Education	3
HED 550 Higher Education and the Law	3
HED 560 Organizational Behavior in Higher Ed.....	3
HED 565 Ethical & Practical Issues in Student Affairs	3
HED 585 Strategic Planning/Program Evaluation	3
HED 590 The Diverse & Inclusive University	3
Total semester hours for the MAHED.	36

Non-degree (“Add On”) Certifications

SCHOOL PSYCHOLOGICAL EXAMINER CERTIFICATION

Candidates interested in this certification must have a Master’s in Education, be initially certified through Department of Elementary and Secondary Education, and complete a series of approved courses (often in addition to K12 School Counseling Courses for Master’s in Education).

CORE CURRICULUM – School Psychological Examiner *CREDIT HOURS*

SCHOOL COUNSELING COURSES

EDU 509 Advanced Human Development	3
EDU 533 Educational Statistics & Research Methodology	3
EDU 524 Appraisal of the Elementary School Child	3
EDU 523 Psychological Testing for Counselors.....	3
Total K12 School Counseling COURSES	12

SPECIALTY COURSES

PSY 504 Psychological Disorders OR EDU 686 Diagnosis.....	3
EDU 505 Advanced Educational Psychology OR EDU 671 Applications of Educational Psychology	3
SE 527 Individualized Intelligence Testing OR EDU 672 Individual Intelligence Testing	3
EDU 526T Practicum in Counseling (Testing Emphasis) OR EDU 689 Internship in Testing	3
Total SPECIALTY COURSES	12

Total semester hours for School Psychological Examiner24

SPECIALIST DEGREES:

ED.S., CLINICAL MENTAL HEALTH COUNSELING

The Education Specialist, Clinical Mental Health Counseling degree program prepares individuals to provide mental health services to individuals, families, couples, and groups with various mental health concerns in a variety of settings. According to the Bureau of Labor Statistics, employment of mental health counselors is expected to grow much faster than the average for all occupations for the years 2019-2029 (BLS, 2020), as the demand for services for military veterans, substance use disorders, and suicide prevention increase. The Ed. S., Clinical Mental Health Counseling program is a 30-credit hour program that blends required and elective coursework to allow students to focus on specific areas essential for licensure or to improve knowledge and skills in a particular area. Applicants to the Ed.S, CMHC, program must possess a Master's degree in Counseling, Psychology, Social Work, or a closely related field.

Individuals wishing to pursue the Missouri Licensed Professional Counselor credential can be provided an expedited path to licensure. Individuals who currently hold a license as a Professional Counselor in Missouri are provided with advanced coursework to enhance their knowledge and competence and to increase eligibility for advancement in the field.

Note: Students needing to fulfill several core educational requirements may need additional coursework to obtain license as a Professional Counselor. Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Substance Abuse, Behavioral Disorder, and Mental Health Counselors, on the Internet at <https://www.bls.gov/ooh/community-and-social-service/substance-abuse-behavioral-disorder-and-mental-health-counselors.htm> (visited September 01, 2020).

ADMISSION REQUIREMENTS:

- Meet admission requirements of Lincoln University's Graduate Studies Program.
- A Master's degree in Counseling, Psychology, Social Work, or related degree program.
- Applicants who are conditionally admitted must consult with their program advisor prior to enrolling in courses.

PROGRAM OBJECTIVES:

Students successfully completing the Ed.S. in Clinical Mental Health Counseling will:

- Possess knowledge and competencies that are outlined by the Missouri Committee for Licensed Professional Counselors.
- Demonstrate superior counseling skills.

REQUIRED COURSES**CORE CURRICULUM (30 HOURS)****CREDIT HOURS**

EDU 678 Advanced Counseling Theory	3
EDU 680 Research I	3
EDU 683 Neuroscience for Counselors	3
EDU 686 Diagnosis	3
EDU 687 Counseling Internship	6
EDU 6XX Four 3-hour electives (approved by Advisor)	12
TOTAL	30

GRADUATE CERTIFICATES

COLLEGE STUDENT MENTAL HEALTH**COLLEGE STUDENT MENTAL HEALTH – 18 CREDIT HOURS**

EDU 509 Advanced Human Development	3
EDU 519 Career Development	3
EDU 525 Helping Skills	3
EDU 530 Counseling in a Pluralistic Society	3
EDU 578 College Student Mental Health	3
EDU 591 Field Experience in College/University Setting	3
TOTAL	18

EDUCATIONAL TECHNOLOGY**EDUCATIONAL TECHNOLOGY – 16 CREDIT HOURS**

EDU 542 Technology in Assessment	3
EDU 543 Differentiating Instruction with Technology for the Inclusive Classroom	3
EDU 544 Digital Citizenship and 21 st Century Learners	3
EDU 545 Technology Integration, Design, and Instruction	3
EDU 546 Technology-Integrated Communication and Collaboration	3
EDU 547 Practical Application of Technology Integrated Instruction – Capstone	1
TOTAL	16

MASTER OF SCIENCE

M.S. IN SUSTAINABLE AGRICULTURE

Lincoln University offers a Master of Science in Sustainable Agriculture. This program explores agriculture from a different perspective, one that integrates animal, plant, and aquaculture production with management of natural resources such as nutrients, soil, and water. Students who major in agriculture and agribusiness are encouraged to enroll in this degree program.

The Sustainable Agriculture degree program is designed to produce graduates with the skills needed to succeed and be leaders in a century that will bring significant changes to agriculture. This program will produce graduates with production, consultancy, research, and service skills adaptable to addressing a variety of issues in modern agriculture: fuel efficiency, nutrient retention and cycling, organic and low input production, water, energy, and soil conservation, local and direct marketing, etc. The graduates will be able to effectively work and communicate with professionals in a wide variety of disciplines. Our graduates will be equipped with strong problem-solving and analytical skills in a sound interdisciplinary context, which will allow them to seek employment in federal and state agencies as well as the private sector. Potential employers of graduates of the program include the U.S. Department of Agriculture, Natural Resources Conservation Service, Missouri Department of Conservation, Soil and Water Conservation Districts, and consultancy and production companies.

THE OBJECTIVES OF THIS PROGRAM ARE:

- To produce graduates with the skills and abilities needed to be leaders in agriculture or related sciences.
- To provide students with quantitative and analytical skills that can be applied to a wide spectrum of agriculture issues.
- To provide students with the education and training needed to be the next generation of agricultural professionals.
- To prepare students for employment and/or a Ph.D., or other advanced degrees.

ADMISSIONS REQUIREMENTS:

Applicants seeking admission to the M.S. in Sustainable Agriculture must meet the following requirements:

- Compliance with all the eligibility requirements of the Graduate School as set forth in the Graduate Bulletin.
- Acceptance to graduate study by the Department of Agriculture & Environmental Sciences and the Graduate School.
- Candidates for the M.S. degree must have a baccalaureate degree in agriculture or a related science from an accredited college with an undergraduate minimum grade point average of 3.00 on 4.00 scale.
- Students must receive a minimum score of 500 (paper test) or 173 (computer test) on the TOEFL. Exempted from this requirement are those students for whom English is their official language.

- Three letters of reference on the student's ability to do graduate work, submitted with the student's application for admission to the Graduate Studies Office.

Applicants must provide the Graduate Studies Office with official transcripts of all previous college and/or university studies and official copies of GRE and TOEFL (if applicable) scores. If the transcripts are not in English, certified copies of English translations must be included.

GENERAL GUIDELINES

Sustainable Agriculture degree course requirements are listed below. The department has developed graduate core and elective courses for students enrolled in the program. Graduate students may also take courses offered in other departments if the courses are relevant to agriculture and the student's professional goals. Students must maintain a cumulative GPA of 3.00 (out of 4.00) in all course work presented for the degree. Under the guidance of an advisor, graduate students must complete and defend a thesis to complete their studies. One credit hour of graduate seminar must be included in each student's graduate program. Students must present their research proposal to the public in a seminar at the beginning of their studies and the results of their work at the end of their studies to the public.

REQUIREMENTS FOR M.S. DEGREE, THESIS OPTION

Students pursuing a MS in Sustainable Agriculture must successfully complete at least thirty (30) graduate credits (twenty-four (24) semester hours of course work and six (6) hours of thesis research), not less than twenty-one (21) of which must be earned at Lincoln University. A Master's thesis shall be written and defended under the supervision of a thesis committee. Students may take up to 9 credit hours of elective graduate classes in biology, chemistry, genetics, statistics, economics, business management, or finance at Lincoln University or other accredited University.

The following minimum numbers of credits in the indicated areas are required to complete the thesis option:

- 15 credits of Sustainable Agriculture courses (AGR),
- 9 credits of courses related to the student's area of focus, and
- 6 credits of AGR 599, Thesis Research

REQUIREMENTS FOR M.S. DEGREE, NON-THESIS OPTION

Students seeking a M.S. in Sustainable Agriculture with the non-thesis option must complete at least 33 graduate credits of course work. They must complete a non-thesis research or literature survey-based paper on a topic dealing with agriculture. A student wishing to pursue a non-thesis MS option must obtain approval of the topic title from her/his advisor before the commencement of work.

The following minimum numbers of credits in the indicated areas are required to complete the non-thesis MS:

- 27 credits of Sustainable Agriculture courses, and
- 6 credits of courses related to the student's area of focus

CORE REQUIRED COURSES (15 HOURS THESIS OPTION; 10 HOURS NON-THESIS OPTION)

AGR 503 Experimental Design & Data Analysis	3
AGR 507 Scientific Writing (online)	2
AGR 509 Plant Nutrition and Management	3
ARG 511 Advances in Sustainable Agriculture	3
AGR 515 Soil Management for Sustainability	3
AGR 590 Graduate Seminar in Agriculture	1
AGR 599 Thesis Research (thesis option only)	6

ELECTIVE COURSES (9 HOURS THESIS OPTION; 17 HOURS NON-THESIS OPTION)

AGR 502 Production Economics	3
AGR 512 Pasture-Based Livestock Production	3
AGR 514 Agribusiness Management	3
AGR 526 Agriculture Policies	3
AGR 522 International Agriculture Marketing & Trade	3
AGR 528 Integrated Pest Management	3
AGR 550 Genomics	3
AGR 555 Food Safety: Theory and Practice	3
AGR 557 Agriculture Price Analysis	3
BIO 523 Ecology	4
AGR 595 Current Topics in Agriculture	3

M.S. IN NATURAL SCIENCES

Lincoln University offers a Master of Science in Natural Sciences degree program. The M.S. Degree in Natural Sciences is an integrated graduate program that draws upon the academic areas of biology, chemistry and physics within the Department of Science, Technology and Mathematics as well as other academic areas at Lincoln University. All graduate students will participate in the required core courses as well as have the opportunity to take elective courses in academic areas that support their professional growth and development. Students with a thesis option will conduct research in relevant topics.

THE OBJECTIVES OF THIS PROGRAM ARE:

- To provide students with advanced academic and professional expertise in STEM areas.
- To provide students with advanced research training in STEM areas.
- To provide opportunities for matriculating undergraduates and degreed, working professionals.
- To provide enhanced financial support for students and research programs.
- To provide enhanced capacity for research programs and funding.
- To provide support as a partner in the growth and development of the mission of Lincoln University.

ADMISSIONS REQUIREMENTS:

Applications seeking admission to the M.S. in Natural Sciences program must meet the following requirements:

- In addition to the general criteria established by the Graduate Studies Program as described in the Graduate Catalog, applicants must also meet the following minimum criteria to be eligible for acceptance into the M.S. in Natural Sciences.
- Acceptance to graduate study by the Department of Science, Technology and Mathematics and the Graduate Studies Office.
- Candidates for the M.S. degree must have a completed baccalaureate degree from an accredited college in science or any accredited baccalaureate degree that includes a minimum of 12 credit hours in science at the junior level or higher.
- Candidate must have a minimum undergraduate cumulative GPA of 2.75 or minimum GPA of 3.00 in their major courses.
- Candidates must have a minimum verbal plus quantitative GRE score of 286.
- Conditional admittance will only be considered if the GRE and GPA minimum requirements have been met.

GENERAL GUIDELINES:

This program is designed to provide students with a set of integrated core courses in natural sciences drawing from the academic areas of biology, chemistry, and physics. Students will choose elective hours in academic areas that support their professional interests. A minimum of 30 credit hours is required for thesis and non-thesis degree options.

Students admitted as regular degree-seeking students will be assigned advisors based on recommendations from the Science, Technology and Mathematics graduate committee. Students admitted as non-degree seeking students will be advised and registered in the Graduate Office. As soon as possible, students should contact their advisor to complete the Graduate Approved Program (GAP) form. The GAP form is required to be submitted upon completion of at least 12 hours and not more than 24 semester hours of credit.

Students may select a primary emphasis in biology, chemistry or physics or they may choose an interdisciplinary or cross-curricular track. The GAP form must be approved by the advisor and the department head of Science, Technology and Mathematics prior to submission to the Dean of Graduate of Studies for approval. The student should follow the approved GAP in arranging course schedules. A change in the GAP may be initiated by the student. A revised GAP must be approved by the advisor, department head and Dean of Graduate Studies. In order to qualify for graduation, a student must have a minimum overall average of 3.00 ("B") on a 4.00 scale. No course in which the student has earned less than a grade of "C" may be counted toward the degree.

All requirements for the graduate degree must be completed within 5 years, beginning with the date the student commences graduate courses after having been unconditionally admitted to the program.

CORE REQUIREMENTS FOR ALL STUDENTS:

All students must complete all the following core requirements for a total of 12 credit hours:

SCI 501 Graduate Seminar in N.S. (1 hour each; repeat 3 times).....	3
SCI 502 Introduction to Professional Laboratory Practice	3
SCI 503 Experimental Design and Analysis in N.S.....	3
SCI 504 Instrumentation in Research	3

REQUIREMENTS FOR THESIS OPTION:

Thesis option students must complete 6-9 credit hours in SCI 515 GRADUATE RESEARCH. Thesis option student need to complete a minimum of 9-12 additional credit hours of electives. Electives must be approved and may include courses from the following list of elective courses, other graduate courses at LU, a maximum of 9 credit hours of graduate transfer credits from an accredited university and/or a maximum of 3 credit hours of graduate conference courses.

The thesis option requires the completion of a research thesis supervised by the student's advisor and an approved thesis committee. The Thesis Advisory Committee is composed of at least three members, two of whom must be from the graduate faculty and one from an area outside the student's major discipline. The thesis shall be approved by the advisory committee and by the Dean of Graduate Studies before the degree is granted. A maximum of nine credit hours of thesis credit can be applied toward the 30-hour minimum degree total.

REQUIREMENTS FOR NON-THESIS OPTION:

Non-Thesis option students need to complete a minimum of 18 additional credit hours of electives. Within this additional 18 hours at least three credit hours must be in course(s) only offered for graduate credit. Electives must be approved and may include courses from the following list of elective courses, other graduate courses at LU, a maximum of 9 credit hours of graduate transfer credits from an accredited university and/or a maximum of 3 credit hours of graduate conference courses.

The non-thesis option also requires students to take a comprehensive examination. The student must initiate the process, contact his/her advisor to select the examining committee, complete the Comprehensive Examination Evaluation Form, and submit the signed, completed form to the Graduate Office by the deadline established in the University Calendar. The graduate advisor in consultation with the student will select the other two members of the three-member examining committee.

ELECTIVE COURSES IN THE DEPARTMENT OF SCIENCE, TECHNOLOGY AND MATHEMATICS:

BIO 500 Special Topics in Biology	1-4
BIO 501 Immunology	3
BIO 503 Parasitology.....	4
BIO 506 Evolution.....	3
BIO 516 Developmental Biology	4
BIO 523 Ecology.....	4
BIO 524 Advanced Ecology.....	3
BIO 526 Taxonomic Botany.....	4

BIO 526 Plant Physiology	4
CHM 501 Physical Chemistry I	3
CHM 502 Physical Chemistry II	3
CHM 503L Physical Chemistry Laboratory I	1
CHM 504L Physical Chemistry Laboratory II	1
CHM 505 Inorganic Chemistry	4
CHM 505L Inorganic Chemistry Laboratory	0
CHM 506 Advanced Biochemistry	3
CHM 507 Advanced Organic Chemistry	3
CHM 508 Bioinorganic Chemistry	3
CHM 509 Nanochemistry	3
CHM 541-542 Special Topics	1-4
PHY 501-502 Special Topics	1-4
PHY 505 Biophysics	3
PHY 506 Advanced Mathematical Methods	3
PHY 507 Computational Physics	3
PHY 508 Analog Electronics	3
PHY 509 Digital Electronics	3

M.S. IN NURSING

THE OBJECTIVES OF THIS PROGRAM ARE:

- Graduates will demonstrate the ability to provide holistic competent care that eliminates healthcare disparities and promotes health equity to provide culturally competent patient-centered care, recognize and respect the needs and diversity of unique individuals across the lifespan and diverse healthcare settings. **Domain:** Person-Centered Care, Systems-Based Practice, & Population Health. **Concept:** Diversity, Equity, and Inclusion, Compassionate Care, & Social Determinants of Health.
- Graduates will integrate evidence-based practice into clinical decision-making for quality improvement to enhance the safety and efficiency of nursing care to improve patient outcomes. **Domain:** Knowledge for Nursing Practice, Quality and Safety, & Scholarship for the Nursing Discipline **Concept:** Clinical Judgement, Evidence-Based Practice
- Graduates will collaborate with members of the interprofessional healthcare team while utilizing healthcare informatics and technology to access, manage, and communicate health information to optimize patient outcomes and enhance the quality and safety of healthcare delivery. **Domain:** Quality and Safety, Interprofessional Partnerships, and Informatics and Healthcare Technologies. **Concept:** Clinical Judgement, Communication, & Compassionate Care
- Graduates will integrate the highest standards of professionalism and ethical conduct in nursing practice through the demonstration of leadership skills, advocacy, and ability to transform healthcare policy with continuous professional development and lifelong learning. **Domain:** Professionalism, Personal, Professional and Leadership

Development, & Scholarship for the Nursing Discipline. **Concept:** Ethics & Health Policy

- Graduates will synthesize health promotion and disease prevention approaches that address the determinants of health, promote wellness, and prevent illness across the lifespan. **Domain:** Population Health, Systems-Based Practice. **Concept:** Diversity, Equity, and Inclusion, Ethics, & Social Determinants of Health

ADMISSIONS REQUIREMENTS:

Applications seeking admission to the M.S. in Nursing program must meet the following requirements:

- No GRE or other admission test required.
- Must be admitted to the LU Graduate School.
- Baccalaureate degree from a program accredited by a national organization responsible for nursing accreditation (i.e. Accreditation Commission for Education in Nursing (ACEN), Commission for Nursing Education Accreditation (CNEA) or Commission on Collegiate Nursing Education (CCNE) or related and must be from a regionally accredited program from the Higher Learning Commission.
- A minimum Cumulative GPA of 2.75 from BSN coursework. Applicants who do not meet GPA requirements may provide additional evidence documenting examples of outstanding professional leadership, practice and/or scholarship for special consideration.
- Current unincumbered license as a registered nurse.
- Applicants must have at least one (1) year of nursing experience.
- All MSN coursework must be completed in five (5) years.
- Personal goal statement.
- Must have current BLS certification, be up-to-date immunization, and meet practicum requirements.
- All transcripts must be sent to LU.

GENERAL GUIDELINES:

This program is designed for registered nurses. Only students who hold a valid RN license and have graduated from an accredited Bachelor of Science in Nursing program will be admitted to the program. Lincoln University School of Nursing's Master of Science in Nursing program will provide an innovative graduate education that prepares the nurse with the knowledge, skills, and strategies to advance professional nursing in various roles and settings. Graduates will be prepared for teaching practice or leadership roles in diverse, complex health systems. Educator track courses will focus on advanced knowledge in teaching strategies, curriculum development, pathophysiology, pharmacology, and health assessment. Leadership track courses will focus on healthcare financial management, informatics, organizational and systems management, and strategic planning. All of graduates will be eligible for specialized certification as either a Certified Nurse Educator (CNE) or Certified Nurse Manager and Leader (CNML). Shown below is a sample program of study for the proposed degree program..

CORE REQUIREMENTS FOR ALL STUDENTS:

All students must complete all the following core requirements for a total of 15 credit hours:

NUR 500 Transition to Advanced Nursing	3
NUR 510 Theories in Nursing.....	3
NUR 550 Research & Evidence-Based Practice.....	3
NUR 560 Healthcare Policy and Advocacy	3
NUR 570 Informatics in Healthcare	3

REQUIREMENTS FOR MSN EDUCATION TRACK:

- Curriculum: Graduates will demonstrate the ability to develop and implement culturally relevant curricula that address the unique needs of diverse populations, with a focus on rural and underserved communities. **Domain:** Person-centered care; population health **Concept:** Compassionate Care; DEI
- Teaching: Graduates will employ evidence-based, innovative teaching strategies to enhance learning outcomes and engagement among students in nursing education, with an emphasis on integrating technology in low-resource settings. **Domain:** Informatics & healthcare technologies. **Concept:** Clinical judgement, EBP
- Evaluation: Graduates will develop and apply advanced assessment and evaluation methods to measure student learning outcomes and program effectiveness, ensuring continuous improvement in nursing education. **Domain:** Knowledge for nursing practice, Scholarship. **Concept:** EBP
- Graduates will incorporate an understanding of social determinants of health and ethical considerations into nursing education, advocacy of policies that promote nursing education and safe patient care. **Domain:** Professionalism, quality and safety. Health policy and SDOH

MSN EDUCATION TRACK (21 credit hours):

NUR 520 Advanced Pharmacology.....	3
NUR 530 Advanced Pathophysiology	3
NUR 540 Advanced Health Assessment.....	3
NUR 610 Curriculum Development	3
NUR 630 Teaching in Nursing Education.....	3
NUR 650 Evaluation in Nursing Education.....	3
NUR 670P Education Capstone	3

REQUIREMENTS FOR MSN LEADERSHIP TRACK:

- Graduates will cultivate a culture of compassionate care in nursing leadership by utilizing effective communication and collaboration with diverse members of the multidisciplinary team. **Domain:** Knowledge for Nursing Practice, Interprofessional Partnerships, & Professional and Leadership Development. **Concept:** Compassionate Care & Communication.
- Graduates will demonstrate advanced clinical judgment skills and decision-making in leadership roles within the clinical setting according

to evidence-based practice for quality and safe patient outcomes.
Domain: Quality and Safety, Professionalism, Personal, Professional and Leadership Development, & Scholarship for the Nursing Discipline.
Concept: Clinical Judgement & Evidence-Based Practice

- Graduates will incorporate an understanding of social determinants of health and ethical considerations in nursing leadership by advocating for policies that promote safe patient care and optimal outcomes.
Domain: Quality and Safety, Population Health. **Concept:** Diversity, Equity, and Inclusion, Ethics, Social Determinants of Health, & Health Policy

MSN LEADERSHIP TRACK (15 credit hours):

NUR 600 Budgeting & Financial Mgt in Healthcare	3
NUR 620 Quality in Healthcare Systems	3
NUR 640 Leadership in Healthcare Organizations & Systems.....	3
NUR 660P Leadership Capstone 1	3
NUR 680P Leadership Capstone 2	3

COURSE DESCRIPTIONS

ACCOUNTING

ACC 540 INTERNATIONAL ACCOUNTING. (3). This course presents a strong relationship between international accounting issues and global strategy. Prerequisites: ACC 345, ACC 346, ACC 347.

ACC 543 MANAGERIAL ACCOUNTING. (3). This course emphasizes the conceptual basis as it relates to creation of value for the firm. Prerequisite: ACC 247 or ACC 250.

ACC 549 INTERNAL AUDITING. (3). This course emphasizes compliance and operational audits, systems of internal control, risk assessment, and analytical and quantitative methods. Prerequisites: ACC 345, ACC 346, ACC 347.

ACC 590 M.B.A. ACCOUNTING INTERNSHIP. (3). Supervised accounting related practical instruction in private or public organizations in addition to scholarly assignments. Prerequisites: Instructor's permission.

ACC 595 SPECIAL TOPICS IN ACCOUNTING. (3). The study of an accounting topic not otherwise included in the curriculum under expression of mutual interest by students and faculty. Prerequisite: Permission of the instructor.

AGRICULTURE

AGR 502 PRODUCTION ECONOMICS (3,fa). The focuses of the course is on the theory of the firm with emphasis on product supply, input demand, and resource allocation. Theoretical properties of alternative production functions and enterprise selections are considered.

AGR 503 EXPERIMENTAL DESIGN AND DATA ANALYSIS. (3, sp). This is a graduate level course that introduces the theory and application of current analytical techniques used in agricultural and environmental science research.

AGR 507 SCIENTIFIC WRITING. (3 fa, sp) This is a writing-intensive course. The topics include critical evaluation of literature of current topics in agricultural science and technology; and technical writing with specific writing styles to communicate scientific findings.

AGR 509 PLANT NUTRITION AND MANAGEMENT. (3 sp, odd). Course focuses on the role of macro- and micro-nutrient elements in crop productivity, sources, acquisition, function and metabolism in plants, impact on the environment and nutrient management in modern agriculture.

AGR 511 ADVANCES IN SUSTAINABLE AGRICULTURE. (3 fa, even). This course provides an overview of current trends in sustainable agricultural systems and their potential contributions to food security and environmental quality.

AGR 512 PASTURE BASED LIVESTOCK PRODUCTION. (3, fa). This is a graduate level course that includes a multi-disciplinary approach to understanding the inter-relationships among soils, plants, animals, environment, and management. Course covers grazing system ecology, function, and technology.

AGR 514 AGRIBUSINESS MANAGEMENT. (3, sp, odd). This course will discuss and examine the planning, organizing, directing, and controlling functions of management as they related to agricultural business organization. Budgeting, organizational structure, cost analysis, financial statements, capital budgeting and human resources management. Case studies are used to teach decision-making skills.

AGR 515 SOIL MANAGEMENT FOR SUSTAINABILITY. (3 fa, even). Study of challenges facing society including food security, loss of soil and water resources and associated ecosystem services, energy and climate.

AGR 522 INTERNATIONAL AGRICULTURE MARKETING AND TRADE. (3, fa, even). This course will discuss and examine economic theory related to international trade, welfare effects of tariffs, non-tariff trade barriers and other trade policies. Topics relating to international monetary relations, such as balance a payments and foreign exchange rate determination also will be discussed and applied in real world.

AGR 526 AGRICULTURE POLICIES. (3,fa, odd). This course will examine the effect of public policy on the food and agricultural sector. Emphasis will be placed on macroeconomic and microeconomic analysis to the problems and polices affecting resource use in agriculture and rural communities. Economic theories are used to teach policy analysis skills.

AGR 528 INTEGRATED PEST MANAGEMENT. (3). Theory and practice of pest management. Emphasis will be on pest identification, life cycles, economic impact, sampling strategies, management tactics including biological, behavioral, cultural, plant resistance, biorational and pesticidal approaches.

AGR 550 GENOMICS. (3, sp.) This course is focused on genomes and genome analysis and its role in integrated agriculture and food security. This course will cover a range of topics in genome biology. Students will engage in projects exploring genome structure and function. Topics will include Fundamentals of genomes, DNA sequencing technologies, genome structure, comparative genomics, functional genomics, genome-wide association studies, population variation and translational genomics including genome editing. Reading on comparative analysis of genomes from bacteria to animals/plants will include methods for sequencing, genotyping, annotation of genomes,

population genetics and evolution. Translational genomics and its application in the integrated agriculture.

AGR 555 FOOD SAFETY: THEORY AND PRACTICE. (3, sp,odd). Topics include important food-borne pathogenic microorganisms and toxic agents, principles of prevention, risk assessment and hazard analysis of foods, good agricultural practices, and relevant regulations and legislations.

AGR 557 AGRICULTURE PRICE ANALYSIS. (3, sp, even). An analytical and descriptive study of agricultural markets and marketing system. This course will provide the student with knowledge of agricultural price determination, the use of futures and options for price discovery and risk management, and marketing institutions in agriculture.

AGR 590 GRADUATE SEMINAR IN AGRICULTURE. (1, sp). Master's in Agriculture students will be required to enroll in the Graduate Seminar in Agriculture during their semesters at Lincoln University. During the regular departmental seminar, students will present to the public, results of their graduate research while at Lincoln University.

AGR 595 CURRENT TOPICS IN AGRICULTURE (2, fa). Topics include basic concepts and current understanding of agricultural science and technology, critical evaluation of literature of current topics, and writing of scientific literature review.

AGR 599 THESIS RESEARCH. (1-6). Study of the challenges facing society, including food security, loss of soil and water resources and associated ecosystem services, energy security and climate.

BIOLOGY

BIO 500 SPECIAL TOPICS IN BIOLOGY. (1-4, LF may be required). Topic to be listed in course schedule; may or may not include laboratory; may re-enroll as topic changes. Prerequisites: 4 credit hours of undergraduate biology or consent of instructor.

BIO 501 IMMUNOLOGY (3). Basic concepts inherent to the field of immunology; antigens, antibodies, cells of the immune system, complement, immune reactions, host defense mechanisms, allergies, clinical implications. Prerequisites: 4 credit hours of undergraduate biology and 4 credit hours of undergraduate chemistry. Three one-hour lectures.

BIO 503 PARASITOLOGY. (4, LF). A survey of parasitism in various animal phyla with emphasis on host-parasite relationship and vector associations. Two one-hour lectures and two two-hour laboratories. Prerequisites: 8 credit hours of undergraduate biology.

BIO 504 RESEARCH IN BIOLOGY. (1-3, LF, may re-enroll, maximum 6 credits towards major). Individual research involving use of biological literature, experimental design, collection, analysis and reporting of data. Prerequisite:

biology majors, written consent of instructor, see department head for further information.

BIO 506 EVOLUTION. (3). Analysis of theories of the origin of living organisms and mechanisms of evolutionary change. Prerequisite: minimum of 12 hours credit in biology. Three one-hour lectures.

BIO 509 CRITICAL EXAMINATION OF SCIENTIFIC WRITING. (1). Critical reading and discussion of scientific literature. Prerequisite: at least 8 hours of 300-400 biology credits.

BIO 510 SEMINAR IN BIOLOGY. (1). Oral and written reports of selected topics in biology. Prerequisite: minimum of 12 hours credit in biology. Consent of instructor.

BIO 516/516L DEVELOPMENTAL BIOLOGY. (4). Fundamental principles of vertebrate embryonic development. Graduate credit will require additional study using recent discoveries in developmental biology found in peer-reviewed scientific publications. Two one-hour lectures and two, two-hour laboratories.

BIO 523 ECOLOGY. (4). This course will present dynamics of coexistence among species and their interactions with the physical environment. Prerequisites: 12 credit hours of undergraduate biology. Four one-hour lectures.

BIO 524 ADVANCED ECOLOGY. (3). Discussion of advanced concepts in ecology and field biology. Prerequisites: 12 credit hours of undergraduate biology.

BIO 526/526L TAXONOMIC BOTANY. (4). The study of vascular plant diversity and evolutionary history with an emphasis on phylogenetic systematics. A high-quality plant collection with focus on a single family in addition to an array of families will support identification and recognition of regional species. Voucher specimens will be prepared and deposited in the LU Herbarium. Two one-hour lectures and two two-hour laboratories

BIO 529/529L PLANT PHYSIOLOGY. (4). The study of how plants function. Detailed chemical and physical processes at the level of the organism, organ, cell, organelle, and biomolecule. Laboratories emphasize scientific writing. Three one-hour lectures and one three-hour laboratory.

BUSINESS ADMINISTRATION

BAD 501 QUANTITATIVE AND QUANLITATIVE RESEARCH METHODS. (3). The course covers and develops mathematical and computer techniques commonly used in analyzing management problems. Several topics are covered, including decision making theory, linear and nonlinear programming, network models, and simulation applications; these and other techniques in the business setting will be stressed.

BAD 550 CORPORATE FINANCE. (3). A study of financial theory and decision models as applied to financial analysis, planning, and control. Also, valuation and financial structures are studied for managerial decision-making purposes.

BAD 565 INTERNATIONAL BUSINESS. (3). An introduction to international business; examines business activities through the study of social, cultural, economic, and political systems of home and host countries.

BAD 570 OPERATIONS AND SUPPLY CHAIN MANAGEMENT. (3). An intensive study of selected topics in production management. An evaluation of trends in the development of management theory and philosophy.

BAD 571/PAD 571 PUBLIC ADMINISTRATION IN THE POLITICAL PROCESS. (3). A study of public administration and bureaucracy. The systems approach to managing the public sector and the conflict of the hierarchy of systems. The politics of the hierarchy of systems. The political influence on the decision-making process.

BAD 573 ORGANIZATIONAL BEHAVIOR AND ADMINISTRATION. (3). Provides an understanding of the important ideas and concepts which have been developed for the effective management of an organization. Major topics include organizational theory, process of change, individual organizational relationships, and problems of communication and motivation. Emphasis on human aspects of management.

BAD 585 BUSINESS STRATEGY. (3). A study of selected critical managerial problems of coordinating the fundamental areas of a business enterprise. Cases and simulation are utilized. Prerequisite: 24 hours

BAD 587 SMALL BUSINESS MANAGEMENT. (3). A study of the techniques and strategies for managerial decisions in small business; consideration of the role of small business in the free enterprise system. Course includes the development of a business plan.

BAD 590 M.B.A INTERNSHIP. (3). Supervised practical instruction in private or public organizations in addition to scholarly assignment. Prerequisites: Instructor's permission.

BAD 595-599 SPECIAL TOPICS IN BUSINESS. (3). The study of a business topic not otherwise included in the curriculum upon expression of mutual interest by students and faculty. Prerequisites: Permission of instructor.

CHEMISTRY

CHM 501 PHYSICAL CHEMISTRY I. (3). Laws and theories of chemistry, topics of interest in physics and chemistry. Includes thermodynamics, kinetic, quantum theory, spectroscopy, chemical bonding, and molecular structure. Three one-hour lectures. Prerequisites: MAT 203; PHY 102 or 202; CHM 202.

CHM 502 PHYSICAL CHEMISTRY II. (3). A continuation of CHM 501 by which it must be preceded. Three one-hour lectures.

CHM 503L PHYSICAL CHEMISTRY LABORATORY I. (1, LF, EP). To accompany or follow CHM 501. Introduction to techniques of basic physiochemical measurements and illustration of physiochemical principles. One three-hour laboratory. Prerequisites: Same as for CHM 501.

CHM 504L PHYSICAL CHEMISTRY LABORATORY. (1, LF, EP). A continuation of CHM 503L. Prerequisite: CHM 502.

CHM 505 INORGANIC CHEMISTRY. (4). A survey of modern inorganic chemistry. The material to be covered will include inorganic structures and reactions, as well as applicable theories, coordination chemistry, bio-inorganic chemistry, and solid state. Three one-hour lectures and three-hour laboratory. Prerequisite; CHM 501 or consent of instructor.

CHM 505L INORGANIC CHEMISTRY LABORATORY. Laboratory to accompany CHM 505. One three-hour laboratory.

CHM 506 ADVANCED BIOCHEMISTRY. (3). Structure, function, metabolism, and regulation of biological macromolecules (carbohydrates, lipids, proteins, and nucleic acids). CHM 306 Biological Chemistry.

CHM 507 ADVANCED ORGANIC CHEMISTRY. (3). Fundamental concepts in organic chemistry applied to the study of advanced reactions and the structures and mechanisms involved. Prerequisites: CHM 302 Organic Chemistry II and CHM 304L Organic Chemistry II Lab.

CHM 508 BIOINORGANIC CHEMISTRY. (3). Role of metal ions in biological processes and principles of coordination chemistry, spectroscopy methods to study metals in proteins and enzymes, structure of the metal centers in biological molecules. Prerequisites: CHM 102 General Chemistry.

CHM 509 NANO CHEMISTRY. (3). Principles of nanotechnology, synthesis and structural characterization of nanomaterials, application of nanotechnology in science and current technology. Prerequisites: CHM 102 General Chemistry.

CHM 541-542 SPECIAL TOPICS IN CHEMISTRY. (1-4). Topic to be listed in course schedule; may or may not include laboratory; may re-enroll as topic changes. Prerequisite: Consent of instructor.

COMMUNITY AND ECONOMIC DEVELOPMENT

EDC 501 FUNDAMENTALS OF COMMUNITY & ECONOMIC DEVELOPMENT. (3). This course unpacks the core elements of community and economic development, with a focus on sustainable methods for promoting growth, progress, and vitality. Students will use an equity lens to investigate relevant theories and practices in the areas of civic engagement, empowerment, culture, recreation, social services, workforce and business development, infrastructure, and economic policy. Coursework will include analysis and

application of historic and contemporary planning practices, challenging participants to envision innovative solutions to community difficulties. By the end of the course, students will be prepared to partner with residents to cultivate their definition of and participation in the development of their respective communities.

EDC 502 LOCAL AND REGIONAL ECONOMIC POLICY & DEVELOPMENT.

(3). This course provides a thorough foundation in local and regional economic policies and development strategies. Students will explore the approaches and tools used to cultivate economic growth and address regional disparities and analyze how local and regional policies impact economic development. Readings and assignments will delve into the roles of government, private sector, and community organizations in economic planning and policy evaluation. The course also includes analysis of the impact of infrastructure and investment on local economies. Upon completion of the course, students will have foundational skills for designing and assessing policies intended to support economic development and increase regional equity.

EDC 503 APPLIED RESEARCH METHODS. (3). In this course, students will study applied research methods essential for community and economic development practitioners. Course content will emphasize qualitative and quantitative research methodologies, including surveys, interviews, focus groups, case studies, participatory action research, and program evaluation. Students will gain an understanding of relevant considerations for community-oriented research, such as cultural competence and ethics, and will practice using methodological tools to consider social questions. By the end of this course, students will develop the knowledge and skills to design and execute rigorous and thoughtful research in collaboration with communities that aids in the development of equitable solutions to complex problems.

EDC 504 COMMUNITY LEADERSHIP AND CHANGE. (3). This course examines the unique elements of community leadership and the processes of transformative change. Students will develop proficiency with theoretical frameworks, as well as practical skills to lead change within communities. They will analyze models of change and identify strategies for selecting an approach to apply to a situation. Through a variety of assignments, including group projects and interactive simulations, students will explore the role of community leaders in promoting and sustaining equitable development. Students will reflect on their positionality, power, and privilege to understand the impact on their leadership, and by the end of the course, craft a personal leadership philosophy applicable to various contexts.

EDC 505 LOCAL DEVELOPMENT, PLANNING AND POLICY. (3). In this course, students will probe the fundamental concepts and practices of local development, with a focus on effective community planning and policy creation against a backdrop of globalization. Key topics include governance, economic development, infrastructure development, and land use planning. Students will contemplate contemporary challenges facing rural, suburban, and urban environments, such as smart growth, sustainable development, and resilience planning. Through the analysis of authentic case studies, students will resist

the temptation to consider local strategy as “good” or “bad,” and instead develop the skills to thoroughly assess local economic, social, and environmental needs and use the results to design responsive plans and policies.

EDC 506 COMMUNITY AND ECONOMIC DEVELOPMENT LAW. (3). The role of law in community and economic development plays a crucial part in promoting strategies to alleviate entrenched poverty and create sustainable economic and social change within low-income communities. In this course for non-lawyers, we will explore how law influences economic growth, investment, and social justice with an emphasis on how legal systems can be strengthened to promote sustainable community development and support economic progress. Students will learn a variety of legal issues relating to how law effects community and economic development by entering the community of a hypothetical city, Ourfuture City, whose Old-World immigrants built a vanished industrial prosperity; and of its neighborhood, Milkweed Park, whose new immigrants and long-time residents confront the stresses of physical and financial isolation, racial segregation and economic disinvestment. Substantive areas of law commonly encountered in community and economic development will be discussed along with exercises and the problems they present to the residents from Milkweed Park. Topics include the law of for-profit and non-profit entity formation, economic development finance law, laws relating to Capital Resources, Investment Opportunities, Tax Credit Financing, and Grants, small business law, housing law, public and private land use law, zoning law, and laws effecting community justice.

EDC 507 GRANT WRITING. (3). This course will prepare students to seek funding to accomplish planning and development goals in various contexts. Students will investigate theoretical and practical considerations for designing effective proposals grounded in community history, needs, and vision. Course content will draw from principles of planning, social science, and business, as well as English language fundamentals. Assignments will include creation of abstracts, proposals, technical reports, and program evaluations with outcomes aligned to community and economic development. By the end of this course, students will develop an understanding of all major components of grant writing and will be prepared to seek and secure grant awards from private and government sources.

EDC 509 INTERNATIONAL DEVELOPMENT. (3). This course will provide students with an in-depth overview of the theoretical foundations and practical aspects of international development. Students will study the history and current events in the area of development. Instruction and assignments will include other relevant disciplines, including geography, history, economics, public health, and political science. Students will analyze the interactions of elements from these and other subjects to understand their impact on global development. Essential themes of the course include human rights, global health, education, sustainable development, and the role and risks of governments and non-governmental organizations in development. By the end of this course, students will have the skills to design and evaluate sustainable programs that promote equitable development.

EDC 510 COMMUNITY ORGANIZING. (3). In this course, students will learn the core principles and strategies of community organizing. Course content focuses on ethical and equitable collective action and is designed to prepare students to become influential leaders of grassroots movements. Through analysis of impactful community movements and organizers, students will develop an understanding of theory and practices relevant to influencing social, economic, and political challenges in communities. Key topics in this course include positionality, power dynamics, coalition building, and advocacy, grounded in a participatory methodology that centers the voice and assets of community members in all organizing. Successful completion of this course will equip students with tools to foster social change.

EDC 511 INTRODUCTION TO HOUSING AND COMMUNITY DEVELOPMENT. (3). This course is a foundational introduction to housing and community development and will prepare students to design and analyze relevant policies and projects. Course content and assignments examine historic and current trends in housing policy and through a theoretical lens. Students will analyze the policies and practices that influence the development of rural, suburban, and urban communities, and evaluate the impact of housing on community stability and development. They will investigate case studies to develop skill in assessing the potential of innovative housing policies and solutions to promote social equity, with a focus on the impact on marginalized populations. Students will learn to use participatory strategies and partnerships to cultivate healthy communities.

EDC 512 SPECIAL TOPICS. (3). The content of this course will align to current trends or issues in community and economic development during the semester in which it is offered. Assignments may require students to make connections between contemporary topics and recent learning within the program.

EDC 513 Social Entrepreneurship. (3). In this course, students will examine key principles and practices of social enterprise and innovation, with a focus on generating novel solutions to social, environmental, and economic problems. Content is adapted from the field of business to empower students to design and scale impactful and social ventures. Students will analyze various social enterprises to gain an understanding of core elements of social entrepreneurship, including relevant models, funding, and evaluation. They will consider the role and impact of innovation and technology in the process of social change, including needs assessment, strategy development, and implementation. Through a collaborative project developing a social venture, students will experience practical components, such as planning and resource mobilization. By the end of the course, students will be prepared to function as social entrepreneurs creating positive change.

EDC 514 COMMUNITY MARKETING AND COMMUNICATION. (3). This course helps students develop the core skills for strategic marketing and communications specific to community development. Students will learn how to craft communications in multiple formats that inspire and mobilize community and corporate participants. Course assignments will be grounded in authentic storytelling that cultivates and expresses community identity and branding.

Students will learn to leverage marketing and public relations principles and strategies to engage stakeholders for the support of community goals. They will identify practices for using media to communicate effectively with the public for various purposes, including messaging, promotion, and crisis communication. Students will also consider methods for assessing the impact of their communication strategies for continuous improvement.

EDC 515 BUSINESS PLANNING FOR SOCIAL CHANGE. (3). In this course, students will take a deep dive into the business aspects of planning and managing ventures that promote social disruption and change. Course content includes study of market analysis, value proposition development, revenue models, financial planning, impact measurement, and scaling strategies within the context of social change and community implications. Students will use these principles to craft detailed business plans that effectively address social impact goals and demonstrate feasibility. They will identify opportunities to add social value, maximize change, and mitigate the impact of barriers. Successful completion of the course will include development of a plan to launch and scale a social venture, with considerations for funding, regulation, community participation, sustainability, and environmental impact.

EDC 516 STRATEGIC RURAL DEVELOPMENT AND INVESTMENT. (3). This course investigates the strategies and investments needed to support sustainable development in rural areas. Students will learn to coordinate or lead development efforts with a participatory approach through community engagement and planning that centers local knowledge and resources. Course content includes study of the history of development and government interventions. Students will explore the opportunities, assets, and challenges relevant to rural development and consider elements of effective policy development and investment strategy to promote economic growth. Additional considerations include social equity, rural-urban migration, technology access, food sovereignty, environmental sustainability, and public-private partnerships.

EDC 517 CORPORATE SOCIAL RESPONSIBILITY. (3). In this course, students will be introduced to the foundational principles of Corporate Social Responsibility (CSR), including the approaches businesses use to operate ethically and sustainably, contribute to society, and also meet fiscal benchmarks. Core concepts of this course include the history and theoretical frameworks of CSR, ethics, and governance. Students will analyze case studies to determine the impact of CSR on corporate strategy, stakeholder involvement, sustainability, and marketing. They will learn to craft and evaluate CSR strategies that balance social impact and business targets, including customer engagement and trust. In addition, students will explore areas related to CSR, such as social finance, cross-sector partnerships, and non-profit partnerships.

EDC 518 INTRODUCTION TO CIVIC ENGAGEMENT. (3). This course provides students with a foundational understanding of key aspects of civic engagement. Students will explore the history and theories that ground civic responsibility and public policy advocacy. Course content includes the study of

historic and contemporary models of civic action, as well as analysis of initiatives varied in size, context, and impact. Students will learn practical skills in problem-solving, organizational planning, and public communication, and will use current community issues as examples to practice developing and evaluating civic engagement strategies. Students will also reflect on the impact dynamics of power and privilege in the development, implementation, and outcomes of civic engagement strategy. By the end of the course, students will have a toolkit for transforming their passion for social change into actionable strategies to create impact.

EDC 519 URBAN AND RUAL SPECIAL POPULATIONS. (3). This course provides students with a foundational understanding of key aspects of civic engagement. Students will explore the history and theories that ground civic responsibility and public policy advocacy. Course content includes the study of historic and contemporary models of civic action, as well as analysis of initiatives varied in size, context, and impact. Students will learn practical skills in problem-solving, organizational planning, and public communication, and will use current community issues as examples to practice developing and evaluating civic engagement strategies. Students will also reflect on the impact dynamics of power and privilege in the development, implementation, and outcomes of civic engagement strategy. By the end of the course, students will have a toolkit for transforming their passion for social change into actionable strategies to create impact.

COMPUTER SCIENCE

CS 510 SPECIAL TOPICS IN COMPUTER SCIENCE. (1-3). The study of any computer science topics not otherwise included in the curriculum offered upon expression of mutual interest by students and faculty.

CS 541 ARTIFICIAL INTELLIGENCE. (3, fa). Presents the manager's responsibilities for problem solving and decision making using artificial intelligence, decision support systems and expert systems. The systems covered go beyond traditional program files and information. Three hours lecture with outside laboratory assignments. Prerequisites: CS 321 or permission of the instructor.

CS 542 NETWORKING AND DATA COMMUNICATIONS. (3, fa). Covers microcomputer-based work stations, digital voice communication, local area networking, computer load sharing, decentralized transaction processing, distributed databases, and other evolving technologies. Three hours lecture with outside laboratory assignments. Prerequisites: CS 321.

CS 543 CIS COMMUNICATION TECHNIQUES. (3, fa). Helps students to develop basic written communication techniques and presentation skills as they relate to Computer Information Systems. Theory and practice in writing and presenting technical paper, reports, and correspondence will be emphasized along with documentations procedures and handbook development. This course is designated writing intensive. Three hours lecture. Prerequisites: CS 351 or permission of the instructor.

CS 546 MANAGEMENT OF INFORMATION SYSTEMS. (3, fa). Using the case study method, examines ways that information systems enable businesses to address customer demands, competition, and a rapidly changing technology. Prerequisites: CS 105 or permission of the instructor.

CS 586 INTERNET AND NETWORK SECURITY. (3, fa). This course introduces students to the broad subject of Network Security through the study of Computer and Network Security Principles, Network and Server Security, Securing Network Transmission, Security Management, Fault Tolerance and Disaster Recovery, Intrusion Detection and Response, and Remote Access and Wireless Security. Prerequisites: CS 442 or CS 542 or permission of the instructor

CS 590 SPECIAL TOPICS. (3, fa). Specific topics to be listed in schedule. Prerequisites: Instructors permission.

CS 598 COMPUTER INFORMATION SYSTEMS INTERNSHIP. (2, fa). Provides students with an opportunity to apply their computer knowledge and skills in a work setting and begin to formulate a career plan through supervised instruction in business or government environment. Each student will be required to complete a minimum of 320 hours at the designated internship facility. Must be a major in MIS, have and obtain consent of the department head. Prerequisites: CS 498 or permission of the instructor.

CONTINUING EDUCATION

CED 580-599 SPECIAL TOPICS. (1-5). The study of a selected and approved topic which is not otherwise included in the curricular offerings of any existing academic unit. (May enroll again as topic changes.)

CRIMINAL JUSTICE

CJ 507 SEMINAR IN CRIMINAL JUSTICE. (3). A sociological perspective of the criminal justice system with an emphasis on contemporary issues challenging law enforcement, courts, corrections, probation and parole, juvenile processes, and victim programs. The concentration of specific topics may change due to the shifting challenges confronting the criminal justice professions.

CJ 508 SEMINAR IN CRIMINAL JUSTICE POLICY. (3). A theoretical review of the development and use of well-formulated criminal justice policies, which are used as effective management tools in the administration of efficient and effective criminal justice agencies. Distinction is made between policies, procedures and rules. Sessions will include discussion on administrative guidance, policy formulation and specifications, limitations, balance, and technological impact.

CJ 545 SEMINAR IN MISSOURI CRIMINAL CODE. (3). This course is designed for any graduate student involved in the application or use of Missouri Revised Statutes (Criminal Code); including students in criminal justice, social

work, sociology, psychology, history, business and other majors which the criminal code for Missouri might impact.

CJ 546 SEMINAR IN LEADERSHIP FOR LAW ENFORCEMENT. (3). This course discusses how to identify and apply leadership principles in order to best deal with leadership in law enforcement. This course is ideal for potential and current leaders across the spectrum of jobs or careers.

ECONOMICS

ECO 525 MANAGERIAL ECONOMICS. (3). A study of microeconomics analysis and its application to business decision making, optimal output and pricing under various market structures, consumer demand, production costs and strategic pricing. Optimal allocation of resources.

EDUCATION

EDU 483G HYPERSTUDIO. (3). Students learn how to use multimedia technology creatively. Text, graphics, sound, animation and video approaches are used to enhance student learning experiences and achievements.

EDU 500 PHILOSOPHY OF EDUCATION. (3). Philosophy of Education is a foundation course for graduate programs in education. Three major approaches to philosophy are studied: metaphysics, epistemology, and axiology. Education philosophies and theories from Western European and Eastern sources continue to influence educators and students.

EDU 501 SCHOOL/COMMUNITY RELATIONS. (3). A study of the principles, methods, and techniques of school/community relationships, including evaluation of educational criticisms, community surveys, establishment and maintenance of communication channels.

EDU 502 PUBLIC SCHOOL FINANCE. (3). Includes a study of current problems in school finance with emphasis on school support, costs of education, sources of school revenue, state and federal support and state and local control in school finance.

EDU 503 IMPROVEMENT OF TEACHING IN THE ELEMENTARY SCHOOL. (3). A study of recent research issues and developments in the teaching of elementary school subjects with emphasis on improving teaching from within through communication, collegiality and risk-taking.

EDU 504 THE COUNSELING PROFESSION. (3). An orientation to the personal development of professional counselors. Includes study of professional roles, counselor qualities, ethics, professional organizations, and legal issues.

EDU 505 ADVANCED EDUCATIONAL PSYCHOLOGY. (3). A multicultural in-depth study of the psychology of learning in the school and the measurement of abilities and progress in learning.

EDU 506 CURRICULUM IN SECONDARY EDUCATION. (3). This foundation course is the study of curriculum in secondary schools. It analyzes the historical, sociological, and pedagogical variables affecting curriculum design.

EDU 507 IMPROVEMENT OF TEACHING IN THE SECONDARY SCHOOL CURRICULUM. (3). A study of recent research issues and developments in the teaching of secondary school subjects with emphasis on improving teaching from within through communication, collegiality and risk-taking.

EDU 508 CURRICULUM IN ELEMENTARY EDUCATION. (3). This foundation course is the study of curriculum in elementary schools. It analyzes the historical, sociological, psychological, and pedagogical variables affecting curriculum design.

EDU 509 ADVANCED HUMAN DEVELOPMENT. (3). A study of current theory and life-span development.

EDU 510 TEACHING METHODS & PRACTICES. (3). A study of teaching methods and practices used to plan, implement and evaluate instruction. Topics include teaching, learning, curriculum and the school environment.

EDU 511 SCHOOL SUPERVISION. (3). A study of the nature and function of supervision in elementary and secondary schools.

EDU 512 EDUCATIONAL ASSESSMENT AND MEASUREMENT. (3). Techniques of designing sound assessment and analyzing and using assessment data for valid decision making process in educational setting. Prerequisites: EDU 533

EDU 513 ELEMENTARY SCHOOL ADMINISTRATION FOR PRINCIPALS. (3). A study of the nature and function of school administration at the elementary school level.

EDU 514 SECONDARY SCHOOL ADMINISTRATION FOR PRINCIPALS. (3). A study of the nature and function of school administration at the secondary school level.

EDU 515 THEORIES AND TECHNIQUES OF COUNSELING. (3). This course examines the major counseling theories and provides opportunity to build basic counseling skills through limited practice in the classroom.

EDU 516 READING AND WRITING IN THE MIDDLE SCHOOL. (4). This course provides models and techniques for helping adolescent students communicate effectively through reading and writing across the curriculum. It is recommended that students take this course after or concurrent with EDU 520.

EDU 517 GROUP PROCEDURES. (3). Study of the place and function of group methods in a guidance counseling program. Includes group dynamics, theories, types of groups and facilitator skills. Opportunities for supervised practice are provided. Prerequisite: EDU 515.

EDU 518B METHODS MATERIALS AND OBSERVATION IN TEACHING BUSINESS EDUCATION. (3). A course surveying the history , content, organization, administration and methods of teaching business education on the secondary level.

EDU 518E METHODS MATERIALS AND OBSERVATIONS IN TEACHING ENGLISH. (3). A course involving research in the various methods of teaching English in the middle and high school and the materials used.

EDU 518M METHODS MATERIALS AND OBSERVATION IN TEACHING MATHEMATICS. (3). This course deals with the problems and methods of teaching middle and high school mathematics.

EDU 518S METHODS MATERIALS AND OBSERVATIONS IN TEACHING SCIENCE. (3). The principles and techniques of teaching science in the middle and high school are studied through hands-on and minds-on strategies.

EDU 518T METHODS MATERIALS AND OBSERVATIONS IN TEACHING SOCIAL STUDIES. (3). This course deals with problems of teaching social science in middle and high school.

EDU 519 CAREER DEVELOPMENT. (3). The philosophy, theories and practice of assisting people throughout the life-span with career development tasks.

EDU 520 TECHNIQUES OF TEACHING READING IN THE CONTENT FIELD. (3). This course is designed to assist middle school and secondary teachers in understanding and incorporating reading theory and practice to teach and evaluate student learning across the curriculum.

EDU 521 INQUIRY-BASED MIDDLE AND SECONDARY SCIENCE METHODS. (3). Focuses on science methods in middle and high schools. Will be experiential, inquiry-based and reflective. Hands-on activities and reflection will be emphasized.

EDU 522 INQUIRY-BASED CONTENT-BASED ELEMENTARY SCIENCE METHODS. (3). Focuses on inquiry-oriented science methods for elementary teachers. Examines various methods, techniques and strategies of teaching science as reflected in Show-Me Standards. Stresses both process and content (ideas).

EDU 523 PSYCHOLOGICAL TESTING FOR COUNSELORS. (3). Presents a framework for the ethical and professional use of assessment in counseling. Includes methods of gathering, interpreting, and using information to enhance counseling service.

EDU 524 APPRAISAL OF THE ELEMENTARY SCHOOL CHILD. (3). A study of the theory, procedures and techniques for appraising the elementary school-aged child. Includes assessment, administration, report writing, consulting and

recommending individual remedial education programs. Lab experience included.

EDU 525 HELPING SKILLS. (3). Using didactic, observational, and experiential learning, students will develop skills for effective clinical interviewing, case conceptualization, and application of counseling interventions.

EDU 526E, 526S, 526A, 526K, 526T PRACTICUM IN COUNSELING. (3). Supervised clinical experiences at: community agency (526A) setting, or school setting; both elementary and secondary levels (526K12), elementary school (526E); secondary school (526S) or in testing (526T) designed to further develop counseling and/or related personnel service competencies; Prerequisite: 36 hours in the program.

EDU 528 SCHOOL COUNSELING INTERNSHIP. (3). Students will gain supervised experience with School Counseling Curriculum, Individual Planning, and System Support. Students will gain experience in the process of planning, implementing, and evaluating Comprehensive School Counseling Programs. Prerequisite: 36 hours in program and instructor consent.

EDU 529 MARRIAGE AND FAMILY COUNSELING. (3). An introduction to the theory and process of marriage and family counseling. Skill building will be afforded through role play and real counseling situations. Prerequisites: EDU 515, 517 and 525, or equivalent counseling background.

EDU 530 COUNSELING IN A PLURALISTIC SOCIETY. (3). Developing awareness, sensitivity and skills needed to provide effective counseling to clients from varying cultural, social and economic backgrounds. Prerequisites: EDU 504.

EDU 531 PRINCIPLES AND PRACTICES OF SCHOOL COUNSELING. (2-3). A study of comprehensive School Counseling programs for the educational institutions. Goals, roles and action programs for effective School Counseling are examined.

EDU 532 FOUNDATIONS OF COUNSELING CHILDREN. (3). Designed for elementary school counseling majors; appropriate for classroom teachers. The course will provide advanced knowledge and understanding of the typical and atypical development of elementary/middle school-aged children and ways the information can be applied through school counseling programs. In addition to skills for counseling children, the skills of consulting and collaboration with parents and teachers will be developed. Prerequisite: EDU 515 or permission of instructor.

EDU 533 EDUCATIONAL STATISTICS AND RESEARCH METHODOLOGY. (3). Basic techniques used in the collection, organization, and analysis of research data in the behavioral sciences.

EDU 536 SCHOOL LAW. (3). A study of legal principles and problems peculiar to education as they relate to schools, students, and teachers.

EDU 538 CLASSROOM MANAGEMENT. (3). Provides preservice and in service teachers with an overview of classroom management and behavior management theories and appropriate classroom practices. This course is also required for non-certified school counseling students.

EDU 539 TEACHING HIGHER-ORDER THINKING SKILLS IN SCIENCE. (3). Focuses on the skills to assess student science achievements, development of psychometric learning; reliability and validity will be stressed.

EDU 540 HISTORY, NATURE AND SOCIAL PERSPECTIVES OF SCIENCE (3). Examines richness and importance of human scientific endeavor of the nature from historical and philosophical perspectives in order to understand the tentative nature of science. Focuses on process approach to knowledge construction.

EDU 541 RESEARCH SEMINAR IN SCIENCE EDUCATION. (3). Focuses on several issues of science education research. Questions such as "What is scientific knowledge and is it created?" and "How does a learner come to understand science?" will be stressed.

EDU 542 TECHNOLOGY IN ASSESSMENT. (3). The focus of this class is on the use of technology to design a variety of assessments that accommodate learner needs and allow learners to demonstrate competency. Students will learn how to utilize technology to develop, implement, and evaluate student progress based on a variety of formative and summative assessment techniques. Through a variety of technology platforms, students will gain an understanding of assessment strategies to gather data and plan ongoing instruction.

EDU 543 DIFFERENTIATING INSTRUCTION WITH TECHNOLOGY FOR THE INCLUSIVE CLASSROOM. (3). Exploration of research-based instructional technology methods and strategies to meet the varied needs of all learners in today's classroom. The student will use technology to create learning experiences that accommodate learner differences and needs including cultural and linguistic needs, as well as learners with disabilities, and learners with a variety of learning styles and interests. Students will learn how to utilize technology to create learning experiences that make central concepts of subject matter meaningful and engaging for all learners.

EDU 544 DIGITAL CITIZENSHIP AND 21ST CENTURY LEARNERS. (3). Provides in-service teachers with an overview of appropriate and ethical practices within the digital community. The student will learn techniques to improve their practice by learning from and with others to encourage students to become thoughtful, empathetic digital citizens who are motivated to actively engage in, positively contribute to, and participate responsibly and safely within the digital world

EDU 545 TECHNOLOGY INTEGRATION, DESIGN, AND INSTRUCTION. (3). This class is designed to make students proficient in various forms of media

technology (i.e., desktop publishing, website design, interactive media) within the framework of theoretical foundations, curriculum design, and instructional practices. Students will design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning within their students by creating learning experiences that make these aspects of subject matter meaningful and engaging for all students.

EDU 546 TECHNOLOGY-INTEGRATED COMMUNICATION AND COLLABORATION. (3). Exploration of the ways in which technology can be integrated into the communication and collaboration process within a K-12 setting. The student will learn instructional techniques promoting cooperative learning and constructivism in the classroom and will learn how to integrate technology into collaboration with students, parents, school colleagues and community members to improve practice, develop resources and ideas, and solve problems. Students will also be given the tools to integrate technology in their communication as they build a sense of community within their classrooms, schools, and communities in order to foster active inquiry, collaboration, and supportive interaction.

EDU 547 PRACTICAL APPLICATION OF TECHNOLOGY INTEGRATED INSTRUCTION - CAPSTONE. (1). This course is designed as a program capstone that allows students to utilize the technology tools and strategies they have gained throughout the Graduate Certificate in Educational Technology Program. Students will create a learning environment that recognizes and accommodates learner variability through the use of digital instructional strategies and learning platforms. Students will create authentic learning activities that align with content area standards to maximize active, deep learning and produce real-world learning experiences that they can transfer into their current and/or future classroom.

EDU 551 THE ORGANIZATION OF READING PROGRAMS. (3). To provide theory and practical experiences in instituting a coordinated reading program in the elementary and secondary school. Prerequisite: Instructor's permission.

EDU 552 PRACTICUM IN DIAGNOSIS OF READING DIFFICULTIES. (3). Attention will be given to the various techniques, formal and informal, used in the diagnosis of reading difficulties. Prerequisites: EDU 418 and EDU 424 or instructor's permission.

EDU 553 PRACTICUM IN REMEDIATION OF READING DIFFICULTIES. (3). This course will deal primarily with individual remedial procedures applied through group processing within the class. Each member will engage in an individual project of remedial teaching. Prerequisites: Graduate standing and successful completion of EDU 552.

EDU 555 PROBLEMS OF RESEARCH. (1-3). Study of a problem selected by the student and approved by the advisor (for advanced students only).

EDU 556 DIGITAL PHOTOGRAPHY. (3). Students become photographers and designers in this class. After students are introduced to basic photography techniques, they will analyze photographs and then take digital photos based

on those techniques. After having taken photographs for the assigned topics, they will compile their photos into a professional looking web site.

EDU 557 SPECIAL TOPICS IN GRADUATE EDUCATION. (1-5). The study of any educational topic not otherwise included in the curriculum offered upon expression of mutual interest by students and faculty. Prerequisites: Instructor permission.

EDU 558 SCHOOL ADMINISTRATION FOR PRINCIPALS. (4). A study of the nature and function of school administration at the elementary and secondary levels.

EDU 559 PROBLEMS OF THE K-12 SCHOOL CURRICULUM. (4). Curriculum reform is a continuous process which engages educators at all levels. This foundation course analyses the historical, sociological, psychological, and pedagogical variables affecting K-12 curriculum design.

EDU 560 MIDDLE SCHOOL FOUNDATIONS (PHILOSOPHY, ORGANIZATION, CURRICULUM, LAW). (4). This course provides theoretical background and practical instruction in understanding the nature of the early adolescent learner, and the philosophy, organization and overall curriculum of a middle school program.

EDU 561 MIDDLE SCHOOL CURRICULUM AND INSTRUCTION. (3). This course is designed as a practicum to EDU 560 and moves students from theory into practice working with adolescent learners, developing interdisciplinary lessons and observing classrooms.

EDU 570 GRADUATE PORTFOLIO AND/OR RESEARCH PROJECT. (3). Students who have completed the required courses for their graduate degree but have not yet completed their portfolio/research will work on their portfolio/research and meet with advisor regularly throughout the semester for feedback; Completion of Required Courses for Graduate Degree; Consent of advisor.

EDU 571 ePORTFOLIO. (3). The ePortfolio course offers practical training in compiling the final electronic portfolio assessment for the M.Ed. School Teaching degree program.

EDU 572 HISTORY OF EDUCATION. (3). This foundation course examines the chronology of events and the causes and effects of changes in American schools.

EDU 573 SOCIOLOGICAL ASPECTS OF AMERICAN SCHOOLS. (3). Sociological Aspects of American Schools is a course that studies social variables of American schools and the theories of sociology and education that inform best practices in dealing with school issues.

EDU 574 ADDICTION COUNSELING. (3). This course is designed to prepare students to diagnose various substance-related disorders, to identify client stages of changes, and to select and apply evidence-based treatment modalities for individual clients.

EDU 575 TECHNOLOGY FOR PROFESSIONAL EDUCATORS. (3). This class is designed to make students proficient in various forms of media technology to include desktop publishing, web page design, electronic presentation, and web research.

EDU 576 MULTIMEDIA FOR EDUCATORS. (3). This class will focus on creating two multimedia artifacts. Students will create a poster and movie using Photoshop Elements and CyberLink Power Director. The poster and movie will be created using original images. Students will also explore other software programs for producing posters and movies.

EDU 578 COLLEGE STUDENT MENTAL HEALTH. (3). Study of current theories of college student development and mental health needs of college and university students. Strategies for responding to college/university students with mental health challenges will be demonstrated and practiced.

EDU 579 DIGITAL IMAGING. (3). Course includes traditional forms of photography (including darkroom procedures) and digital imaging, scanning and importing images, and manipulating images in Adobe Photoshop. Students will produce a portfolio using both techniques.

EDU 580 MOBILE TECHNOLOGY IN THE CLASSROOM. (3). This course focuses on the integration of mobile technology into the classroom. In addition to covering the basic functionality of mobile devices, the course will also focus on the effective use of smart devices in keeping student engaged and on task.

EDU 581 EDUCATIONAL USES OF THE INTERNET. (3) Exploration of the ways the Internet can be utilized in classroom settings. Focus will be on ways the Internet can provide tools for communication, inquiry, and construction.

EDU 582 ONLINE RESOURCES FOR EDUCATORS. (3) This course focuses on the many online resources available to teachers and students. Students will discuss and analyze these resources and practice implementing these resources into their curriculums. In addition, students will create an online resource presence that includes relevant online resources that they can take back to their classroom.

EDU 586 DIAGNOSIS AND TREATMENT PLANNING FOR COUNSELORS. (3). Introduction to strategies for diagnosis and treatment of mental disorders using the DSM-IV-TR. Emphasis placed on counselor's role in diagnosing and planning counseling interventions. Prerequisites: EDU 504, EDU 515, EDU 523; concurrent enrollment with PSY 504.

EDU 587 COMMUNITY/AGENCY COUNSELING INTERNSHIP. (3) Supervised experience as a counselor in a community/agency setting. Emphasis placed on integration of knowledge, skills, and understanding of counseling process. Prepare comprehensive portfolio as partial fulfillment of requirements toward M.Ed. Prerequisites: EDU 526A; Instructor permission.

EDU 588 GRANT WRITING TECHNIQUES. (3) The purpose of this hybrid course is to help students acquire essential skills on the background and skills in writing grant proposal for discretion/competitive competitions.

EDU 589 INTERNSHIP IN K-12 ADMINISTRATION. (1-6). The purpose of this course is to provide the student with valuable experience relative to the performance of K-12 administration and supervisory tasks. Prerequisites: A minimum of three (3) years of classroom teaching experience approved by the Missouri Department of Elementary and Secondary Education. Prior to completion, candidates must log a total of two hundred (200) clock hours in the major experience (defined as an emphasis in either an elementary or secondary school placement) supported by hands on experiences and hours obtained that promote learning and mastery of the leadership domains. Additionally, candidates, must log a total of (50) clock hours in the minor experience (defined as an emphasis in either an elementary or secondary school placement). Experiences in school leadership includes placements for candidates to be active participants completing required assignments and as requested, working with students, faculty, staff, and stakeholders while under the supervision of the on-site and preparation program supervisors. "On-site" is defined as a school building.

EDU 590E INTERNSHIP IN ELEMENTARY ADMINISTRATION. (2-3). The purpose of this course is to provide the student with valuable experience relative to the performance of key administrative and supervisory tasks at the elementary school level. Prerequisite: Two years of verifiable teaching experience at either the elementary, secondary or special education level. Note: Permission of the instructor is required. The student is required to spend at least 20 hours per week for one semester working on-site. "On-site" is defined as a school building. Alternatives to building sites will not be approved.

EDU 590S INTERNSHIP IN SECONDARY ADMINISTRATION. (2-3). The purpose of this course is to provide the student with valuable experience relative to the performance of key administrative and supervisory tasks at the secondary level. Prerequisite: Two years of verifiable teaching experience at either the elementary, secondary or special education level. Note: Permission of the instructor is required. The student is required to spend at least 20 hours per week for one semester working on-site. "On-site" is defined as a school building. Alternatives to building sites will not be approved.

EDU 590T INTERNSHIP IN TEACHING. (8). The purpose of this course is to provide the student with valuable experience as a teacher.

EDU 591 FIELD EXPERIENCE IN COLLEGE/UNIVERSITY SETTING. (3). Supervised experience in various student services departments at a college/university. Emphasis will be placed on day-to-day interactions with students utilizing services and how the various departments can work together to promote overall student mental health and to respond effective and appropriately to students needing further mental health assistance.

EDU 592 DIRECTED READINGS. (1). Readings in area of mutual choice by instructor and student. Six-hour limit. Prerequisites: Instructor permission.

EDU 593 DIRECTED READINGS. (2). Readings in area of mutual choice by instructor and student. Six-hour limit. Prerequisites: Instructor permission.

EDU 594 DIRECTED READINGS. (3). Readings in area of mutual choice by instructor and student. Six-hour limit. Prerequisites: Instructor permission.

EDU 595 FOUNDATIONS OF SCHOOL ADMINISTRATION. (3). The purpose of this course is to expose the student to basic theoretical and conceptual foundations underlying elementary and secondary school administration.

EDU 596 TECHNOLOGY IN THE TECHNOLOGY-RICH CLASSROOM. (3). This course introduces the eMINTS program. Students become proficient in the areas of constructivism, cooperative learning and inquiry-based learning.

EDU 597 OBERVATIONS IN THE TECHNOLOGY-RICH CLASSROOM. (3). Students will focus on observing eMINTS classrooms and teaching a constructivist mini-lesson in an eMINTS classroom.

EDU 598 WEB QUESTS AND ONLINE PROJECTS. (3). This course will focus on developing web quests, online projects for an eMINTS classroom.

EDU 599 VISUAL LITERACY. (3). This course will focus on classroom management and interdisciplinary modules. Students will complete their portfolios and websites and prepare projects for student teaching.

EDU 600 APPLICATION OF ACTION EDUCATIONAL RESEARCH. (3). This course introduces the principles of action, research, providing the student the opportunity to develop a practical approach to data gathering and data analysis skills that will be useful impacting student learning in a variety of educational settings. The major assignment for the course is the completion of an action research project and reporting the results in a traditional research paper. The class is organized as a hybrid class.

EDU 601 ADVANCED ORGANIZATION AND ADMINISTRATION OF PUBLIC SCHOOLS. (3). This course will study the organization and administration of modern American public education. Topics that will receive in-depth consideration are: politics and decision making; educational planning strategic personnel planning; and adoptions of technology to administration.

EDU 602 LEGAL ISSUES IN EDUCATION LEADERSHIP. (3). The study of statutes and judicial decisions of federal and state government affecting schools; powers and liabilities of school personnel; legal control; contract management; collective bargaining; and employee – employer relations.

EDU 603 FISCAL MANAGEMENT FOR EDUCATION LEADERS. (3). This course includes analysis and discussion of current local, state, and national sources of revenue for support of public education and a study of school financial practices, including budgetary processes in detail and principles of sound management of income and expenditures, bonding procedures, accounting, and auditing. The Missouri Uniform Accounting System for Public Schools will be utilized.

EDU 604 SUPERVISION. (3). This course emphasizes the nature of organization, human relationships and techniques involved in supervision including personnel functions and evaluation. Particular emphasis is placed on the application of recent research and dynamics of group behavior in accomplishing the goals and objectives of the organization, district, individual school, and specific departments and grade levels.

EDU 605 PLANT DESIGN AND OPERATION. (3). This course emphasizes the study of school district master plans in projecting the needs of future buildings and facilities, planning and construction, and optimizing the current use of maintenance and repairs to buildings and grounds. Attention will be given to building evaluations, remodeling, energy conservation, and equipping facilities.

EDU 606 PERSONNEL MANAGEMENT. (3). This course is designed to provide the student with an understanding of effective policies and practices in planning, recruitment, selection, induction, and retention of school personnel. An integral part of the course will be the study and implementation of professional development programs for the faculty.

EDU 607 COLLABORATION WITH CONSTITUENCIES. (3). An explanation of the relationship and interaction of educational organizations to internal and external constituents with emphasis on theory and processes associated with the school-community relation's process, political structures and conflict resolution.

EDU 608 CURRICULUM CONSTRUCTION. (3). This course will explore the current research and best practices with emphasis on the dynamics of curriculum change, available district resources, barriers to curriculum change, and public relations. The students will continue their action research project during this seminar.

EDU 609 CITY SCHOOL ADMINISTRATION. (3). This course emphasizes the organization and administrative practices involved in operating a modern school district. The course introduces theories pertaining to leadership in a multicultural democracy, organization, communications, change and sustenance of existing systems as they pertain to managerial, human and technical skills and how they are applied to increase the effectiveness and

efficiency of existing systems. Discoveries to leadership practices will also be applied, as well as used to question the ends or purposes of our leadership practices.

EDU 623E ADVANCED INTERNSHIP FOR ELEMENTARY LEADERS. (2-3). Supervised internship provides on-site, supervised instructional experience within a public school district setting under the leadership of an appropriate, competent professional. This course provides supervised practice and simulated learning experiences that enable the administrator to consolidate his/her knowledge, observe others at work, apply skills and techniques, and integrate research skills and professional administrative practices in preparing and submitting an action research paper.

EDU 623S ADVANCED INTERNSHIP FOR SECONDARY LEADERS. (2-3). Supervised internship provides on-site, supervised instructional experience within a public school district setting under the leadership of an appropriate, competent professional. This course provides supervised practice and simulated learning experiences that enable the administrator to consolidate his/her knowledge, observe others at work, apply skills and techniques, and integrate research skills and professional administrative practices in preparing and submitting an action research paper.

EDU 623T ADVANCED INTERNSHIP FOR SUPERINTENDENTS. (2-6). Supervised internship provides on-site, supervised instructional experience within a public school district setting under the leadership of an appropriate, competent professional. This course provides supervised practice and simulated learning experiences that enable the administrator to consolidate his/her knowledge, observe others at work, apply skills and techniques, and integrate research skills and professional administrative practices in preparing and submitting an action research paper.

EDU 629 – Family Systems (3). This course will explore basic concepts, theories and therapeutic interventions used when working with families. Specific focus will be given to thinking systemically and how it differs from a more individual focus.

EDU 657 SPECIAL TOPICS (2-3). The study of any educational topic not otherwise included in the curriculum offered upon expression of mutual interest by students and faculty.

EDU 661 CHILD AND THE ADOLESCENT MENTAL HEALTH (3). Examination of the impact of mental health issues on the social, emotional, and academic development of children and adolescents. Topics to include mental health promotion, current research on brain development, normal/abnormal development and interventions to address developmental concerns.

EDU 662 – Social/Cultural Issues in the Schools (3). This course explores a variety of school settings that might not have resources to intervene with some children's mental health issues. This class will look at diversity, equity and inclusion in terms of race, poverty, homelessness, migrant and immigrant

status as well as school and community resources to address deficits that affect student resiliency and success. An inventory of mental health strategies will be examined to inform constituents how to meet mental health challenges embedded in external social and cultural paradigms.

EDU 663 – School Mental Health (3). This course is intended to help guide students in understanding, developing, and improving mental health services access. Students will understand teaming, needs assessment and mapping, screening, mental health tiers, understanding funding and sustainability, and impacting school culture.

EDU 664 – Trauma Informed Schools/Behavioral Interventions (4). This course will address the principles and techniques for managing whole school behavior intervention and individualized classroom management to effect positive behavior change through an educational approach. Students will learn theories of behavior modifications throughout school history and focus on Trauma-Informed Schools' Programs from conception to evaluation.

EDU 665 SMH Internship (3). This course will move towards the pragmatic dissection of current school-wide behavior intervention. Students will practice the knowledge and skills presented in EDU 664 on-site to complete a functional evaluation or audit of an assigned school districts' current building behavioral modification programs. (prerequisite EDU 664)

EDU 670 SPECIALIST'S PORTFOLIO (1). Students who have completed the required courses for their Educational Specialist degree but have not yet completed their portfolio will work on their portfolio and meet with advisor throughout the summer for feedback.

EDU 671 APPLICATIONS OF EDUCATIONAL PSYCHOLOGY (3). A study of current theory related to Educational Psychology and life-span development. Course topics will focus on teaching, learning, curriculum, environment and data driven decision making.

EDU 672 INDIVIDUAL INTELLIGENCE TESTING (3). Students will learn test administration, scoring, interpreting, use of behavioral observations & report writing skills using individualized intelligence testing such as Weschler Scales, Stanford-Binet, & non-verbal assessments.

EDU 676 – Career Development (3). Knowledge and application of career development theories across the lifespan.

EDU 677 CRISIS, TRAUMA, AND GRIEF COUNSELING (3) An in depth review of the experience of crisis, trauma, and grief and counseling interventions to support recovery. Includes a look at the social impact of crisis and systemic approaches to responding to both natural disasters and non-natural crises events.

EDU 678 ADVANCED COUNSELING THEORY (3) Students will identify 2-3 counseling theories they wish to examine in depth. Emphasis will be placed on understanding the philosophical foundation of the theory, the research evidence supporting the theory's use in specific contexts and with various populations.

EDU 679 MENTAL HEALTH ASSESMENT (3) Application of theories and ethical principles in the practice of appraisal while learning to use instruments for mental health assessment.

EDU 680 RESEARCH I (3) This course is a fundamental course in understanding how research methodology is applied. Students will understand the process of research including literature review, developing a research problem, developing a research question, choosing a research methodology, appropriate sampling procedures, data collection, and data analysis in both qualitative and quantitative methodologies. Students will develop critical thinking skills to assess research on validity and reliability. Students will complete the course having created a literature review on a counseling topic of their interest.

EDU 681 – DEVELOPMENTAL COUNSELING (3) This course is an advanced application of developmental theories in clinical mental health counseling. Emphasis will be placed on application of theory to conceptualization of normal/abnormal development of counseling clients and planning interventions for those with developmental concerns.

EDU 682 SOCIAL/CULTURAL ISSUES IN COUNSELING (3) Exploration of current social/cultural issues as they apply to counseling clients from diverse populations. Focus on development of advocacy project for social change to benefit the mental health of clients.

EDU 683 NEUROSCIENCE FOR COUNSELORS (3) Examination of basic brain structures and their role in emotional and behavioral wellness. Application of the research on brain functioning to counseling will be emphasized.

EDU 684 COUNSELING SUPERVISION (3) Students will understand various models and theories of supervision, identify the supervisory style that is most closely associated with their own approach, and apply supervisory theory and ethical principles of supervision to their role as counselors, supervisors, and gatekeepers of the counseling profession.

EDU 686 DSM DIAGNOSIS (3) Using the DSM for diagnosing and treating mental/behavioral disorders. Emphasis placed on accurately assessing clients to determine appropriate DSM diagnosis and writing Diagnostic Reports.

EDU 687 COUNSELING INTERNSHIP (3) Supervised counseling experience in an approved counseling setting. Emphasis placed on integration of knowledge, skills, and understanding of counseling processes, diagnosis, and report writing.

EDU 688 COUNSELING INTERNSHIP II (3) Supervised counseling experience in an approved counseling setting. Emphasis placed on diagnosis and report writing.

EDU 689 INTERNSHIP IN TESTING (3) This course is the culminating skill-building field experience and supervised training experience in the K12 setting(s) for the school psychological examiner certification.

EDU 690 RESEARCH II (3) Students will use the literature review and research question developed in EDU 680 Research I and apply research methodology to produce a research article that can be submitted for publication in a research journal.

ENGLISH

ENG 500 THE STUDY OF LITERATURE. (3). A survey, with practical exercises, methods of research, study and analysis of literary texts and problems.

ENG 502 SHAKESPEARE. (3). A study of several plays.

ENG 504 SEMINAR STUDIES IN ENGLISH AND AMERICAN LITEATURE. (3). Selected topics dealing with significant writers and concepts.

ENG 507 THE ROMANTIC MOVEMENT IN ENGLISH POETRY. (3). Intensive study of the poetry and critical writings of key Romantics.

ENG 505 VICTORIAN LITERATURE. (3). Intensive reading of selected prose, drama and poetry of the period.

ENG 509 THE NOVEL. (3). Examines the history, structure and criticism of the novel as a literary genre through a thematic, historic, or region/ethnic survey of selected works. May also focus on the intensive study of a particular author of a particular literary/historical period.

ENG 511 MODERN POETRY. (3). Close reading of significant works of British and American poetry, chiefly from the twentieth century.

ENG 513 MODERN DRAMA. (3) Close reading of significant works of British, American and continental drama, from the mid-nineteenth century to the present. Prerequisites: ENG 101-102 or ENG 151H-152H with a minimum grade of "C".

ENG 516 AFRICAN AMERICAN LITERATURE. (3). Readings in the literary interpretation of the African American experience by African American authors, viewed within a comprehensive, historical context.

ENG 517 CLASSICAL GREEK/ROMAN LITERATURE. (3) Examines the literature of Ancient Greece and Rome, introducing students to the works of several Greek and Roman playwrights, poets and essayists. Prerequisites: ENG 101-102 or ENG 151H-152H.

ENG 519 LITERARY CRITICISM. (3). Critical theories and approaches that have influenced the study of Western literature.

ENG 520 INDEPENDENT RESEARCH. (3). An opportunity to work on a selected topic under the guidance of a member of the English faculty.

ENG 521 LITERARY RESEARCH. (1). Introduces students to methods of literary research. Students focus on audience, sources, theoretical framing, and revision in academic writing.

ENG 570 SPECIAL TOPICS IN LANGUAGE AND LITERATURE. (1-3). Topic to be listed in course schedule. Concentrated study of a specific author, work, or topic. May enroll again as topic changes.

ENG 571 SPECIAL TOPICS IN CREATIVE WRITING. (1-3). Concentrated study of particular sub-genre of writing. Students give and receive constructive criticism on creative work. May enroll again as topic changes.

ENG 572 DIRECTED STUDY IN CREATIVE WRITING. (1-3). Advanced students develop writing in an intensive, one-on-one learning environment. Six hour limit.

ENG 573 SPECIAL TOPICS IN AFRICAN AMERICAN LITERATURE. (1-3). Topic to be listed in course schedule. Intensive study of a period, a genre, or the works of a single author within the African American experience. May enroll again as topic changes.

ENG 575 ADVANCED FICTION WORKSHOP. (1-3). Advanced fiction writing. Previous writing and workshop experience assumed. Six-hour limit.

ENG 576 ADVANCED POETRY WORKSHOP. (1-3). Advanced poetry writing. Previous writing and workshop experience assumed. Six-hour limit.

ENG 590 PROBLEMS AND PRACTICE IN THE TEACHING OF WRITING. (3). Introduces a variety of research approaches and applications in the teaching of writing. Students move from theory to practice, working one-on-one and with groups of ENG 101 and ENG 102 students in the Writing Center. Meets Missouri secondary certification requirements. This course is designated writing intensive.

HEALTH AND PHYSICAL EDUCATION

PED 570 PSYCHOLOGY OF SPORT (3) Current psychological and sociological theories dealing with training, competition, and participant and spectator behavior. Theories are examined for both individual and group phenomena.

PED 580 SPECIAL TOPICS IN HEALTH (2) An in-depth look into specific health areas with both teaching and personal lifestyle applications. Topics not otherwise included in the curriculum upon expression of mutual interest by students and faculty.

PED 590 MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION

(2) Purpose of measurement in physical education programs; methods of evaluation and reporting, pupil growth, introduction to commonly used standardized tests; basic statistical techniques used in interpreting data; administration of testing program in a school setting.

HIGHER EDUCATION

HED 500 INTRO TO HBCU's/TRENDS, ISSUES & ASSESSMENT (3)

This course focuses on the unique history and leadership challenges facing HBCU's. Students will analyze critical issues facing these institutions and identify models of best practice in student affairs administration. This course also explores how to use assessment data to align the work in student affairs with the academic mission of the HBCU institution. Trends and issues in the collection and analysis of assessment data will also be examined in order to guide strategic planning, evaluate program effectiveness, improve student learning outcomes, and impact campus life.

HED 510 UNDERSTANDING HIGHER EDUCATION ADMINISTRATION (3)

This course teaches the purpose, structure and role of leadership at HBCU's. The emphasis is on understanding the culture and customs at HBCU's across the United States. Special attention will be given to the study of the composition of the student population, and to the various campus and collegiate organizations.

HED 520 FINANCIAL MANAGEMENT IN HIGHER EDUCATION (3)

This overview course guides students through the fiscal management process in a university environment, including creating and analyzing budgets, and understanding internal fiscal controls. Financial concerns and campus fiscal operations unique to HBCU institutions will also be addressed.

HED 525 PHILANTHROPY AND HIGHER EDUCATION (3)

This course provides a historical and philosophical overview of philanthropy at higher education institutions. Special examination will be given to the cultivation of philanthropy, and the importance of grant writing, and other institutional advancement and fund-raising activities necessary to sustain HBCU institutions in the future.

HED 535I INTRODUCTION TO RESEARCH (1) This methods course examines basic quantitative and qualitative research designs. Students will learn how to formulate and design their own research study, as well as collect, interpret, and evaluate important research studies in higher education. **This course will be the first of three one-hour sections.**

HED 535M METHODS OF RESEARCH (1) This methods course continues the examination of the basic quantitative and qualitative research designs. Students will formulate and design their own research proposal study, as well as collect, interpret, and evaluate important research studies in higher education. **This course will be the second of three-hour sections.**

HED 535C RESEARCH (CAPSTONE) (1) This methods course is the capstone to basic quantitative and qualitative research designs. Students will complete and present their own research study. **This course will be the final of three one-hour sections.**

HED 550 HIGHER EDUCATION AND THE LAW (3) Students will review the legislation and laws that led to the creation of HBCU's in the United States. Contemporary legal cases related to higher education employment, admissions, financial aid, and student affairs will also be introduced and analyzed. Special focus will be on learning how to work effectively with campus legal counsel and higher education lobbyists.

HED 560 ORGANIZATIONAL BEHAVIOR IN HIGHER EDUCATION (3) This course introduces future administrators to the theories of organizational behavior and management in higher education.

HED 565 ETHICAL AND PRACTICAL ISSUES IN STUDENT AFFAIRS (3) Students will develop problem solving and analytical skill through the use of case studies based on real campus situations that have ethical implications or have challenged student affairs professionals at HBCU's and other institutions of higher education.

HED 570 PRINCIPLES OF EDUCATIONAL LEADERSHIP IN HIGHER EDUCATION (3) This survey course is designed to challenge students to explore the higher education profession from multiple perspectives. The course content provides a historical and political overview of student affairs. This includes understanding the roles academic and student affairs professionals assume in post-secondary education institutions.

HED 585 STRATEGIC PLANNING/PROGRAM EVALUATION (3) This course provides students with opportunities to systematically assess performance outcomes, and the impact that public and nonprofit programs and policies have on HBCU institutions.

HED 590 DIVERSITY AND THE INCLUSIVE UNIVERSITY (3) This course explores the complexity of human differences within the campus community. The goal is to prepare students to be successful practitioners who advocate, celebrate, and effectively manage diversity not only at HBCU's, but also other institutions of higher education.

HISTORY AND GEOGRAPHY

GEO 595-598 SPECIAL SUBJECTS (1-3) Topics to be listed in course schedule. May enroll again as topics change. Prerequisite: See course schedule.

HIS 501 MISSOURI HISTORY (3) Survey of the history of Missouri from early Indian culture to present.

HIS 503 BLACKS IN AMERICA (3) Black people in the United States from the beginnings in Africa through the 21st century.

HIS 505 ECONOMIC HISTORY OF THE UNITED STATES (3) Survey of American economic life from 1492 to the present.

HIS 521 COLONIAL AMERICA (3) Social, political, economic, and intellectual development of America from the European background to the implementation of the Constitution.

HIS 522 U.S. NATIONAL PERIOD (3) Political, economic, constitutional, and cultural development; emphasis on the Constitution and national political parties from 1787-1849.

HIS 524 20th CENTURY UNITED STATES HISTORY (3) Political, economic, and cultural development of the United States from 1901 to present; emphasis on the emergence of modern America.

HIS 531 HISTORY OF CHINA AND JAPAN (3) The political, social, and cultural developments of China and Japan from 1600 to late 20th Century.

HIS 532 ISLAM AND THE CHRISTIAN WORLD (3) Political, social and cultural developments of the Islamic and Christian worlds; the intersection of these worlds in the crusading movement and the impact of this interaction on the world that followed.

HIS 533 HISTORY OF THE MIDDLE EAST (3) Political, social and cultural development of the Middle East from its origins until the mid-20th century.

HIS 540 ANCIENT GODS, ANCIENT ENEMIES (3) Survey of Greek and Roman history, c. 1500 B.C.-c. 500 A.D.; students can gain an understanding of the political, social, and cultural achievements of ancient Greek and Roman societies.

HIS 543 EARLY MODERN EUROPE (3) Evolution from medieval society and the effect of changes on the shaping of modern Europe.

HIS 544 19th CENTURY EUROPE (3) Political, economic, social and cultural development of Europe to the outbreak of World War I to include nationalism, imperialism, liberalism, and socialism.

HIS 545 20th CENTURY EUROPE (3) Political, economic, and social developments in Europe from World War I to the present.

HIS 556 HISTORY OF BRITAIN (3) History of Britain from prehistoric times to 1714 A.D.; students can gain an understanding of the political, social and cultural achievements of early inhabitants of Britain.

HIS 557 HISTORY OF MODERN FRANCE (3) France from the Revolution to the present.

HIS 558 HISTORY OF MODERN RUSSIA (3) Imperial and Soviet Russia and her place in world affairs since the 18th century.

HIS 559 HISTORY OF AFRICA (3) African civilization from the traditional through modern times.

HIS 561 ETHNIC HISTORY (3) Survey of the national experiences of various immigrant and racial ethnic groups in the U.S. from colonial ear to the present.

HIS 562 HISTORY OF THE SOUTH (3) Political, economic, and social development of the Southern United States.

HIS 564 WAR IN AMERICAN SOCIETY (3) Relationship of American military policy to the political, economic, and social development of the nation.

HIS 565 CIVIL WAR AND RECONSTRUCTION (3) Causes, progress and effects of the Civil War and Reconstruction.

HIS 566 MEDIEVAL EUROPE (3) Thematic coverage of the history and culture of Europe, 300-1475. Emphasis is on the significance of the political, economic and social changes which took place.

HIS 567 REFORMATION EUROPE (2) Covering the period 1500-1648, this course examines the changing political, economic, social, religious and intellectual life in Europe from the eve of the Reformation to the end of the Thirty Years' War in 1648.

HIS 568 MODERN GERMANY (3) Emphasis on the formation of Modern Germany from 1815 to present. Focus areas are unification in 1871, German Empire, Weimar Republic, the World Wars, East and West Germany, and Reunification.

HIS 576 ORAL HISTORY (3) Analysis and implementation of methods and procedures involved in oral history.

HIS 577 WOMEN IN AMERICA (3) Changing status of women in the U.S. from 1607 to the present.

HIS 578 SEMINAR IN BLACK HISTORY (3) Selected problems in the history and culture of black Americans.

HIS 579 SEMINAR IN EARLY AMERICAN HISTORY (3) Selected problems in American history prior to 1877.

HIS 580 SEMINAR IN RECENT AMERICAN HISTORY (3) Selected problems in American history subsequent to 1877.

HIS 582 SEMINAR IN MISSOURI CORRECTIONS (3) Directed research in the historical antecedents of contemporary corrections problems.

HIS 583 SEMINAR IN BUSINESS HISTORY (3) History, strategy, and structure of American businesses.

HIS 585 HISTORIOGRAPHY (3) Techniques, theories and principles of historical research, presentation, and scholarship.

HIS 586 SEMINAR IN EARLY EUROPEAN HISTORY (3) Selected problems in the history of Europe prior to the twentieth century.

HIS 587 READING FOR COMPREHENSIVE EXAMINATION (3) This course is intensive reading in preparation for Master of Arts degree in History Comprehensive Examination. Prerequisites: Completed a minimum of twenty-seven (27) credit hours of course work and Instructor permission.

HIS 588 SEMINAR IN 20th CENTURY EUROPE (3) Selected problems in European history during the twentieth century.

HIS 589 SEMINAR IN RUSSIAN/SOVIET HISTORY (3) Specialized study in Russian and Soviet political and special events with emphasis the Soviet Union to present day Russia.

HIS 590 SEMINAR IN MODERN GERMANY (3) A seminar on Modern Germany from unification in 1871 to the post-war era, reunification, 1989-1990 to the present.

HIS 591 GOVERNMENT INTERNSHIP (3) Work experience in field of government. Prerequisite: Permission of instructor.

HIS 593-594 DIRECTED READINGS (1-3) Readings in area of mutual choice by instructor and student. Six-hour limit.

HIS 595-598 SPECIAL SUBJECTS (1-3) Topics to be listed in course schedule. May enroll again as topic changes. Prerequisite: See course schedule.

HIS 599 THESIS (6) (Consult graduate advisor.) Prerequisite: Completion of 24 credit hours of graduate work and instructor consent.

JOURNALISM

JOU 475G MASS COMMUNICATIONS PROBLEMS (1-3) Study of practical and theoretical problems in the field according to needs of individual students. Written report.

LIBRARY SCIENCE

LS 598 SPECIAL TOPICS (1-3) LIS Special Topics is designed to provide either seminar experience for students or individual research topics. This course may include research intense projects, practical experiences, or a special topic course (i.e. Grant Writing).

MARKETING

MKT 526 MARKETING PLANNING AND STRATEGY (3) Development of product, distribution, promotional and pricing strategies; decision making pertaining to the marketing mix; concepts in administering the marketing function.

MKT 595 SPECIAL TOPICS (3) A study of a Marketing topic not included in the curriculum informed by the mutual interest of student and faculty.

MATHEMATICS

MAT 500 SPECIAL TOPICS IN ADVANCED MATHEMATICS (3, fa, sp, su) An in-depth study of a topic of advanced mathematics as agreed upon by the students and the instructor. For students seeking the Master's degree in secondary teaching with emphasis in mathematics.

MAT 503 LINEAR ALGEBRA (3) Matrices and determinants, solution of linear systems, vector space theory, eigenvalues and eigenvectors, linear transformations, and selected application. Prerequisite: MAT 304 or concurrent enrollment in MAT 304 with consent of instructor.

MAT 505 APPLIED STATISTICS (3) Types of data models, estimation and hypothesis testing on parameters, chi-square tests, analysis of variance, regression and correlation, multiple regression, and non-parametric statistical methods. Prerequisite: MAT 117, and MAT 120 or 123.

MAT 506 HISTORY OF MATHEMATICS (3) A problem-solving approach to the historical development of mathematics and the study of the men and women who contributed to this development. This is a writing intensive course. Prerequisite: MAT 120 or 123.

MAT 507 MODERN GEOMETRY (3) Axiomatic study of Euclidean and non-Euclidean geometry. Topics of Euclidean geometry include incidence, convexity, the Parallel Postulate, Pascal's Theorem, and the geometry of transformations. Non-Euclidean geometry includes some finite and hyperbolic geometries. Prerequisite: MAT 120 or 123.

MAT 509 ABSTRACT ALGEBRA (3) Algebraic structures: groups, rings, fields. Prerequisite: MAT 315.

MAT 513 INTRODUCTION TO REAL ANALYSIS (3) Foundations of real numbers, analysis of real-valued functions of one variable, including limit, derivative, and continuity. Students are strongly encouraged to take an upper-level theoretical mathematics course before taking MAT 413. Prerequisite: MAT 304 and MAT 315.

MAT 514 ADVANCED CALCULUS (3) Differential and integral calculus of functions of several variables, including vector functions, differentials, approximations, implicit and inverse function theorems. Prerequisite: MAT 304.

MAT 515 MATHEMATICAL STATISTICS (3) Theory of probability, random variable, probability distributions and probability densities, mathematical expectation. Sampling distributions, introduction to estimation, confidence intervals and tests of hypotheses. Prerequisite: MAT 304.

MAT 521-522 SPECIAL TOPICS IN MATHEMATICS (1-5) Topic to be listed in course schedule; may re-enroll as topic changes. Prerequisites: 18 hours of required major hours and consent of instructor.

MAT 561 INTRODUCTION TO MATHEMATICAL PROGRAMMING (3) Programming techniques for mathematics/science majors. Prerequisites: MAT 203 and concurrent enrollment in MAT 304.

MAT 567 NUMERICAL ANALYSIS (3, LF) Numerical methods for solving an equation or system of equations; numerical differentiation and integration; interpolating polynomials; numerical solution of differential equations, computer programs for selected methods. Prerequisites: MAT 304 and MAT 461.

NURSING

NUR 500 TRANSITION TO ADVNCD NURSING (3) This course is designed to facilitate the transition of registered nurses into advanced nursing practice roles through an exploration of key concepts, competencies, and professional responsibilities inherent to the Master of Science in Nursing (MSN) degree. This course will discuss and explore self-care practices to promote and maintain health. Additionally, students will work on completing prerequisite requirements for practicum experiences. 3 hours (48 theory clock hours).

NUR 510 Theories in Nursing (3) This course examines the theoretical underpinnings of nursing education. Students will explore various educational theories and frameworks that inform the practice of nursing education and will learn to apply these theories to curriculum development, instructional design, and leadership. 3 hours (48 theory clock hours).

NUR 520 Advanced Pharmacology (3) This course is designed to build on prior knowledge of drug classifications, actions, interactions, and adverse drug reactions. Students in this course comprehensively focus on the pathophysiological dynamic processes that occur in health and illness across

the lifespan and related pharmacologic therapies. They explore a range of topics, including advanced concepts of the pharmacodynamics and pharmacokinetics of broad drug categories and their therapeutic implications to clinical nursing practice. Through this course, students prepare to examine complex decisions in the management and treatment of acute and chronic diseases across the lifespan. 3 hours (48 theory clock hours).

NUR 530 Advanced Pathophysiology (3) Advanced pathophysiology is the study of altered physiologic disease processes and their impact on the health of diverse populations. Advanced practice students will utilize critical thinking and clinical reasoning to evaluate health disparities and apply the nursing process in advanced nursing practice roles. 3 hours (48 theory clock hours).

NUR 540 Advanced Health Assessment (3) This course is designed to build upon basic health assessment knowledge and skills, laboratory interpretation, documentation, and analysis of assessment findings. Students in this course will learn a systematic approach to the advanced physical assessment as well as psychological, sociocultural, developmental, and spiritual assessment of individuals across the lifespan. Emphasis is on clinical decision-making, differentiation of normal from pathological findings, risk assessment screening, diagnostic testing and interpretation of findings. 3 hours (48 theory clock hours).

NUR 550 Research & Evidence-Based Practice (3) This course prepares students to engage in research and apply evidence-based practices to improve nursing education and clinical outcomes, including assessment, evaluation, and implementation. Emphasis is placed on preparing learners to access, appraise, and utilize the best available evidence to guide them in advancing the practice of nursing. There is a focus on transferring the knowledge about research applying it in the healthcare and educational environment. 3 hours (48 theory clock hours).

NUR 560 Healthcare Policy and Advocacy (3) This course provides students the opportunity to analyze leadership and organizational theories, evaluate healthcare delivery systems, and examine the MSN role influencing policy in healthcare delivery, outcomes, and professional nursing. The course prepares students to become engaged and committed to the advanced leadership role in health policy. Students gain principles, skills, and knowledge to advocate for patients, the nursing profession, and healthcare systems gained through analysis of existing policies, programs, and guidelines, using ethical frameworks, to discuss issues of equity, health disparities, access to care, and quality of care. 3 hours (48 theory clock hours).

NUR 570 Informatics in Healthcare (3) This course provides an in-depth look at the role of informatics in nursing education and practice. Students will learn to use management theory and informatics applications to increase efficiencies in various functional areas of healthcare and educational services. Students will develop and demonstrate expertise in designing and delivering practice training and education for nursing and healthcare professionals. 3 hours (48 theory clock hours).

NUR 600 Budgeting & Financial Management in Healthcare (3) This course will introduce students to healthcare economics, budgeting and financial management, healthcare reimbursement, business plans and grants, and development. 3 hours (48 theory clock hours).

NUR 610 Curriculum Development (3) This course prepares students to explore the principles, methods, and strategies for designing, implementing, and evaluating nursing curriculum. Theoretical foundations and practical applications of curriculum development within diverse educational settings will be reviewed. 3 hours (48 theory clock hours).

NUR 620 Quality in Healthcare Systems (3) This course delves into the principles, strategies, and practices essential for ensuring quality in healthcare systems. Throughout the course, students will explore key concepts such as quality assurance, performance measurement, and evidence-based practices. Students will also engage with current literature and research on quality in healthcare, critically assessing methods for evaluating and improving patient care and system performance. By the end of the course, students will be equipped to lead quality improvement initiatives, design and implement effective interventions, and contribute to the advancement of high-quality care in diverse healthcare settings. 3 hours (48 theory clock hours)

NUR 630 Teaching in Nursing Education (3) This course focuses on the foundational principles and advanced strategies for teaching, and fostering learning in nursing education. Students will explore various teaching methodologies, assessment techniques, and learning theories to enhance their effectiveness as nurse educators. 3 hours (48 theory clock hours).

NUR 640 Leadership in Healthcare Organizations and Systems (3) This course is designed to prepare students with essential skills and knowledge required for effective leadership and management in the dynamic field of healthcare. Emphasizing both theoretical frameworks and practical applications, this course explores the multifaceted roles of nurse leaders and managers. The course covers various leadership styles and their impact on team dynamics, patient care, and organizational culture. The course also addresses current trends and issues in healthcare management. 3 hours (48 theory clock hours)

NUR 650 Evaluation in Nursing Education (3) This course focuses on the foundational principles and advanced strategies for evaluation and assessment in nursing education. Students will explore assessment and evaluation methodologies for reliability and validity in nursing education. 3 hours (48 theory clock hours).

NUR 660P Leadership Capstone 1 (3) This course provides students the opportunity to integrate what they have learned in the program in a practicum experience related to nursing leadership. Students are expected to integrate nursing knowledge and advanced critical-thinking and problem-solving skills in the development of a comprehensive project grounded in contemporary nursing leadership theory and practice. Students develop projects based on their interests and practicum placement that can incorporate a range of

leadership issues, such as quality and performance improvement, mentorship and coaching, interdisciplinary relationships and collaboration, and staff development. 3 hours (16 theory clock hours; 120 practicum hours).

NUR 670P Education Capstone (3) This course allows students to delve into various issues and trends shaping the role of the master's prepared nurses as educators. Students will create innovative, evidence-based strategies to tackle current nursing challenges at the point of care, impacting the professional nurse's role. Students are expected to integrate nursing knowledge and advanced critical-thinking and problem-solving skills in the development of a comprehensive project grounded in nursing education theory and practice, based on their interests and practicum placement. They can incorporate a range of educational issues, including mentorship and coaching, interdisciplinary relationships and collaboration, and interactive teaching strategies. Additionally, students will finalize, implement, and disseminate their culminating scholarly projects through written and oral presentations, employing various teaching methods and technologies. Students will also critically evaluate the scholarly work presented. 3 hours (360 practicum hours).

NUR 680P Leadership Capstone 2 (3) This course is a continuation of the Leadership Capstone 1. This course provides students the opportunity to integrate what they have learned in the program in a practicum experience related to nursing leadership. Students are expected to integrate nursing knowledge and advanced critical-thinking and problem-solving skills in the development of a comprehensive project grounded in contemporary nursing leadership theory and practice. Students develop projects based on their interests and practicum placement that can incorporate a range of leadership issues, such as quality and performance improvement, mentorship and coaching, interdisciplinary relationships and collaboration, and staff development. 3 hours (16 theory clock hours; 120 practicum hours).

PHYSICS

PHY 501-502 SPECIAL TOPICS IN PHYSICS (1-4) Topic to be listed in course schedule; may or may not include laboratory; may re-enroll as topic changes. Prerequisites: PHY 101-102 or 201-202 and consent of instructor.

PHY 505 BIOPHYSICS (3) Biophysics will allow students to understand statistical descriptions of biological systems and apply thermodynamic considerations to processes in cells. Students will also be able to estimate entropic forces acting in cellular environments.

PHY 506 ADVANCED MATHEMATICAL METHODS (3) Advanced Mathematical Methods is designed to provide students with the mathematical background for subsequent studies of biophysics, advanced mechanics, electrodynamics, and quantum theory.

PHY 507 COMPUTATIONAL PHYSICS (3) Computational Physics will allow the students to apply algorithmic modeling to chaotic, stochastic, and multivariate systems in the basic sciences. Students will learn the required programming alongside.

PHY 508 ANALOG ELECTRONICS (3) This course provides the student with the basic knowledge necessary to understand the operation and application of semiconductor devices in discrete electronic circuits.

PHY 509 DIGITAL ELECTRONICS (3) Digital Electronics will provide students with an introduction to digital system design using integrated circuits and field-programmable gate arrays.

POLITICAL SCIENCE

PSC 502 SEMINAR IN AMERICAN POLITICAL BEHAVIOR AND INSTITUTIONS (3) Scientific and social theoretic analysis of political behavior and institutions.

PSC 503 SEMINAR IN COMPARATIVE GOVERNMENT (3) Comparative constitutional politics and institutions; emphasis on selected European and Asian countries.

PSC 504 SEMINAR IN CONTEMPORARY INTERNATIONAL AFFAIRS (3) International political and economic problems, international law and the United States.

PSC 508 SEMINAR IN MISSOURI STATE AND LOCAL GOVERNMENT (3) Structure, functioning and problems in Missouri state and local government.

PSC 510 THE PRESIDENT AND CONGRESS (3) National executive and legislative institutions, roles, structures, problems and their interrelationships.

PSC 520 PARTIES, PRESSURE GROUPS, AND PUBLIC OPINION (3) Roles and processes of participative organizations; voting and other participative behavior.

PSC 530/PAD 530 CONSTITUTIONAL LAW (3) American constitutional principles, problems, and trends regarding governmental powers and civil liberties.

PSC 540 COMPARATIVE POLITICS (3) Theoretical, analytical, and institutional concepts applied to the study of selected non-American nations.

PSC 550 POLITICAL THOUGHT (3) Selected representative theories in the development of political philosophy.

PSC 560 INTERNATIONAL RELATIONS (3) World politics, institutions, and concepts including power, resources, conflict resolution and international law.

PSC 580 CIVIL RIGHTS, CIVIL LIBERTIES (3) This course analyzes the evolution of U.S. civil rights and civil liberties through court decisions and public policy.

PSC 590 THESIS (6) (Consult graduate advisor) Prerequisites: Completion of 24 credit hours of graduate work and instructor consent.

PSC 593-594 DIRECTED READINGS (1-3) Readings in area of mutual choice by instructor and students. Six hour limit.

PSC 595-598 SPECIAL SUBJECTS (1-3) Topic to be listed in course schedule. May enroll again as topic changes. Prerequisite: See course schedule.

PSC 599 GOVERNMENT INTERNSHIP (3) Work experience in field of government. Prerequisite: 24 hours of graduate credits and instructor consent.

PSYCHOLOGY

PSY 500 PHYSIOLOGICAL PSYCHOLOGY (3) Designed to introduce the student to the genetic, hormonal, and neural correlates which are the basis of learning motivation, emotion, and other behaviors. Relevant research and theories are reviewed. Prerequisite: 9 hours of psychology, including PSY 101.

PSY 504 PSYCHOLOGICAL DISORDERS (3) A study of the social, organic, and psychological factors involved in abnormal behavior. Prerequisite: Nine hours of psychology including PSY 101 and 102.

PSY 506 SPECIAL TOPICS IN PSYCHOLOGY (1-3) The study of any psychological topic not otherwise included in the curriculum upon expression of mutual interest by students and faculty. Prerequisites: PSY 101 and instructor's permission.

PSY 510/PAD 510 ORGANIZATIONAL PSYCHOLOGY (3) Deals with psychological research and methods in personnel work, organizations, surveys, and testing. Prerequisite: PSY 101.

PSY 529 PSYCHOLOGICAL TESTING (3) This course will serve as an introduction to the history, nature, and use of psychological tests. Emphasis will be placed on group tests of intelligence, interest, achievement, aptitude, and personality. Prerequisite: Nine hours of psychology, including PSY 207.

SCIENCE

SCI 501 GRADUATE SEMINAR IN NATURAL SCIENCES (1; must enroll for a total of 3 credit hours) This course requires student presentations, completion of writing assignments and discussion of current topics in relevant natural science. Course content may vary by semester.

SCI 502 INTRODUCTION TO PROFESSIONAL LABORATORY PRACTICE (3) Introduces new graduate students to common laboratory practices and procedures in Natural Sciences such as building professionalism, critical thinking, ethical reasoning, and organizational skills to help students become more informed and efficient in laboratory principles.

SCI 503 EXPERIMENTAL DESIGN AND ANALYSIS IN NATURAL SCIENCES (3) Fundamental concepts of experimental design, statistical analysis and application using examples which are representative of research in the natural sciences. Prerequisites: MAT 117 Elementary Statistics.

SCI 504 INSTRUMENTATION IN RESEARCH (3) A summary of modern instruments currently used in scientific research. The emphasis is on broad coverage of the field in Natural Sciences rather than an in-depth study of elected topics or applications. Topics may vary by semester.

SCI 515 GRADUATE RESEARCH (1-9) Graduate research in natural sciences. Prerequisites: Instructor consent.

SOCIOLOGY AND ANTHROPOLOGY

SOC 501 SOCIAL STRATIFICATION (3) This course examines the nature of social stratification and its relation to other aspects of society; the distribution of influence and wealth; the occupational structure; family relations; religious and educational institutions; minority problems; and cultural patterns. The sources of social mobility and changes in the stratification systems will be identified. Comparisons of "open class," caste and other stratification arrangements will be examined. The course also addresses the impact of different forms of ranking and the consequent inequalities that it generates.

SOC 502 MODERN SOCIAL ORGANIZATIONS (3) This course introduces students to the critical examination of modern organizations, the nature of bureaucracy and its effect on personality, social relations, group dynamics and social change. Bureaucratic arrangements and processes in a variety of organizational contexts such as corporations, universities, unions, professional associations, government bureaus and religious institutions will be examined. The role of power in bureaucratic settings and exchanges will be identified and analyzed.

SOC 503 SOCIOLOGY OF THE COMMUNITY (3) This course emphasizes the importance of community. Students will explore how geographical areas impact the values, beliefs, and perceptions of individuals in rural, suburban, and urban areas. It will require that students refine their critical thinking and writing skills to assess knowledge, analytical skills, and the ability to synthesize theoretical sociological frameworks in understanding community.

SOC 504 POPULATION AND DEMOGRAPHY (3) This course is an introduction to population processes and change, which includes population size, distribution, and structural processes. The course covers substantive issues and changes in demography, such as mortality, migration, fertility, population composition and environment in the United States

SOC 505 CRIMINOLOGY (3) This course examines the nature and extent of crime. Past and current theories of the etiology of criminal behavior will be discussed with an emphasis on crime in American society and its relation to American values and institutional arrangements.

SOC 506 JUVENILE DELINQUENCY (3) This course is designed to introduce students to issues related to juvenile delinquency. As such, the course will discuss a wide range of topics, including conformity deviance and victimization of children and youth, defining who is delinquent, what is delinquency, the process of becoming delinquent, and of preventing delinquency. Students will acquire an in-depth understanding of the nature and extent of delinquency, the demographic characteristics of delinquents, the major theoretical explanations of delinquency, and how youths are processed by the juvenile justice system.

SOC 508 SOCIOLOGY OF AGING (3) The sociology of aging uses sociological paradigms to focus on various issues associated with aging. The social policies and resources implemented on/for the treatment of elderly in American society will be discussed. This course will examine various issues of aging and examine healthcare, including life course, economic and social equity and inequality.

SOC 512 SOCIOLOGY OF EDUCATION (3) This course is designed to provide a comprehensive review of sociological issues related to education. Students will learn how the sociological perspective helps us identify and analyze the factors associated with equality and achievement in educational outcomes. Historical accounts of the genesis of the sociology of education and the influence of the utilitarian approach in the American educational systems will be explored.

SOC 550 RESEARCH METHODS (3) This course is designed to provide a comprehensive introduction to the research process for graduate students in the social sciences. Both qualitative and quantitative approaches will be examined in the creation and dissemination of scientific knowledge. Students will be required to prepare and carry out an individual research project. Professional and ethical issues in social research will be discussed.

SOC 552 DATA ANALYSIS METHODS (3) This course is designed to enhance students' statistical knowledge of the organization and analysis of data. Probability, measures of central tendency, z-tests, t-tests, tests of hypothesis, analysis of variance, correlation techniques and regression analysis will all be covered.

SOC 597 SPECIAL TOPICS IN SOCIAL SCIENCE (1-3) Topic to be listed in the course schedule. May enroll again as topic changes. Prerequisite: See course schedule.

SOC 595-598 SPECIAL SUBJECTS (1-3) Topic to be listed in course schedule. May enroll again as topic changes. Prerequisite: See course schedule.

SOC 599 GOVERNMENT INTERNSHIP (3) Work experience in field of government. Prerequisite: Permission of instructor.

ANT 507 SOCIO-CULTURAL CHANGE (3) This course examines the trajectories of sociocultural change as modernization leads to post modernization; it juxtaposes the preindustrial, traditional cultural values,

modernization era values, and postmodern generational shifts in the 21st century.

ANT 509 CULTURE AND PERSONALITY (3) This course moves from Ethnology to the advent of Culture and Personality studies that laid the foundation for the field of Psychological Anthropology, initiated at the New York Psychoanalytic Institute by Dr. Abram Kardiner after his collaboration with Dr. Sigmund Freud in Germany.

ANT 510 COMPARATIVE CULTURES (3, sp, even) This course provides an analysis and critique of non-Western cultural domains and Western cultural domains in order to gain more appreciation for worldwide human variation, and adaption.

ANT 511 CULTURE AREAS OF THE WORLD (3) Analysis of a selected culture area, including (but not limited to) Mesoamerica, Anatolia, Mali, Songhay, Ghana, Kanem Bornu, New Guinea, the Indian Subcontinent, China, or other sites where ancient cultures survive.

ANT 551 GENERAL ARCHAEOLOGY (3) A study of past cultures, examining major archaeological excavation in Nubia, Egypt, Petra, Ankor Wat, Crete, Mesopotamia, Etruria, Mesoamerica, and a critical analysis of the artifacts discovered in situ.

ANT 595-598 SPECIAL SUBJECTS (1-3) Topic to be listed in course schedule; an emphasis on recent findings in Physical Anthropology, Archaeology, Cultural Anthropology, and Linguistics. May enroll again as topic changes. Prerequisite: See course schedule.

SA 502 SOCIOLOGICAL THEORY (3) This course will cover the historical overview of the contributions of classical theorists including, but not limited to, Thomas Hobbes, Auguste Comte, Alexis de Tocqueville, Karl Marx, Emile Durkheim, Max Weber, W.E.B. Du Bois, Harriet Martineau, and Jane Adams, providing the foundation for contemporary theory. Further, a survey of the basic ideas of contemporary sociological theory: structuralism, functionalism, conflict, symbolic interaction, exchange including, but not limited to the works of Parsons, Merton, Mead, Cooley, Goffman, Coser, Dahrendorf, Marcuse and Habermas and their application to current research will be examined.

SA 503 SEMINAR IN THEORETICAL ISSUES (3) This seminar will provide the opportunity to explore substantive areas of sociology that are not covered by our current course offerings. Issues of gender, ethnicity, the role of the state and global inequalities will be examined.

SA 504 SEMINAR IN COMPLEX ORGANIZATIONS (3) This course introduces students to the critical examination of modern organization, the nature of bureaucracy and its effect on personality, social relations, group dynamics and social change. Bureaucratic arrangements and processes in a variety of organizational contexts such as corporations, universities, unions, professional associations, government bureaus and religious institutions will be

examined. The role of power in bureaucratic settings and exchanges will be identified and analyzed.

SA 505 SEMINAR IN SOCIAL PROBLEMS (3) This course will apply sociological theories and concepts to recognizing and understanding social problems. In this course students will discuss a number of social problems, including work and economic problems, racial inequality and discrimination, crime and violence, family and education problems, health and aging-related problems and others. Given the current ear of “globalization” and the fact that many social problems transcend national borders, special attention will be given to an international, comparative perspective on social problems and solutions, though the U.S. will be the most prominent case.

SA 506 SEMINAR IN SPECIAL SUBJECTS (2-3) Special fields of study to be determined by the instructor.

SA 507/CJ 507 SEMINAR IN CRIMINAL JUSTICE. (3). A sociological analysis of the criminal justice with an emphasis on contemporary issues challenging law enforcement, courts, corrections, probation and parole, juvenile processes, and victim programs. The concentration of specific topics may change due to the shifting challenges confronting the criminal justice professions.

SA 508/CJ 508 SEMINAR IN CRIMINAL JUSTICE POLICY. (3). A theoretical review of the development and use of well-formulated criminal justice policies, which are used as effective management tools in the administration of efficient and effective criminal justice agencies. Distinction is made between policies, procedures, and rules. Sessions will include discussion on administrative guidance, policy formulation and specifications, limitations, balance, and technological impact.

SA 594 DIRECTED READING (1-6) Readings in area of mutual choice by instructor and student. Six-hour limit.

SA 599 THESIS (6) (Consult graduate advisor.) Prerequisite: Completion of 24 credit hours of graduate work and instructor consent.

SPECIAL EDUCATION

SE 504 ASSESSMENT OF ACHIEVEMENT AND ABILITIES (3) Introduction to statistical terminology and diagnostic requirements prescribed by law for identifying students with disabilities. Student will become proficient in use and interpretation of diagnostic tests and report writing.

SE 506 TOPICS IN SPECIAL EDUCATION (1-3) Workshops will be designed for specific school districts to upgrade skills in dealing with the exceptional child in school and society at large. Students may enroll for the course more than once as each offering will have different content.

SE 508 READING ASSESSMENT AND INTERVENTION FOR EXCEPTIONAL STUDENTS (3) A study of the methods, techniques and materials to be used in teaching reading to learners with significant reading difficulties, including awareness of multicultural issues.

SE 509 TEACHING MATHEMATICS TO EXCEPTIONAL CHILDREN (3) A consideration of the cognitive, physical, sensory and social-emotional factors influencing learning mathematics, and instructional strategies for implementation. Students must have experience teaching in elementary or special education classrooms and have a Special Education coordinator's permission to enroll. Prerequisite: Teaching experience.

SE 511 DIFFERENTIATED INSTRUCTION/CURRICULUM (3) Current strategies and curriculum development for students with mild to moderate disabilities. Student should be concurrently enrolled in SE 550 or have instructor's permission to waive practicum.

SE 512 CAREER EDUCATION/TRANSITION (3) Instruction in student, family, teacher, administrator and agency roles and responsibilities; legislative requirements; transition components; assessment, development and implementation of functional curricula K-12; support options. Additional project required for graduate students.

SE 513 INTRODUCTION TO CROSS CATEGORICAL SPECIAL EDUCATION (3) Study of the characteristics of individuals with learning disabilities, intellectual disabilities, emotional/behavioral disabilities, health impairments and orthopedic impairments. Includes tutorial work in schools.

SE 514 CONSULTATION & COUNSELING TECHNIQUES FOR TEACHERS (3) Selected professional-parent interaction models; principles of interviewing and conferencing; techniques for collaboration.

SE 520 METHODS IN SPECIAL EDUCATION (3) Teaching methods, administrative procedures, and techniques for students with disabilities within the regular classroom setting. Students must be concurrently involved with an appropriate field experience. See graduate advisor.

SE 527 INDIVIDUAL INTELLIGENCE TESTING (3) History, theory and current use of individual intelligence testing. Supervised practice in administering, scoring and interpreting results of tests such as the Stanford-Binet, Wechsler Scales, etc. Prerequisites: EDU 533, or EDU 524 or PSY 529, or consent of instructor.

SE 530 RESEARCH PROBLEMS IN THE SPECIAL EDUCATION CLASSROOM (3) This course is open to Missouri state certified special education teachers who are teaching in a special education situation. Students will identify problems in their own classrooms; state hypothetical solutions; design and report on actual solutions of the problems.

SE 539 SEMINAR IN SPECIAL EDUCATION TOPICS (1-3) Discussion of current practices that relate to the education of exceptional children. (May be repeated as the topics change.)

SE 550 ADVANCED SPECIAL EDUCATION CLINICAL (1-3) Field experiences in approved special education classrooms and/or clinical settings. Designed to meet individual needs for special education certification. May repeat for 10 credits; only 3 apply toward M.Ed.

SE 560 PSYCHOLOGY OF THE EXCEPTIONAL CHILD (3) An overview of traditional categories of exceptionality and educational programs with emphasis on meeting the needs of exceptional children in the regular classroom.

SE 591 INTERNSHIP/FIELD EXPERIENCES IN SPECIAL EDUCATION (2-3) The purpose of this course is to provide direct experiences in the administration and supervision of Special Education programs. Prerequisite: Two years of verifiable teaching experience at either the elementary, secondary or special education level. Prerequisites: SE 510, SE 596 and all core requirements.

SE 596 FOUNDATIONS OF ADMINISTRATION OF SPECIAL EDUCATION (3) Nature and function of the Special Education administrator with emphasis on state and federal compliance plans, including placement and programming for exceptional pupils. Permission of instructor.

GRADUATE FACULTY

ACHARYA, SUJAN (2024). Assistant Professor of Cooperative Research. B.V.S., Purbanchal University, Nepal, Ph.D., Utah State University, Logan Utah.

ADRIAN ANDREI (2005). Professor of Wildlife Biology. B.S., Banat's University of Agriculture and Veterinary Medicine and Banatul University-Romania; M.S., Banat's University of Agriculture Sciences and Veterinary Medicine-Romania; Ph.D., Texas Tech University.

AJIA, ABDULMUNINI (2023). Assistant Professor of Business Administration. B.S., Bayero University, Kano, Nigeria, M.S. and Ph.D., Indiana Institute of Technology, Ft. Wayne, Indiana.

ALFAWAER, ZEYAD (2024). Assistant Professor of Computer Science. B.S. Applied Science University, Amman, Jordan, M.S. and Ph.D., Central South University, Changsha, China.

AYELE, ADDISSU (2022). Assistant Professor Corp. Physiology. B.S., Mekell University, Mekelle, Ethiopia, M.S., University of Agricultural Science, Dharwad, India, Ph.D. Texas Tech University, Texas

DWIGHT L BAILEY (2023). Assistant Professor of Psychology. B.S., Wilberforce University, Ph.D., Wrigh State University.

SUNDER BALASUBRAMANIAN (2006). Professor of Physics and Head of the Department of Science, Technology and Mathematics. B.S., Madurai Kamaraj University, Madurai, India; M.E., Indian Institute of Science, Bangalore, India; Ph.D., Purdue University.

MICHAEL BARDOT (2005). Associate Professor of History. B.A., University of Missouri-St. Louis; M.A. and Ph.D., Saint Louis University.

JENNIFER BENNE (1998). Professor of Biology. B.S., Hope College; M.S. Wayne State University; Ph.D., Michigan State University.

CHRISTINE E. BOSTON (2016). Assistant Professor of Anthropology. B.A., Southern Illinois University-Edwardsville; M.A. and Ph.D., University of Western Ontario.

DAVID B. BOURAS (2008). Professor of Economics. D.S.P.S. and M.S. International Center for Advanced Mediterranean Agronomic Studies (France); Ph.D., University of Nebraska.

ILBEY T. BUDAK (2024). Assistant Professor of Business Administration. B.S., College of Business, Bikent University, M.B.A, College of Business, University of North Texas, Ph.D., Trulaske School of Business, University of Missouri.

- AIMEE BUSALACKI (2007). Professor of Biology. B.S., Oregon State University-Corvallis; Ph.D., West Virginia University-Morgantown.
- KIMBERLY CASH (2020). Assistant Professor of Agricultural. B.S and M.S., Lincoln University, Ph.D., University of Missouri.
- ANITHA CHAITURI (2024). Assistant Professor of Agricultural. M.S. and Ph.D., University of Georgia
- MANZOOR E. CHOWDHURY (2008). Professor of Business Administration. B.S., University of Dhaka (Bangladesh); M.B.A., University of Southern Mississippi; Ph.D., Texas A&M University – College Station.
- STEPHANIE CLARK (2009). Associate Professor of Education. B.S. and M.Ed., Lincoln University, Ed.D., Vanderbilt University.
- KIMBERLY R. CONNOR (2007). Associate Professor of Education. B.A., University of Missouri – Columbia; M.A. and Psy.D., Forest Institute of Professional Psychology – Springfield.
- FELIX M. EDOHO (1992-2002, 2006). Professor of Business Administration. B.S., M.B.A., Lincoln University; Ph.D. University of Delaware.
- JONATHAN EGILLA (2004). Assistant Professor of Research/Horticulture. B.S., Washington State University; M.S. and Ph.D., Texas A & M University.
- JESSICA EPPLE-FARMER (2020). Assistant Professor of Research/Animal Science. B.S., Lincoln University of Missouri; M.S. and Ph.D., Texas A&M University.
- TATIJANA FISHER (2020). Assistant Professor of Agricultural. B.S. and Ph.D., University of Kentucky, Kentucky.
- DALLAS FLICKINGER (2020). B.S., Southern Illinois University, M.S., Middle Tennessee State University, D.Sc., Sao Paulo State University, Portugal
- SAMSON FOLARIN (2025). Assistant Professor of Research. B.T. and M.T, Federal University of Technology, Akure, Nigeria, M.S. and Ph.D., University of Texas, Texas.
- TROY FRANK (2011). Associate Professor of Business Administration. B.A., Michigan State University; M.S.S., United States Sports Academy; D.MGT. Webster University.
- SOLOMAN GELETA (2023). Assistant Professor of Research. B.A., Addis Ababa University, Ethiopia, M.S., Wageningen University, The Netherlands, Ph.D., Colorado State University, Colorado.
- AMY GOSSETT (2005). Professor of Political Science. B.A., University of Houston; M.A. and Ph.D., University of Indiana.

- THOMAS J. GUBBELS (2008). Professor of History, B.A., Creighton University; M.A. and Ph.D., University of Missouri-Columbia.
- MICHAEL (JOHNNY) HARPE (2024). Assistant Professor of Education. B.A. and M.A., North Carolina Central University, North Carolina, M.B.A., Rutgers University, New Jersey, Ed.D., Fayetteville State University, North Carolina.
- ISAAC HAYFORM (2023). Assistant Professor of Research. B.S., Kwame Nkrumah University, Ghana, M.S., Michigan State University, Michigan, Ph.D., University of Missouri, Missouri.
- DAVID HEISE (2011) Associate Professor of Computer Science. B.S., B.S.CO.E., M.S., Ph.D., University of Missouri-Columbia.
- AZAD HENARD KHALYANI (2019). Assistant Professor of Research/Forestry. B.S. and M.S., University of Tehran, IRAN; Ph.D., Michigan Technology University.
- OLIVIA HETZLER (2016). Assistant Professor of Sociology. B.A., Columbia College; M.A. and Ph.D., University of Missouri – Columbia.
- GARY HOMANN (2008). Professor of Psychology. B.A., Purdue University, M.A., Northern Arizona University, Ph.D., University of Wyoming.
- TUNSISA HURISSO (2019). Assistant Professor of Research/Soil Science. B.S., Hawassa University, Ethiopia; M.S., Wageningen University, The Netherlands; Ph.D., Colorado State University.
- ROBERTO IKE (2004). Professor of Business Administration. B. Phil, Pontifical University; M.A. and M. Div., Pontifical College Josephium; and Ph.D., St. Louis University.
- WANNA KALUWASHA (2024). Assistant Professor of Research. B.S., University of Zambia, Zambia, M.S., University of Missouri-Columbia, MO., Ph.D., Louisiana State University, Louisiana.
- GARY KOWALKU (2016). Assistant Professor of Sociology/Criminal Justice. B.A. Indiana University; J.D., University of Missouri-Kansas City; M.A. and Ph.D., University of Missouri-Kansas City.
- KEESOO LEE (2005). Professor of Microbiology. B.S., Yonsei University (Korea); M.S. and Ph.D., University of Georgia-Athens.
- SAKIL MAHMUD (2024). Assistant Professor of Research. B.S. and M.S., Bangladesh Agricultural University, Bangladesh, Ph.D., University of Bonn, Germany.
- MOUREEN MATUHA (2023). Assistant Professor of Research. P.S., Kyambogo University, Uganda, M.S., Auburn University, Alabama, Ph.D., University of Idaho, Idaho

- JENNIFER MCCORD (2010). Associate Professor. AAS – Columbia College, BSN – University of Missouri-Columbia, MSN – University of Missouri-Kansas City, PhD – University of Missouri-Kansas City.
- NATALIE MIKHAYLOV (2023). Assistant Professor Business Administration. B.S., and M.B.A., Golden State University, CA, Ph.D., Turku University, Finland.
- REBECCA MITSCHLE (2020). Assistant Professor. BSN – Pensacola Christian College, MSN – Western Governors University, DNP-Arkansas State University.
- CHRISTINA MORIAN (1999). Associate Professor of Mathematics. B.S. and M.S., University of Missouri-Rolla; Ph.D., University of Missouri-Columbia.
- BRIAN NORRIS (2021). Assistant Professor Policial Science. M.A. University of Texas, Texas, Ph.D., Johns Hopkins School of Advanced International Studies, Washington, D.C.
- AZAM NOURI (2024). Assistant Professor of Mathematics. B.S., University of Kurdistan, Iran, M.S., Shahid Beheshti University, Iran, Ph.D. University of Toledo, Ohio.
- RACHAEL PASIEROWSKA (2024). Assistant Professor of History. B.A., University of Portsmouth, UK, M.S., University of Edinburgh, UK, Ph.D. Rice University, Texas.
- SAFIULLAH PATHAN (2015). Assistant Professor of Research/Crop Science. B.S. and M.S., Bangladesh Agricultural University, Bangladesh; Ph.D., Texas Tech University.
- CAMERON RUSNAK (2024). Assistant Professor of Engineering. B.S. Ohio Northen University, Ohio, M.S., and Ph.D., University of Akron, Ohio,
- CAROLA SANCHEZ (2024). Assistant Professor of Research. B.S., Escuela Superior Politecnica del Litoral, Ecuador, M.S., University of Applied Sciences Offenburg, Germany, Ph.D., University of Florida, Florida.
- MICHAEL SCOTT (1999). Professor of Biology. B.S., College of the Ozarks; M.S., University of Arkansas-Fayetteville; Ph.D., University of Tennessee-Knoxville.
- MARTINS SHINKUT (2003). Professor of Computer Science. B.S., Lincoln University; M.S., Missouri State University; Ph.D., University of Missouri – Columbia.
- AYANNA SHIVERS (2019). Assistant Professor of Education. B.A. University of Oklahoma, Oklahoma, M.Ed., The Citadel, Ph.D., University of Southern Mississippi.

- SHARON SQUIRES (2016). Assistant Professor of Sociology. B.A., Georgia State University; M.A. and Ph.D., University of Missouri – Columbia.
- SANDRA STONE (2022). Assistant Professor. Diploma – St. John’s School of Nursing, BSN – Drury University, MSN – University of Central Missouri, EdD – Capella University.
- YE SU (2019). Assistant Professor of Research/Agribusiness. B.E., Southwest University, China; M.S., University of Maryland; Ph.D., University of Missouri-Columbia.
- SAMSON TESFAYE (2002). Professor of Research. B.S., Addis Ababa University – Ethiopia; M.S., University of Dundee – Scotland; Ph.D., University of Colorado.
- MEGAN TITUS (2017), Assistant Professor. BSN – Pittsburg State University MSN – Southwest Baptist University, Missouri, DNP-Arkansas State University.
- VICTORIA UYANGA (2025). Assistant Professor of Agriculture. B.S., University of Uyo, Nigeria, M.S., University of Agriculture, Nigeria, Ph.D., Shandong Agricultural University, China.
- BADU VALLIYODAN (2019). Assistant Professor of Research. B.S., M.S. and Ph.D., University of Calicut, India.
- KIMBERLY WARFIELD (2024). Assistant Professor of Education. B.S. and M.S., Jackson State University, Mississippi, Ed.S., Mississippi College, Mississippi.
- DAVID WALTON (2024). Assistant Professor of History. B.S., and M.S., Eastern Michigan University, MI. Ph.D., Michigan State University, MI.
- ADRIA WATERS (2021). B.A., University of Missouri-Columbia, M.A.T., Columbia College, MO, Ph.D., University of Arkansas.
- JAMES WETZEL (2005). Associate Professor of Research/Agriculture. B.S., and M.S., Purdue University; Ph.D., Southern Illinois University.
- TUMEN WULIJI (2010). Associate Professor of Research/Animal Science. BSc Inner Mongolia Agricultural University, China; Ph.D., University of New Wales, Australia.
- JOHN YANG (2002). Professor of Research/Soil Science, Director of Cooperative Research Program. B.S., Southwest University – China; M.S. and Ph.D., University of Missouri – Columbia.
- QINGBO YANG (2020). Assistant Professor of Research. B.S. and M.S., Zhengzhou University, China, Ph.D., Missouri University of Science and Technology, Missouri.

GUOLU ZHENG (2009). Professor of Research/Microbiology. B.S. and M.S., Xiamen University – P.R. China. Ph.D., University of Arkansas.

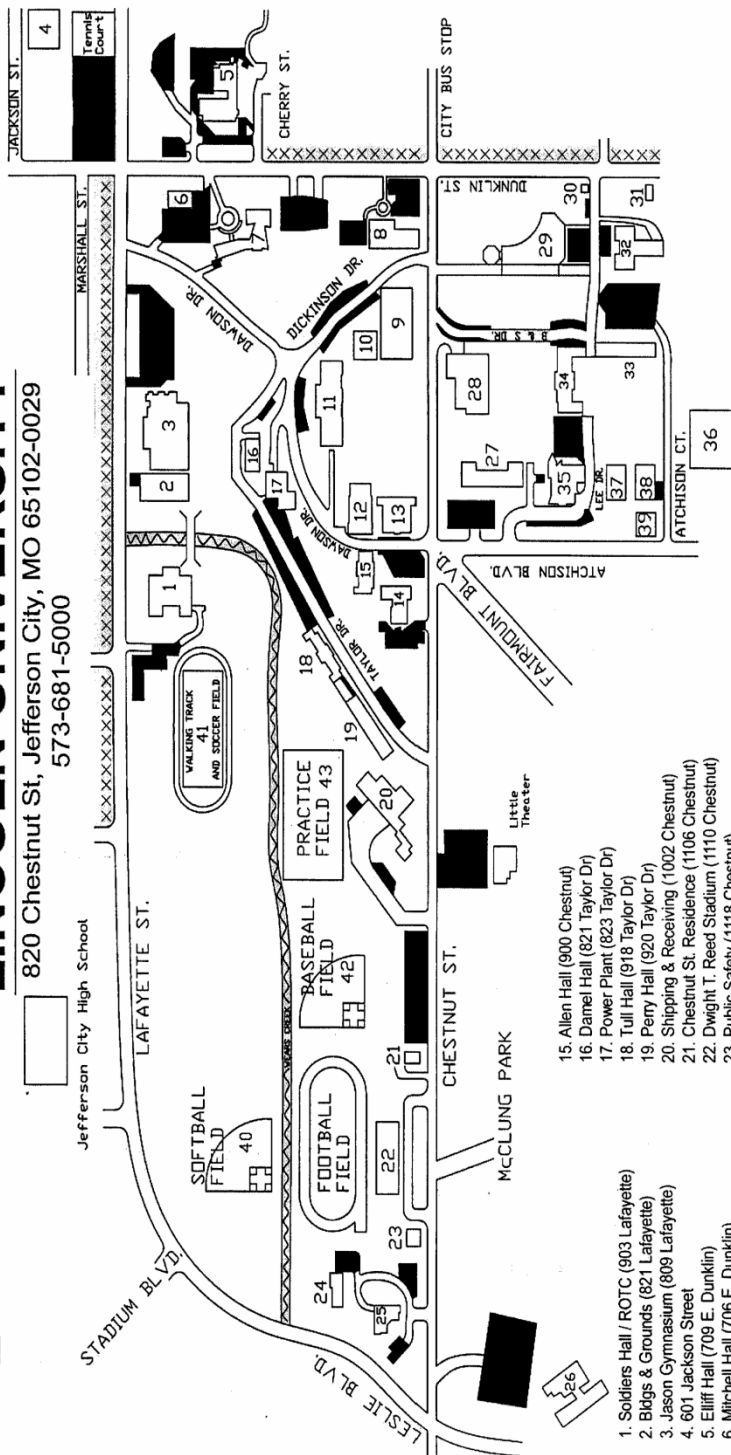
XUKAI ZHENG (2023). Assistant Professor of Research. B.E., China University of Geosciences, China, M.S., University of Chinese Academy of Science, China, Ph.D., Louisiana State University, Louisiana.



LINCOLN UNIVERSITY

820 Chestnut St, Jefferson City, MO 65102-0029
573-681-5000

Jefferson City High School



1. Soldiers Hall / ROTC (903 Lafayette)
2. Bldgs & Grounds (821 Lafayette)
3. Jason Gymnasium (809 Lafayette)
4. 601 Jackson Street
5. Elfr Hall (709 E. Dunklin)
6. Mitchell Hall (706 E. Dunklin)
7. Richardson Fine Arts Center (710 E. Dunklin)
8. Martin Luther King Hall (812 E. Lafayette)
9. Founders Hall (816 Chestnut)
10. Memorial Hall (818 Chestnut)
11. Young Hall (820 Chestnut)
12. Schweich Hall (822 Chestnut)
13. Stamper Hall (824 Chestnut)
14. Foster Hall (904 Chestnut)
15. Allen Hall (900 Chestnut)
16. Daniel Hall (821 Taylor Dr)
17. Power Plant (823 Taylor Dr)
18. Tull Hall (918 Taylor Dr)
19. Perry Hall (920 Taylor Dr)
20. Shipping & Receiving (1002 Chestnut)
21. Chestnut St. Residence (1106 Chestnut)
22. Dwight T. Reed Stadium (1110 Chestnut)
23. Public Safety (1118 Chestnut)
24. Greenhouse (1204 Chestnut)
25. Moore Small Animal Research (1220 Chestnut)
26. Dickinson Plant & Soil Research (1219 Chestnut)
27. Anthony Hall (825 Chestnut)
28. Scruggs University Center (819 Chestnut)
29. Page Library (720 Lee Dr)
30. Home Management (826 E. Dunklin)
31. KJLU Radio Station (1004 E. Dunklin)

32. Dawson Ct Residence (711 Lee Dr)
33. Martin Hall (817 Lee Dr)
34. Bennett Hall (818 Lee Dr)
35. Thompkins Health Center (822 Lee Dr)
36. Wesley Foundation (805 E. Atchison Ct)
37. Hoard Hall (804A E. Atchison Ct)
38. Yates Hall (804B E. Atchison Ct)
39. Atchison Ct Residence (802 E. Atchison Ct)
40. Softball Field
41. Soccer Field
42. Baseball Field
43. Practice Field
- X- Jefferson City Parking Permit Required
- - Parking Lot

NOTES