Did You Read About Lindenwood?

Lindenwood IV Individualized For the Master's

By JUDITH FRYEDMAN Staff Writer

The Lindenwood Colleges has established a fourth coordinator college, The College for Individualized Education.

"Lindenwood IV" joins the Lindenwood Colleges complex, the College for Women, the College for Men and an Evening College. The three fully accredited undergraduate colleges offer bachelor degrees in Arts, Sciences, Fine Arts, Music and Music Education.

"Lindenwood IV" offers similar undergraduate degrees, but is also the Colleges' first step toward a graduate degree program, offering a Master of Education.

The College curriculum traditionally has exemplified an advocacy for "independent research and interdisciplinary study," with college administrators encouraging "professional and extracurricular experiences.

Individualized programs, suited to the needs of the student, link the liberal arts and practical demands of a career-oriented education.

Labeled the College for Individualized Education, Lindenwood IV has extended the colleges' individualized education philosophy to meet the needs of students who already have formulated professional goals.

"Most of our students will be older," explained St. Charles Faculty Administrator Boyd Morros. "Most of our students will be those who know what they want and need to progress in their fields.

"A man who has accumulated two years of college credit, for example, may come to Lindenwood IV to finish his degree so that he will be promoted beyond that plateau between employees with degrees and those without," he added.

Morros explained that the working - student often feels he either can not benefit from a conventional education or is unable to attend regularly scheduled classes.

Lindenwood IV allows the students to design a curriculum and schedule which meets his own educational needs.

Although closely supervised, the Lindenwood IV student need not attend daily classes.

His course work is completed independently without classroom lectures.

This "college without walls" of sorts, will have three regional centers for study. St. Charles, Washington, D.C., and Los Angeles. Plans are in the making for additional centers in the future.

"We're trying to establish a national reputation," Morros said. "The other two centers began in June. We'll begin our course work in September."

The first step for a would-be student is enrollment. He must complete a detailed application, outlining overall educational objectives, including specific abilities, degree sought and the means to his goal.

"The application, itself, is a screening process," Morros said. "It's quite detailed, and

(Continued on Page 8)
Campus Aids Career Man

(Continued from Page 4)

the student has to take the initiative to create his own curriculum. "We, of course, review and refine it if he's accepted. But, individual study takes strong will and dedication and only a serious student would take the time to complete the application."

Once completed, applications are submitted to the faculty administrator at the nearest regional center. The administrator reviews the application, determines what credit, if any, is to be given for previous education and experience, and interviews the candidate.

Each regional faculty administrator serves approximately 30 students as "advisor, mentor and career counselor." He also serves as liaison between the student and the colleges.

Once enrolled, the student and his faculty administrator select a faculty sponsor. The sponsor is assigned to no more than 10 students, helping the student develop a course of study and counseling him during the school term.

Students also may employ resource persons for instruction in a specific field.

Before classes begin, the student attends a weekend workshop where he and his study committee (faculty administrator, sponsor, resource persons and other students) review his goals and outline a course of study. The outcome of the workshop is a "program overview," a contract between student and the Lincoln College outlining overall objectives and term goals. Students are required to meet at least two hours per week during the term with their sponsors. At these meetings the student presents his in-progress work for commentary, analysis and critique.

Monthly, the entire regional group meets. Students may arrange additional meetings throughout the term, or offer seminars and workshops to communicate their experiences and research with the college community.

"The control features of the program are what make ours different from any other college like this in the country," Morros said. "One of the colleges' most stringent requirements is the meeting schedule. The students must meet to determine their progress."

"That way," he added, "if the work is not satisfactory the student knows in plenty of time that he has to work and correct the problem." Morros explained that most of the students enrolling in Lincoln College already will have developed specific interests.

"Most of our students will be older," he reiterated. "Some will have accumulated credit, some will want to pursue a degree to help them progress in their professions, but they all have their interests and focuses by the time they apply."

Morros described the two types of students who primarily will be attracted to Lincoln College.

"First," he said, "there's the student who is working and doesn't want to drag out his college experiences. He wants credit for the work he's done and the experiences he's had already.

"He might not want to throw himself into a young college environment."

"The second student," he added, "may want a degree in a field that he can't get in another university or college. He may want a more in-depth study of some technical field."

Dr. Craig Eisendrath, creator and Dean of Lincoln College, said that the "liberal arts" would not be forsaken for a career-oriented program.

"Our general feeling," he said, "is that over-vocationalism is simply training people for vocations which will quickly become obsolete. We're concerned that the humanistic components are included in studies all year.

"We're concerned that people getting out of school can't read and write," he added. "Each trimester, the student and his sponsor will choose a bibliography, which includes selections of interest, but outside of the area of concentration."

Morros noted that one of the college's full-time faculty is "a demonstrated knowledge of English in written and oral forms. Students participating in the program must keep journals, write descriptions and evaluations of their internships and present papers and studies," he said. "That can't be done without a working knowledge of the language."

While the specific course requirements for graduation from Lincoln College differ from those of the other colleges, students must be somewhat more dedicated to participate in the new college's program.

"You can't be wishy-washy in this program," Morros said. "Where some students come to college not really knowing what they want, you have to know before you even apply to Lincoln College."

"It takes a lot of self-examination to know what you really want," he added. "You have to have a clear idea of what you want and the experiences you want to have or you can't benefit from the program."

"You have to tell us what you want to do and then we can help you. If you want a degree in business we can help you. If you want a degree in fixing typewriters, we can't."

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