

*New Faculty*  
*Appointments*  
2011-12





## *A Message from the Dean of Faculty*

Lindenwood University is fortunate to welcome over a dozen new professors who bring with them a wealth of experience in some of the most relevant and cutting-edge areas of academia. Their areas of expertise include cancer research, computer network protocols, events management, sports journalism, healthcare management, applied microeconomics, cellular molecular regulation, and more.

In the great tradition of this historic liberal arts institution, the outstanding academicians profiled in this booklet also profess and exemplify the very best practices befitting a teaching university. They bring technical expertise to practical applications; they espouse lifelong learning; they equip students with employable skills; and they open minds and provide fresh perspectives to age-old conundrums. In short, these new Lindenwood professors educate the “whole person” and prepare students to be the kinds of educated citizens that Thomas Jefferson long ago prescribed for a new nation and who still remain vital to our country today.

The success of tomorrow rests on the shoulders of the young scholars we educate today. They could not find themselves in better hands. Please join me in welcoming these outstanding educators.

Sincerely,

A handwritten signature in black ink, appearing to read "Richard A. Boyle". The signature is fluid and cursive, with the first name "Richard" being the most prominent.

*Richard Boyle, Ph.D.*

*Vice President for Human Resources*

*Dean of Faculty*



**School of Business and Entrepreneurship  
Economics Department  
Institute for the Study of Economics and  
the Environment**

**Howard J. Wall**

Ph.D. Economics  
State University of New York at Buffalo

Howard J. Wall joins the Lindenwood faculty as an Associate Professor of Economics and the Director of the Institute for the Study of Economics and the Environment after a prestigious career as Vice President and Regional Economics Advisor for the Federal Reserve Bank in St. Louis. He has published a plethora of articles and commentaries on urban/regional economics, applied international economics, international trade theory, and entrepreneurship.

#### **On Achievements**

“In my previous job as a vice president and economist with the St. Louis Fed, I established its Center for Regional Economics-8th District (CRE8). It became the most prominent and successful regional group in the Fed system in terms of academic research and the application of research to real-world policies.”

#### **On Lindenwood**

“In my teaching and in my role as director of ISEE, I hope to apply my technical expertise and practical experience to real-world policy questions. This approach should give students some tools for addressing issues on their own. Applied to my work for the ISEE, I hope to demonstrate an important role that Lindenwood and its approach to education and research can play in the community.”



**School of Business and Entrepreneurship  
Finance Department**

**Christopher K. Dussold**

Ph.D. Finance  
University of Missouri - Columbia

Christopher K. Dussold joins Lindenwood University-Belleville as an Associate Professor of Finance. He has extensively researched the behavior of IPOs (Initial Public Offerings) in the financial marketplace and has also written and presented works in the area of academic integrity at the university level. His research interests also include market microstructure and market events, information effects on securities, American Depository Receipts, lockup agreements, and SEC regulations.

### **On Education**

“Students are here to learn, and it’s our job to make sure they get as much from their university experience as possible. The classroom experience can and should be enjoyable for the students. When they realize learning is both enjoyable and relevant, students tend to have much more academic success. Our University has a wonderful history of achievement by its students, and we need to make sure these successes continue.”

### **On Lindenwood**

“I hope to bring an enthusiastic approach to teaching and learning for the students. If students can visualize the real-world impacts of the information presented in the classroom, their understanding of, and interest in, the material will be much greater and more relevant.”



**School of Business and Entrepreneurship  
Marketing Department**

### **David Rosenwasser**

Juris Doctorate  
Texas Southern University - Thurgood Marshall  
School of Law

David Rosenwasser joins the St. Charles campus as an Associate Professor of Marketing after vast professional

experience that includes five years as Director of the Greater Saint Charles Convention and Visitors Bureau and similar tenures in Niagara Falls, Green Bay, and Saint Paul. In the 1980s, David served as Vice President General Manager for the Six Flags Corporation and Director of Marketing for the Los Angeles Olympic Organizing Committee. He will be teaching both graduate and undergraduate courses in marketing, event management, and sports marketing.

### **On Education**

“From youth I was instilled with a love of education and the value it adds to all aspects of one’s life. My philosophy of education is quite simple. Soak up all the education you can from all the sources you can; be a lifelong student/learner. Lindenwood University can play an ever-increasing role in the challenge of elevating our students to be well prepared to meet and extract the most from their future.”

### **On Lindenwood**

“My hope is to provide an added resource for Lindenwood University that can be utilized in a variety of initiatives; from NCAA Division II sports programs to our sport management major and from the campus performing arts assets to the marketing of our School of Business and Entrepreneurship. In the classroom, I hope to provide an added dimension of education to all our students from my broad professional experiences.”



## **School of Communications**

### **Andrew Allen Smith**

M.A. Media Literacy  
Webster University

Andrew Allen Smith joins the faculty as a full-time assistant professor after working as an adjunct and receiving rave reviews for his pedagogy. He is a media communications educator specializing in American popular culture, youth culture, interactive media, and film. Andrew has produced music videos, served as personnel manager at Plaza Frontenac Cinema, and developed a series of videos for the River Front Times online site. He also utilizes multimedia elements in his lectures to better relate his subject matter to his students.

### **On Education**

“Due to the current economic situation, more and more graduating students are finding difficulty obtaining jobs in their degree areas after school. It can be stressful for students, understandably. However, in a world in which knowledge and information is so easily (though not always accurately) obtained, a university education still stands as something that cannot be replicated. It is an amazing atmosphere of new experiences, new people, new information, and possibly new ways of thinking.”

### **On Lindenwood**

“Because of our escalating technological dependency, I believe that a better understanding of the media is crucial. I stress in my classes that the Media Literacy skills I teach will not only put students at an advantage academically but also provide them with a more critical and analytical eye when engaging in media recreationally. Decoding the media is a fascinating way to understand the world we live in, and I hope to bring the passion I have for this subject to others.”



## **School of Communications**

### **Tom Wheatley**

M.A. American Studies  
Lindenwood University

Tom Wheatley is an award-winning journalist and the author of seven non-fiction books. He retired from the St. Louis Post-Dispatch after a 30-year career that included stints as a sports columnist, news feature writer, beat reporter, and copyeditor. A regular contributor to television radio, his investigative reporting exposed unsafe playing fields in St. Louis Public Schools, and he was chosen as Missouri Sports Writer of the Year four times. He also served in the U.S. Marine Corps as a Lieutenant and tactics instructor.

### **On Education**

“More than ever, our students must learn how to learn. Technology and the job market are in rapid change. If you’ve trained to leave your comfort zone in class, you won’t be hiding under the bed when the future gets here. This training involves both structure (being in class, on time, and prepared) and flexibility (handling various instructions, tasks, and deadlines). Students learn by thinking and doing, not by rote memorization. The team concept is prevalent in today’s workplaces. To simulate this, students should often work in small groups. The more diversity in a group, the better: gender, race, nationality, native language, academics, activities, personal qualities (extrovert-introvert). Students learn patience, candor, tact, and empathy, all of which will serve them well on the job after graduation.”

### **On Lindenwood**

“A liberal arts education is the best way to become a solid citizen in a democracy. My job is to help our students think, write, and speak clearly -- and confidently. I’m not training sheep. We’re the Lindenwood Lions, not the Lindenwood Lambs.”



**School of Education**  
**Department of Teacher Education**

### **Kevin D. Winslow**

Ph.D. Mathematics Instructional Methodology  
George Mason University

Kevin D. Winslow joins the School of Education and will be teaching instructional technology and mathematics education courses. His academic interests include the impact of technology on mathematics curricula and the impact of discrete mathematics on mathematics curricula and achievement. He says he also enjoys watching students in his courses transform from reluctance to eagerness regarding the subjects of math and technology.

### **On Education**

“The liberal arts university represents such an opportunity to influence young people to develop the right disciplines and values that will help them to be people of influence in their workplaces. So much more than training, an excellent liberal arts education develops the whole person so that graduates can be successful in their vocations and also successful contributors to every other aspect of their multi-faceted lives. Society needs the products of a Lindenwood University!”

### **On Lindenwood**

“I hope to be a part of fostering for Lindenwood the same



reputation of excellence in math and technology education that it enjoys in other disciplines. I want my students to develop a new appreciation and even – dare I say? – love for mathematics in particular so that they can then pass that on to their future students. I want LU to be known as the place to go if you want to be a math or technology education specialist.”



**School of Fine & Performing Arts  
Dance Department**

**Tricia Zweier**

M.F.A. Dance  
University of North Carolina at Greensboro

In addition to her degree in dance, Tricia Zweier earned a master’s degree in kinesiology and a bachelor’s degree in science. She was recently recognized as an American Kinesiology Association Graduate Scholar Award Winner for her work toward a dance kinesiology curriculum that incorporates aspects of the study of anatomy, physiology, biomechanics, and motor behavior within dance training.

**On Education**

“While my pedagogical approaches continue to follow an ever-changing path, one mainstay is my desire to create an environment where students feel comfortable enough to

find growth in vulnerability. Beyond teaching techniques, access to resources is also an important component of a successful learning environment. Lindenwood offers the experience of learning from talented faculty, access to current resources, and cutting-edge facilities. Together these aspects combine to promote well-informed students, and thus valuable members of society.”

**On Lindenwood**

“I hope that graduates of Lindenwood feel fully equipped to enter a career in the field of their choice. Through the development of my professional career, I have gained experiences that would be of great resource to my students. I look forward to joining the Lindenwood faculty and working together to contribute to each student’s education.”



**School of Humanities  
English Department**

**Sarah L. Noonan**

Ph.D. English  
Washington University

Sarah L. Noonan brings to Lindenwood passion for and expertise in the reading habits of devout lay audiences in fourteenth- and fifteenth-century England and Medieval



English literature. In 2008, she was the recipient of a Mellon Pre-dissertation Fellowship awarded by the Institute for Historical Research at the University of London. This fellowship allowed her to spend two months researching late medieval manuscripts at the British Library, the Bodleian Library, and the libraries of Cambridge University.

### **On Education**

“I believe strongly in the intellectual benefits provided by a liberal arts education, such as that offered by Lindenwood University, and I see the study of literature and writing as playing a crucial role in the liberal arts curriculum by helping students to refine their critical thinking skills and analytical reasoning abilities. Whether teaching classical, medieval, or more modern literary works, I encourage students to recognize that literature, regardless of when it was written, often grapples with issues that we still struggle with today, from the exploration of the fundamental human emotions of love and hatred to the examination of the political and social structures that shape our lives.”

### **On Lindenwood**

“At Lindenwood University, I will place a high level of importance on helping my students to write well, as this is a skill that enables them to succeed not only as undergraduates but also as members of their chosen

profession. I am also looking forward to discovering the interests of the students at Lindenwood University and crafting courses that will encourage them to consider the profound ways in which literature can inflect how we act in and understand the world.”



**School of Humanities  
English Department**

**Brooke D. Taylor**

Ph.D. English Literature  
Washington University

Brooke D. Taylor brings to Lindenwood-Belleville an abiding interest in the history of the novel and expertise in eighteenth- and nineteenth-century literature. She recently published an article on spontaneous combustion in Charles Dickens’ *Bleak House* in the journal *Dickens Quarterly*. The article was an extension of her dissertation project on the “significantly vexed relationship between fact and feeling or empiricism and the imagination” as depicted in Victorian novels. As a Washington University teaching assistant, she was recognized with the Dean’s Award for Teaching Excellence.

### **On Education**

“I want to communicate to my students that education is not just a means to an end, and classes are not just hoops to be jumped through on the way to a degree. I hope that

they will find something meaningful they can take away from any text they study and that they will be confident in putting forward their own ideas. I think the mark of a good education is when a student leaves a university eager to learn more.”

### **On Lindenwood**

“I look forward to being part of a growing department at the Belleville campus. I think it’s exciting to be part of the campus in its early stages of growth and development. I hope to demonstrate to my students the vast applicability of skills that they gain from reading and analyzing literature, and I hope to see several English Majors at the new campus.”



**School of Humanities  
Foreign Language Department**

**Heather Brown-Hudson**

Ph.D. Comparative Literature  
The City University of New York

Heather Brown-Hudson joined the Lindenwood faculty in September 2010 as a Visiting Assistant Professor of French and English and returns this year as a full-time faculty member. In addition to her doctorate in comparative literature, she holds an M.A. in French Literature and

has taught French language, Comparative Literature, and Women’s Studies courses at various colleges and universities in both the Philadelphia and New York City areas. Her research interests revolve around the notion of the maternal instinct, or lack thereof, in 19th and 20th century French, American, and Italian literatures. Heather has given several papers this year at various international literature conferences.

### **On Education**

“Teaching is as much about learning as it is about the application of things learned. Whether teaching an Elementary French language course or a literature course on 19th century French women writers, one thing remains certain: passion for the subject matter, regardless of what it is, will catch on. Enthusiasm is contagious. My hope is that the energy I possess and efforts I put forth inside the classroom will catch on and spread to students while they work outside the classroom.”

### **On Lindenwood**

“Part of what attracted me to Lindenwood was the idea, as noted in its mission statement, about “the development of the whole person” as well as considering not only the requirements of the respective course, but also the “talents, interests, and future of the student.” I work each day to remember that each student is coming to me with his or her own dreams, skills, and even setbacks. Lindenwood allows me to take on the challenge of evolving their current

strengths while working to inspire new ones.”



**School of Humanities  
Foreign Language Department**

**Andrea Dewees**

Ph.D. Romance Language and  
Literature Spanish  
University of Michigan-Ann Arbor

Andrea Dewees recently attended the III Central American Cultural Studies Congress in California and brings to Lindenwood comprehensive knowledge of the literature, history, culture, and films of Central America and contemporary Latin America. A native Alaskan, she funded her higher education as a naturalist and kayak guide at remote wilderness lodges; her research into Central American culture has also led her to remote locations and language immersion that enabled her to serve as an advocate for the communities in which she studied.

### **On Education**

“As my skills increased, I was able to serve these communities as a medical interpreter, legal translator, and advocate, and I encourage my students to seek out opportunities that allow them to not only practice their Spanish but also participate actively as citizens. I would

like to develop more Spanish-language service learning opportunities for Lindenwood students, especially interdisciplinary ones that can support students’ multiple interests.”

### **On Lindenwood**

“One of my most important teaching roles is fostering community. In the classroom, I strive to create a welcoming atmosphere and encourage students’ relationships with each other, with me, and with the object of study by stressing communicative and collaborative activities. This inclusive and inviting atmosphere is essential to the teaching of language because it empowers students to take risks. As students’ Spanish skills increase, I suggest ways for them to continue their language study by participating in their local communities as interpreters, tutors, translators, and advocates or by designing internships abroad that fulfill their language and career goals.”



**School of Humanities  
Religion Department**

**W. Travis McMaken**

Doctoral Candidate (ABD), Systematic Theology  
Princeton Theological Seminary

W. Travis McMaken is a scholar of Reformation Theology with numerous essays, teaching fellowships, and

publications to his credit, including *The Impossibility of Natural Knowledge of God in T.F. Torrance's Reformulated Natural Theology*, which was published in the prestigious *International Journal of Systematic Theology*. His courses at Lindenwood will include diverse topics such as World Religions, the History of Christianity, Faith and Reason, Major Figures in Reformation Europe, and various topics in Christian Theology.

### **On Education**

"I benefited greatly from my own liberal arts education and am excited at the prospect of helping to provide a formative and holistic educational experience to Lindenwood students. Such an education becomes increasingly necessary in our complex and ever-changing world."

### **On Lindenwood**

"My goal as a professor at Lindenwood University is to equip my students to make sense of the myriad religious impulses and beliefs that impact our lives in contemporary American society, increasingly permeated as it is by non-Western faiths. As a specifically Christian theologian, I hope to introduce students to a truly critical and scientific approach to Christian doctrine, steeped in the tradition of the Reformed church, but interested in mining all Christian traditions for their best insights."



**Lindenwood College for Individualized Education  
Criminal Justice Department**

### **Andrea S. Boyles**

Doctoral Candidate (ABD), Sociology  
Kansas State University

Andrea S. Boyles brings to Lindenwood University-Belleville over ten years experience in higher education and research that examines interactions between police and citizens at the intersection of race, place, and policing. She counts among her most notable experiences the courses she taught for both inmates and correctional officers at a Missouri correctional center, which she says afforded her opportunities to bridge gaps academically, socially, and otherwise for officers and inmates as they interacted daily in an often very contentious environment.

### **On Education**

"There is nothing more rewarding than teaching, and as a result, having students come to new, profound realizations. I call them light-bulb moments. Thus, students should always be encouraged to 'think outside of the box.' That is, to move beyond minimum, traditional, and/or dominant ways of thinking, viewing, and understanding society. I believe that by doing so, we (educators) position them to be more inclusive and open to perspectives apart from their

own. We produce socially conscious scholars and increase the likelihood that they will become or continue to be catalyst for positive social change.”

### **On Lindenwood**

“As our world is rapidly changing, I am constantly thinking/rethinking of ways to advance education. Hence, I hope to deliver timely curriculum, research projects, publications, and advisement that will strengthen Lindenwood’s Criminal Justice program, as well as adequately prepare students for accomplished careers/lives beyond the academy.”



**Lindenwood College of Individualized Education  
Human Resource Management Department**

### **Bruce A. Canan**

Juris Doctorate  
Capital University

A member of the Ohio Bar, Bruce Canan has served national healthcare organizations and community hospitals in Legal Services and Human Resources capacities. He brings to Lindenwood University-Belleville extensive healthcare management experience and has been a practicing attorney in the areas of Elder Law and Social Security Disability.

### **On Education**

“I strive to bridge the gap between academic content and the students’ work experience to provide a nexus of integrated knowledge for practical application on which to build their careers. This positive classroom experience inspires and empowers students to expand their career aspirations.”

### **On Lindenwood**

“Lindenwood, particularly the LCIE, provides extraordinary higher education access to individuals who may have thought it beyond their life’s window of opportunity. It is our charge to provide a degree program and individual counseling that empowers students to define and attain their career goals and conquer the exigencies of tomorrow’s business environment.”



**School of Sciences  
Biology Department**

### **Richard E. Finger**

Ph.D. Biology  
Saint Louis University

Richard E. Finger joins Lindenwood University-Belleville as an Assistant Professor of Biology. He has conducted extensive research on the metabolism of liver cancer cells

and has worked as a researcher for Monsanto Company, Genome Systems, and Iowa State University and as a lab technician for Saint Louis University, the Donald Danforth Plant Science Center, and Washington University. He has taught science courses in a half dozen colleges and prides himself on integrating humor in the classroom.

### **On Education**

“Teaching in the biological sciences at the university level allows me the opportunity to communicate with adults the wonders of biology at many levels. My objectives as an educator are to infuse my curiosity and excitement of biology into their world. Education aids society by integrating ideas so they will be ready for the challenges of the next generations. I build a rapport for conversations about success, motivation, and overcoming anxiety about biology. At some point in the semester I may hear ‘I didn’t think I could do it.’ After a semester full of encouraging students to do their best, I first congratulate them. Usually I know them well enough to add ‘I told you so.’ Being right never felt so good.”

### **On Lindenwood**

“I want my pre-nursing students to be well-educated in the biology of the body and prepared for a rewarding profession. For all majors, I want to be a part of their preparedness for learning, questioning, and enthusiasm in life. I want them to be developing skills at Lindenwood to aid them in life and a career.”



### **School of Sciences Chemistry Department**

#### **Michael Ibele**

Ph.D. Chemistry  
Pennsylvania State University

Michael Ibele joins Lindenwood as an Assistant Professor of Chemistry after conducting post doctoral research at Pennsylvania State University, where he modeled complex adaptive systems with NetLogo software. His doctoral research involved the synthesis and characterization of artificial, bacteria-sized motors. He earned a B.S. in Chemistry and a minor in Creative Writing from the University of North Carolina and has earned numerous awards, fellowships, and scholarships.

### **On Education**

“An educator has two primary roles: a motivator and a sculptor of information. Motivation is needed because as much as we hate to admit it, the process of learning is often work, not play. When you ask people to list their hobbies, a surprising few will reply that they buy textbooks for fun, just so that they can work all the problems in the back. So an educator’s first job is to keep the student focused on the long-term goal, to remind them that while things may be difficult now, the investment in time and effort is ultimately worth it. The second task is to sculpt information.

Everyone has a different style of learning, and what is taught one way to one student may not be ideal for another. An educator's task, therefore, is to specifically tailor his/her explanations of concepts to the students' needs. A textbook cannot do this, which is why there will always be a need for universities."

### **On Lindenwood**

"I look forward to developing a chemical literature course to add to the department's curriculum. A great deal of chemical research today involves writing and distilling the writings of others. The addition of this course will help the chemistry graduates of Lindenwood hit the ground running when they pursue their doctorates and enter the workforce. I also look forward to developing a simple, entry-level, multi-disciplinary, computational modeling course."



**School of Sciences  
Computer Science Department**

**Lawrence K. Miller**  
Ph.D. Computer Science  
University of Houston

Lawrence K. Miller joins Lindenwood as an associate professor with a strong track record of research and the

acquisition of research funding. He has published a number of research-based articles, conference papers, and workbooks. His academic specialty is in the systems area of computer science with an emphasis on Data Communications and Computer Networks. He has also specialized in algorithms and modeling and simulation for Manufacturing Value Chain Sciences, as well as in model and framework development for Accelerated Radical Innovation.

### **On Education**

"My teaching experience has led me to develop a teaching philosophy that includes the following:

- Always respect the students, as well as their questions.
- Be available and approachable.
- Address different learning styles by utilizing multiple formats of instruction.
- Engage students by giving them a grasp of the big picture, as well as the details, and then asking them to participate.
- Teach students how to define a problem, how to decide what they need to solve it, how to find and evaluate new information, how to recognize their limits, and how to recognize mistakes and learn from them.
- Setting clear goals and using fair and clear grading policies, knowing that homework and exams can be challenging and difficult.



However, first and foremost, it is important to always respect the students, as everything else will fail if this principle is not followed.”

### **On Lindenwood**

“I have pursued an academic career because of my love for teaching. I particularly enjoy leading students down new intellectual paths. I derive great satisfaction from seeing students’ curiosity, providing them with something to which they can apply that inquisitiveness, watching them investigate with eagerness, and then watching them achieve things that they never before thought possible. As I continue my academic career at Lindenwood University, I hope to foster the same kind of interaction with my students and provide them with a solid foundation in computer science in preparation for a career in computing.”



**School of Sciences  
Psychology Department**

**Diana Jacobs**

Ph.D. Psychology  
University of Notre Dame

Diana Jacobs joins Lindenwood University-Belleville as the founding chair of the Psychology Department and brings with her experience as a full professor and nearly

two decades of teaching and committee work at Earlham College in Indiana. Her research consulting activities have included numerous community and organization surveys, needs assessments, and organizational training and development.

### **On Education**

“My most important job is not only to teach what’s in the books but also what’s not in the books. Part of that involves being a role model for my students—my actions and attitudes help students know how to conduct themselves professionally, e.g., how to respect others and oneself, how to step back and listen, how to assert and take risks, how to be accountable for one’s actions. I realize that most of my teaching decisions should be and usually are based on a fundamental question: ‘What will students learn from this action (or homework assignment, message, compliment, exercise, bad grade, award, etc.)?’ “

### **On Lindenwood**

“I look forward to being one of the ‘pioneers’ and helping to build an outstanding institution of higher education east of the Mississippi. The excitement and enthusiasm as we venture forth is contagious. I look forward to working with the students and colleagues as together we help shape an excellent and thriving Psychology Department.”



**School of Sciences**  
**Mathematics Department**

**Nicholas J. Wintz**

Ph.D. Mathematics

Missouri University of Science and Technology

Nicholas J. Wintz joins the Lindenwood faculty as a mathematician whose primary research has focused on classical control in discrete and continuous time. He works in a relatively new field called dynamic equations on time scales. He has multiple publications to his credit and was twice honored for his teaching skills, having earned honorable mentions (GTA Teaching Excellence Award) in 2007-08 and 2008-09 from the Missouri University of Science and Technology.

### **On Education**

“One of my firm beliefs is that the energy of the instructor is the energy of the class. If an instructor is indifferent to the material, the students will be as well. My goal in the classroom is to make sure students realize how I am enthusiastic about the material I am teaching. What I have found is that students’ work ethic (and overall performance) mirrors the perceived interest that the instructor has in the material.”

### **On Lindenwood**

“At the end of the semester, the one thing I want my students to be able to do is to recognize the fundamentals. Usually an undergraduate math student is initially only concerned with how to solve a problem. I encourage my students to go beyond the basic mechanics and investigate why things work as well. When students recognize patterns and connections, they build a deeper understanding of the material and thus rely less on memorization.”

# LINDENWOOD

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