

The Lead

The College of Education and Human Services
Newsletter

Lindenwood University

Vol. 2022 | May Issue

Leadership Ed.D. - Emerge as a Scholar Practitioner

**Are you a solution
seeker?**

*Ready to use your creativity in
solving today's educational
issues?*

Cohorts for the Leadership, Ed.D.
are now forming! Check out the
video (right) to hear even more
about this exciting program.

**Get more info and apply
here!**

**Students select
one of the
following
emphasis areas**

Curriculum & Instruction
Education Administration (Missouri
Advanced Superintendent
Certification)
Higher Education Administration



Deans' Messages

Greetings everyone,

As I write this letter our college is in the process of an on-site accreditation review. The faculty and staff along with our stakeholders have worked very hard to ensure that our programs meet our accreditation standards and are distinguished by quality, accessibility, and relevance. It is in alignment with our Quality Assurance System that we collaborate to ensure the continuous improvement of our programs to the benefit of our students. I can not thank the faculty, staff, and stakeholders enough for the many efforts they continue to make to build, monitor, and successfully advance the College of Education and Human Services.



I believe you will enjoy this issue of The Lead. It is a bit longer than the previous issues. There is so much going on within our college that makes it hard to fit it into a monthly issue. However, with this final issue of the spring semester, we want to celebrate the many accomplishments of our faculty, students, and staff.

Very best,

A handwritten signature in black ink that reads "Anthony Scheffler".

Anthony Scheffler, Ph.D.

Dean, Lindenwood College of Education and Human Services

COEHS Caught You Caring

THE COEHS' CAUGHT-YOU-CARING APRIL '22 NOMINEES



DR. KATHRYN
ARNONE



DR. BOB
STEFFES



DR. CLAIRE
MARTIN



DR. CARLA
MUELLER



DR. MEGAN
DOOLEY HUSSMANN



The Caught-You-Caring program is an incentive designed to recognize student workers, staff, and faculty, within the College of Education and Human Services. The following nominees have gone above and beyond their expected work while providing a great amount of support to their students and colleagues.

The April '22 nominees are:

Dr. Kathryn Arnone, Assistant Professor, Curriculum and Instruction

Dr. Bob Steffes, Associate Professor, Educational Leadership

Dr. Claire Martin, Instructor, Counseling

Dr. Carla Mueller, Professor, Social Work

Dr. Megan Dooley Hussman, Assistant Professor, Counseling

The LU College of Education and Human Services Presents...

Caught You Caring Get Ready to Nominate!

Who Can Nominate:

- ✓ Lindenwood Students
- ✓ Lindenwood Full Faculty
- ✓ Lindenwood Staff
- ✓ Lindenwood Stakeholders
- ✓ Lindenwood Alumni

Who is Eligible to be Nominated:

- ✓ COEHS Full Faculty
- ✓ COEHS Student Workers
- ✓ COEHS Staff



**Nominations close on May 30th.
Nominees will be announced on June 1st.**

[Click Here to Submit
Your Nomination](#)

If you have any questions or concerns please email
the COEHS Office Manager, Lisa Berryhill, at
Aberryhill@lindenwood.edu

Featured Stories

LINDENWOOD UNIVERSITY
CONVOCATION AWARD CEREMONY
APRIL 10TH, 2022



COLLEGE OF EDUCATION & HUMAN SERVICES

On Sunday, April 10th the College of Education and Human Services recognized the following students for their outstanding scholarship, interest, and potential for contribution to their fields.

The students and their awards a below:



David Baker

ALVIN M. FRANCIS AWARD IN EDUCATIONAL LEADERSHIP

presented by Dr. Cynthia Bice

This award is given to a first-generation graduate student from rural roots. The student receiving this award has consistently demonstrated leadership traits of good character, including honesty, wisdom, fairness, vision, creativity, approachability, academic competency, and administrative excellence. The Alvin

M. Francis family established this award to honor the memory of Alvin M. Francis, a professional administrator, who held up the belief that rank does not confer privilege or give power, but imposes an awesome responsibility on those who have been blessed with the opportunity to lead.

Robert Entwistle

DOROTHY DOYLE LIBRARY SCIENCE

presented by Dr. Tonya Thompson

This award is given to the graduate student in library science who has demonstrated outstanding achievement or potential as a school librarian. Dorothy Doyle, a retired school librarian, is the benefactor of this award.



Peter Kain

FRANCIS AND ELIZABETH HUSS GRADUATE AWARD IN
EDUCATION ADMIN

presented by Dr. Bob Steffes

This award is given to the graduate student who has demonstrated outstanding academic achievement, leadership, and potential as a professional school administrator. Dr. Francis Huss, a retired educator, and Mrs. Elizabeth Huss, a life member of the Lindenwood University Board of Trustees, are benefactors of this award.

Emma Engelbrecht

GENEVIEVE FLOWERS ELEMENTARY EDUCATION AWARD

presented by Dr. Annie Arnone

This award is given for service to the School of Education and the university, involvement in education activities, and potential as a professional educator. Duane Flowers, a former member of the Lindenwood University Board of Trustees, established this award in honor of his mother, a retired teacher.





Matthew Buschman

LARRY DOYLE OUTSTANDING DOCTORAL STUDENT IN
EDUCATIONAL ADMINISTRATION HONORS AWARD

presented by Dr. Bob Steffes

This award, for service to the School of Education and the university, is given to a doctoral student who has achieved high levels of academic success. Dr. Doyle, a professional educator and former professor in the Lindenwood School of Education, established this award

Brianana Guptill

LARRY DOYLE SECONDARY EDUCATION AWARD

presented by Dr. Michelle Whitacre

This award is given for service to the School of Education and the university, involvement in education activities, and potential as a professional educator. Dr. Larry Doyle, a professional educator and former professor in the Lindenwood School of Education, established this award





Kevin Manley

**LIGHTHOUSE CONSULTING DOCTOR OF EDUCATION IN
ADMINISTRATION AWARD**

presented by Dr. Robyn Elder

This award is given to an outstanding graduate of the Doctor in Education program who has demonstrated superior leadership in the educational field. Dr. Larry Doyle, professional educator, established this award.

Jessica Neal

LOIS A. EVANS GIFTED EDUCATION AWARD

presented by Professor Mary Gismegian

This honor is conferred upon the graduate student who exhibits the most outstanding ability to merge conceptual intelligence and creativity in the design of learning experiences or curricula for academically gifted students. Former Lindenwood President James D. Evans established this award in honor of his wife, a former teacher and specialist in gifted education.





Alyssa Altmayer

**NANCY POLETTE EARLY CHILDHOOD EDUCATION
AWARD**

presented by Dr. Ariel Robinson

This award is given for service to the School of Education and the university, involvement in education activities, and potential as a professional educator. Paul Polette established this award in honor of his wife, Nancy, who has more than 50 years of experience as a professional educator.

Katie Craven

**PROFESSIONAL COUNSELING AWARD
(CLINICAL MENTAL HEALTH)**

presented by Dr. Sarah Patterson-Mills

This award recognizes high scholarship, leadership, and community service in the field of professional counseling.





Shannon Ransom

**RICHARD AND KAREN BOYLE SPECIAL EDUCATION
AWARD**

presented by Dr. Rebecca Panagos

This award is given for service to the School of Education and the university, involvement in education activities, and potential as a professional educator in special education. Dr. Richard Boyle, a professional educator and former vice president for human resources and dean of faculty at Lindenwood University, and his wife, Karen, a former special education teacher and counselor in the Fort Zumwalt School District, established this award.

Stephen Mudd

SCHOOL COUNSELING AWARD

presented by Dr. Sarah Patterson-Mills

This award recognizes high scholarship, leadership, and community service in the field of school counseling.





Grace Ludlow

SOCIAL WORK AWARD

Presented by Dr. Carla Mueller

This award recognizes a student who has demonstrated superlative academic achievement and leadership in social work.

Jeffrey Deckelbaum

SUE SPELLMANN GRADUATE AWARD IN EDUCATION

presented by Dr. Sherrie Wisdom

This award is given to the graduate student who has demonstrated outstanding academic achievement, leadership, and potential as a professional educator. Former Lindenwood University President Dennis Spellmann established this award in honor of his wife, a distinguished teacher.



COEHS' Student Workers

The COEHS' student workers have and continue to go above and beyond the duties and responsibilities of their position. Balancing school and work, on top of extracurricular activities, are not easy tasks. Their level of quality work remains unprecedented within

our college. We are very fortunate and grateful to have witnessed their diligence, hard work, and dedication. Meet the dream team!

THE HUMAN SERVICES DREAM TEAM

Brook Hamilton

Administrative Assistant,
College of Education and Human Services



Abigail Thompson

Administrative Assistant,
College of Education and Human Services



Isabella Castro

Administrative Assistant,
College of Education and Human Services



Dishika Iyer

Research Assistant,
College of Education and Human Services



THE EDUCATION DREAM TEAM

Bryce Bedillion

Administrative Assistant,
College of Education and Human Services
ARCC



Henrique Dos Reis

Research Assistant,
College of Education and Human Services
Family Planning Tech



Jordan Landis

Administrative Assistant,
College of Education and Human Services
ARCC



Azam Nathaniel

Administrative Assistant,
College of Education and Human Services
Field Experience



Melisa Murillo

Administrative Specialist,
College of Education and Human Services
Field Experiences



Cierre Wesley

Administrative Assistant,
College of Education and Human Services
Main Office



**Administrative Assistant, Cierre Wesley,
stars in LU Production RENT!**



Cierre Wesley, our COEHS administrative assistant, recently starred in Lindenwood University's production of RENT! Cierre starred as Mimi Marquez in the rock opera and several faculty and staff members went to support. RENT! Is about a group of young and impoverished artists living through the HIV/AIDS epidemic.



Dr. Scheffler Presents to Future Student Teachers



Dean, Dr. Scheffler presented Fall 2022 Student Teachers with important information about their future endeavors throughout their last semester at Lindenwood University in Student Teaching.

Provost visits Greater Missouri Extended Sites (GMOX) with an Eye to the Future

Lindenwood University's Provost, Dr. Bethany Alden-Rivers, visited our Greater Missouri Extended Sites (GMOX) location at 1370 East Primrose Suite E in Springfield, Missouri, on Friday, April 1st, 2022. Dr. Tanya Vest, assistant professor, and Wendy Linton, site manager, enjoyed showing Dr. Alden-Rivers our new facility.

Although Greater Missouri has been a part of Lindenwood University since 2002, this is only the second location. As LU continues to offer more hybrid and online options, we are able to reduce the physical size of our building while still meeting our students' needs. The new facility has one large classroom, which can seat 35-40 students or can be subdivided into two smaller classrooms. The space also features a smaller classroom, which doubles as an office for Dr. Vest. Two handicapped accessible bathrooms, a kitchenette, an office area for Ms. Linton, a work area dedicated to students' needs, and a storage room for testing materials completes the facility.

During the 2021-2022 academic year, the Springfield site supported 78 students. Our location is excellent for our students in the Springfield, Missouri, area. This was confirmed by Dr. Alden-Rivers, who actually attended college in Missouri State University and worked for a local real estate company and the Springfield Area Chamber of Commerce while in college here. The Provost and our GMOX staff enjoyed a working lunch discussing exciting plans for the future as we look to expand our footprint and meet the needs of educators throughout the state by adapting our strategies, building more flexible and engaging programs.



Left to right: Dr. Tanya Vest, Dr. Bethany Alden-Rivers & Wendy Linton.



GMOX staff, Dr. Tanya Vest and Ms. Wendy Linton.



GMOX large classroom.



GMOX small classroom/Dr. Vest's Office.



Ms. Linton's workspace.



GMOX Student Work Area.

Oh, the Places We Go! Featuring The COEHS GMOX

Greater Missouri Extended Sites staff, Dr. Tanya Vest and Ms. Wendy Linton have been going several places throughout Missouri to recruit for our programs. On February 27th and 28th, the team attended the Show-Me Curriculum Administrators' Conference at Camdenton. Dr. Vest was able to visit with attendees about our doctoral program and the graduate needs of the districts. On March 16th, Wendy Linton attended the Missouri Southern State University's Career Fair in Joplin. Although the number of students was small, Ms. Linton was able to directly recruit three school counseling students by talking with one of the other vendors at the conference, a local school district. One of these "new" students then recruited two more school counseling students. Two potential Ed.S. students were also identified. On April 7th, Ms. Linton attended the Springfield Area Career Expo, which boasted graduates from Missouri State University, Evangel, Drury, and Southwest Baptist University. Ms. Linton has attended Local Administrators in Special Education (LASE) meetings at Rolla, Springfield, and Joplin. The directors were most interested in the Psychological Examiner program. We have had multiple inquiries and enrollments as a result. Future recruiting plans include attending the Innovation Summit sponsored by Greater Ozarks Cooperating School Districts in August.

Monett Schools invited Lindenwood University to attend their first-ever Teacher Education Career Fair held on April 13th. Chris Lindquist, Alexis Woods, and Dr. Tammy Moore were contacted about this event and through collaboration, Dr. Vest and Ms. Linton happily agreed to represent Lindenwood admissions and the College of Education and Human services, since Monett is located in southwest Missouri. The event was the brainchild of Dr. Melissa Huff, assistant superintendent of schools and LU

alumni. The grant was received from the “Grow Your Own Grant” approved by another Lindenwood alum, Dr. Sandy Humbyrd, who works with Missouri State’s Agency for Teaching, Leading and Learning. Over 90 Monett High School students, who were interested in a career in education attended.

This was truly an awesome event and a celebration. Senior students who have decided to pursue careers in education signed letters of intent with their colleges of choice. Finally, a reception was held honoring the seniors and the retired teachers and announcing three teacher education scholarship winners. Dr. Huff stated, “We are looking forward to next year's event as we share the excitement of working in the field of education. The "Grow Your Own" grant is creating an awareness and opening opportunities to further promote the career of education, providing support for current students while ensuring success for the next generation of students. Thank you for joining us and investing in the future of our students.”



L-R Wendy Linton and Dr. Tanya Vest visit at Show-Me Curriculum Administrators' Conference at Camdenton.

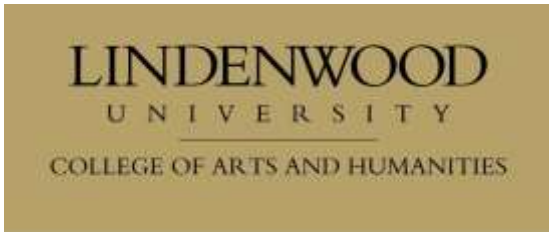


Dr. Tanya Vest at Monett's Teacher Education Career Fair talking with a potential student.



Dr. Melissa Huff, Monett Schools, assistant superintendent and LU alumni, thanking all the retired teachers, parents, university representatives, and students who attended the Teacher Career Fair and reception.





NATIONAL
ENDOWMENT
FOR THE
HUMANITIES

Earn \$400 for Participating in a Workshop on Expanding Access to the Digital Humanities in St. Louis

With support from the National Endowment for the Humanities, Lindenwood University and Southern Illinois University Edwardsville are partnering to expand access to digital humanities experiences and education across the greater St. Louis region. To work toward this goal, Lindenwood University will host a two-day workshop for educators from secondary education and higher education institutions throughout the area. Participants will work together to assess the current state of digital humanities education in the region and develop plans for improving access and pedagogy. The workshop will take place from 8 a.m. to 5 p.m. on Friday, Sept. 16 and Saturday, Sept. 17. **All faculty who participate both days will receive a \$400 honorarium.**

Over the course of the two-day workshop, 12 higher education humanities faculty and 12 secondary education humanities faculty will perform an assessment of the opportunities for, and challenges to, digital humanities education in the St. Louis area. They will identify specific avenues for future collaboration to improve digital humanities pedagogy in the region, and they will work together to draft guidelines for facilitating student participation in digital humanities projects.

Further details about the workshop, including information on how to apply to be a participant, can be found on the [project's website](#).

Want to be featured in the next issue of The Lead? [Click here to submit an article.](#)

COEHS, Academic, Retention & Certification Center

LU Mane Event

Lindenwood University College of Education and Human Services Faculty and Staff attended the Mane Event on Saturday, April 23, 2022 from 8:00 am to 2:00 pm. The Mane Event was hosted in an effort to make sure students have everything that they need *before* they arrive on campus for the start of the academic semester. Here they had a chance to talk to their academic advisors, register for classes, sign up for housing, get their student ID card, and so much more!

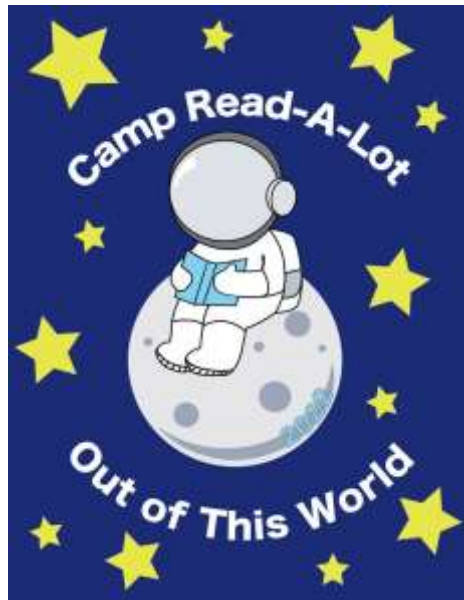


Pictured Members Include:

Tammy Moore, Jill Hutcheson, Ryan Farmer, and families of Class of 2026 students!

Curriculum & Instruction

Summer Reading Education Courses



Do you want to complete education coursework over the summer?

Would you like to support a child's reading development?

Join us for Camp Read-A-Lot!

Undergraduates can take EDU 30910: Instructional Strategies, Techniques and Analysis of Literacy with Practicum

Graduate students can take EDU 50910: Instructional Strategies, Techniques and Analysis of Literacy with Practicum;

- EDU 52300: Practicum: Diagnosis of Reading Difficulties; or
- EDU 52600: Practicum: Remediation of Reading Difficulties.

The first three weeks of coursework are online to meet the scheduling needs of busy educators (May 16-June 5). The last three weeks of coursework take place during Camp Read-A-Lot (June 6-24) at the Lindenwood University Cultural Center. Camp will be held M-F, 8 am-2 pm. Each course requires a 45-hour practicum that is completed during Camp. Our theme this year is outer space and Camp Read-A-Lot will be out of this world!

Fond Farewell to Adjunct Professor, Marcia Cummins



It is with bittersweet emotions the College of Education and Human Services bids a fond farewell to Adjunct Professor, Marcia Cummins who recently announced her retirement. We celebrate Marcia's contributions to our college and her deep commitment to teaching and learning through her 15 years of dedicated service!

Marcia has brought a wealth of knowledge and expertise to our Initial Teacher Education program and provided our teacher candidates with an exceptional experience. Over the course of her career, Marcia has served as an Elementary Classroom Teacher, Gifted Education Teacher, High School Assistant Principal and Middle School Principal with

Orchard Farm School district. She holds an Educational Specialist Degree in Educational Leadership and Policy Analysis, K-8 and 9-12 Principal Certifications, Gifted Education Certificate, Master of Arts in Education, and a Bachelor of Science in Elementary Education. She is a life-long learner and brought that love for learning to the students she served. Marcia taught essential coursework that included, Reading & Writing Across the Curriculum, Content Literacy, Middle School Psychology, Adolescent Psychology, and Human Growth, Development, and the Exceptional Learner. She represents the vital part our adjunct faculty play in providing our teacher candidates an outstanding and high-quality program.

Over the years, her student feedback included statements such as, *"I loved this class, the assignments were engaging!"* and *"I appreciated how accessible this teacher was, always got back to me in a timely manner and was flexible with certain due dates."* and *"I loved how my instructor switched up how we did checkpoint assessments. There was the test with multiple choice and short answer, key points from the chapter, and a bingo sheet. My personal favorite was the bingo sheet, I wish we did this one more time. This course taught me so much..."*

We extend our best wishes to Marcia Cummins as she begins this new chapter in her life!

Congratulations and thank you for your dedication!

Paper Accepted at International Conference



The International Society on Early Intervention accepted an interdisciplinary paper from Rebecca Panagos, Education Professor and Kyle Coble, Marketing Professor to be presented in September, 2022 in Chicago. Funded by the PRIDE Award, the interdisciplinary research study, Theory to Practice: Building Family Capacity from Paper to Mobile App focuses on the recommendations from a market research focus group of

families impacted by autism to conducted User Testing of the iPhone and Android Family Planner App. The International Society on Early Intervention is held in the US every three years, alternating with countries around the world.

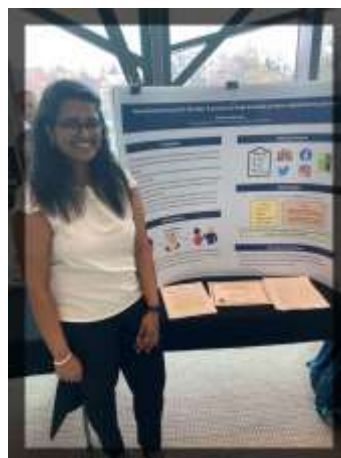
COEHS Students Present at Lindenwood Student Academic Showcase

Presenting at the at Lindenwood Student Academic Showcase on April 12th in the LARC, Julie Bowman and Dishika Iyer shared their research projects.



Julie examined “Structured Literacy, Multi-Sensory Strategies, and Neurological Sciences Improve All Students Lives”, neurologically-based reading strategies and skills that strengthen reading for typical learners and those with multiple types of learning differences including deafness, auditory processing disorder, and dyslexia.

Dishika’s study examined “Bereaved Parents and Art Therapy: A Process to Help Develop Positive Adjustment Post-loss” measuring levels of bereavement adjustment following immersion in art therapy.

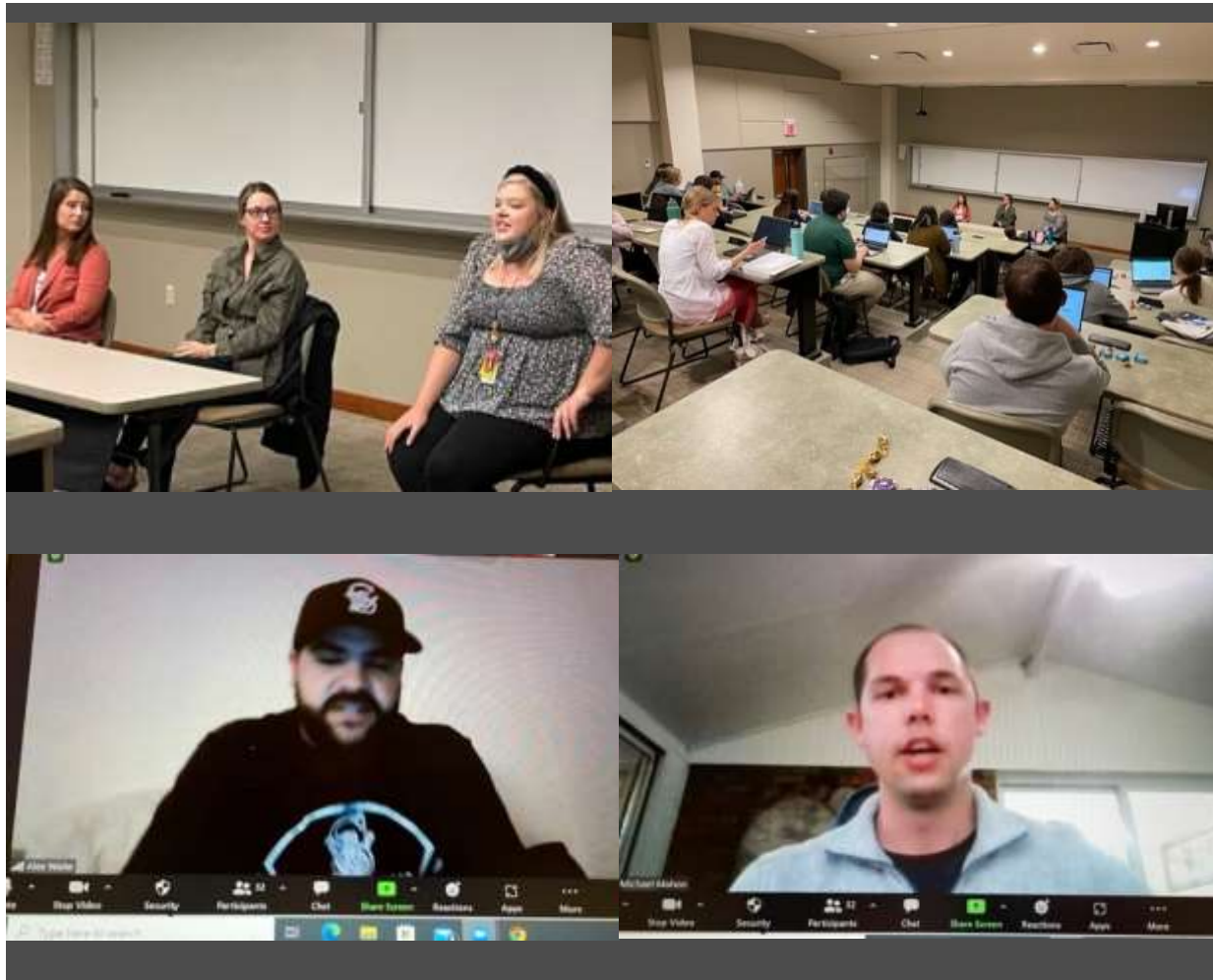


LU COEHS Alumni Panel Speaks to Future Teachers

Former LU teacher candidates, now first and second year teachers in various schools in the area, participated in an alumni panel on Monday, April 11th in Dr. Aldridge’s student teaching seminar classes.

Current teacher candidates were able to seek advice from panelists about being evaluated by administrators, involvement in data teams, and curricular and classroom management challenges faced during the pandemic.

Panelists were: Emily Delaney, Mehlville School District; Stephanie Dawson, Ritenour School District; Jordan Czajkowski, City of St Charles School District. Virtual Panelists: Alex Waite, City of St Charles School District; Michael Mahon, Rockwood School District.



**College of Education and Human Services
Spotlight Spring '22 LindenTeach Student Interns**



Michaela is a senior at Lindenwood University and is pursuing a degree in Elementary Education. She has worked as a YMCA camp counselor for four years and completed the Disney College Program Internship in 2020. Michaela is very passionate about teaching and is currently taking part in the LindenTeach Program through the Orchard Farm School District. Growing up, Michaela lived in O’Fallon, Missouri and attended school in the Fort Zumwalt School District. During her senior year of highschool, Michaela became the director for the Early Childhood Education program at her school and fell in love with the education field. She will be graduating in Fall 2022 and is very excited to start her career as an Elementary school teacher.

--

Hope is in her senior year at Lindenwood University, where she is currently working towards her Elementary Education Major with a minor in Critical Thinking. This spring she is working as a LindenTeach intern in the St. Charles School District. She is excited to get the opportunity with hands-on experience in the classroom before completing her student teaching in the Fall of 2022.

Hope grew up in Shorewood, Illinois, where she decided to continue her academic and cheerleading career at Lindenwood University. Hope has always loved working and coaching with children. She hopes that she can connect with her students to make a difference in her students' lives. She wants to provide a safe and positive learning environment to help all students reach their full learning potential. She hopes that she can share her love for teaching and coaching with those around her. She is grateful for the opportunity to work with students in the classroom and is excited to be a part of the St. Charles School District family!

--

Spencer was Born in Atlanta, Georgia, but raised in St. Louis, Missouri, and is currently a Junior at Lindenwood University pursuing his degree in Middle School Education. He is working as a LindenTeach intern in the Orchard Farm School District for two semesters before student teaching in the Spring of 2023.

Spencer has not always been an Education major, as he started as a Sports Broadcasting major for two and a half years before finding his passion for Education. He has always had a gift to work with children with his compassion, charisma, and patience. His mother was a Preschool teacher for 10 years before she was hired to work in the Special School District (SSD) for five years. While at SSD, Spencer helped his mother during the summer helping out with her students to ensure they had the best summer possible! He has also been working as a Summer Camp Counselor for the past seven years at the Jewish Community Center where he has transformed into a true leader everyone can count on.

--

Aubrie is pursuing her BA degree in Elementary Education 1-6 at Lindenwood University. She is excited to be working in her hometown as a LindenTeach Intern at the Winfield RIV School District in Winfield, MO, for the Spring of 2022.

Before Aubrie came to Lindenwood she completed two years at St. Charles Community College. Aubrie attended the Winfield School District from 6th grade until her senior year of high school. Before this she attended several different school districts. She

graduated with the class of 2019 from Winfield High School. Aubrie was always told since she was young that she was a natural born leader and that one day she would become a teacher. Aubrie has worked in a daycare/preschool setting since she was a senior in high school and has loved every moment. She has worked with children of all ages. Relationship building is one of Aubrie's most focused aspects of being a quality teacher. Aubrie's hope is to become an elementary school teacher in whichever grade she may land and become a softball coach for the same district.

--

Sarah is pursuing her degree in K-12 art education with a BA in art and design at Lindenwood University. She is excited to be working as a LindenTeach Intern at Wright City Middle School in the Wright City school district in the Spring of 2022, where she will transition into student teaching in the Fall of 2022. Sarah is excited to gain personal growth, and authentic experiences in the classroom to prepare her for being the best educator she can be.

Sarah grew up in Warrenton, MO, and graduated from Warrenton High School in the Warren County School District. Since Sarah was as young as 4 years old, she had a passion for the arts. She always knew she would want a job as an artist. After graduation Sarah attended the art institute and transferred to Lindenwood where she changed her major from graphic design to art education. "I knew I wanted a job in the arts but, I wanted a job that contained my passion and let me interact and share that passion with others." Sarah also loves working with kids. "I've always loved working with kids, but when I became an aunt, I fell in love with teaching them, not only lessons in art but many other subjects and life skills." Sarah cannot wait to help teach others and share her passions while also encouraging students to reach their goals and passions as well.

--

Originally from St. Charles, **Alison** is currently pursuing her degree in Elementary Education. She is working as a LindenTeach intern in the Francis Howell School District for her second semester before student teaching in the Fall of 2022. Since beginning the internship, she has seen personal growth in self reflection, classroom management, and content knowledge.

Alison has worked with children in a variety of different settings, and she loves to listen to the stories they tell her. Creating meaningful relationships is one of the most important aspects she plans to focus on as an educator.

[Click here for more information on LindenTeach](#)

COEHS Professional Development Workshop Day



On Friday, April 1st, teacher candidates enrolled in the student teaching experience gathered on the Lindenwood University campus to engage in Professional Development Workshop sessions coordinated by Dr. Amanda Aldridge.

Graduate Admissions Representatives and Graduate COEHS faculty discussed opportunities to further candidate education beyond Initial Teacher certification. The role of the school counselor and trauma informed practices were addressed by a presentation led by Mr. Ben Carril. Candidates collaborated in activities that defined and discussed strategies that encourage a well-managed classroom.

To close out the Professional Development Workshop Day activities , the candidates interacted with a panel of representatives from Parkway, Lincoln County and Winfield school districts.

Educational Leadership

Spring 2022 Issue of the Journal of Educational Leadership in Action Available on Digital Commons



The Spring 2022 issue of the *[Journal of Educational Leadership in Action](#)* (ELA) is now available. This focused issue of ELA centers on leadership during a pandemic and the allocation of resources. The issue provides research and perspectives on supporting the mental health needs of Latina/o students during the COVID pandemic, the pandemic's impact on principal self-efficacy, and the role of school principals' practices with resource allocation. We welcome and value your readership and encourage you to submit for future publication(s).

- **Editor**, Robyne Elder, EdD

Students Successfully Complete Doctoral Dissertation Defenses

Several students recently completed successful defenses of their doctoral dissertations, earning their Doctorate in Education.

Crystal Ninette Sanders defended her dissertation titled “Student Attitudes Towards Graduation: A Comparison of Motivation Factors for Greek Life and Non-Greek Life Undergraduate Students.” Her dissertation chair was Dr. Robyne Elder. ABSTRACT: Greek life is an activity that is part of student involvement on a college or university campus. The creation of Greek life engaged students in activities outside of the classroom. Unfortunately, Greek life has carried negative references and has been associated with morally wrong activities. Colleges and universities received negative impacts from such activities and behaviors. Most research about Greek life conveyed dedication to focusing on hazing, academics, and graduation rates. Revealing the motivational influences of Greek life could lead to more positive references. The purpose of this qualitative study concentrates on comparing the motivational factors of Greek life students and non-Greek life students, as they seek their bachelor’s degrees, based on theoretical frameworks of student involvement and motivational theories. Greek life students and non-Greek life students from a private Midwest university surveyed and made a comparison showing that Greek life needed to provide connection to the campus and peers. Another finding showed non-Greek life students can benefit from extracurricular and co-curriculum activities to provide connections with the campus and peers also. Finally, colleges and universities can benefit from social interactions on campuses to increase student retention and eventually graduation.

Sky L. Toland defended her dissertation titled “A Mixed-Method Study on the Online Learner Readiness Questionnaire Instrument at a Midwest University.” Her dissertation chair was Dr. Dale Walton. ABSTRACT: Online learning readiness is a field of study that has emerged and become increasingly relevant over the past two decades. Several instruments have been developed and used to measure readiness for online learning in college students. The Online Learner Readiness Questionnaire, or OLRQ, sought to measure student readiness for online asynchronous learning through a 30-question instrument. The OLRQ generated feedback for students, based on their answers; this feedback was designed to address both strengths and areas of deficiency, giving specific guidance on how to strengthen these areas. Literature in this field typically fell under the larger umbrella of online and distance learning, with online learning historically being a facet of distance learning. Today, online education has largely replaced all other forms of distance education. Still, empirical research conducted on other aspects of online learning is relevant to online learner readiness; this is because online readiness must be flexible enough to adapt to a changing online learning landscape and the measurement

of readiness in a varying degree of online programs. This study sought to determine if the OLRQ made a significant difference in the mean final grades of participants who were given the instrument with answer-generated feedback versus participants who were given an alternative version of the instrument that included no feedback. A qualitative end-of-course survey was also given to participants in the experiment group, asking them to describe their perceptions of the OLRQ and its effect on their online learning. Results from the quantitative data indicated that no significant difference was found between the mean scores of the experiment and control groups. Results from the qualitative survey found that identification of self-discipline habits in online coursework was the biggest take-away for participants. Data gathered, based on course length, indicated a need for future research on whether shorter course lengths equate to higher academic performance, an unexpected find of the study.

Julie Voyles defended her dissertation titled “Parent-School Conflict in the Education of Students with Disabilities: Causation, Prevention, and Resolution.” Her dissertation chair was Dr. Shelly Fransen. ABSTRACT: Millions of children with disabilities have benefited from the Individuals with Disabilities Education Act (IDEA). However, the law has also been a source of frequent litigation and conflict between schools and parents. This study examined the perceptions of special education directors regarding the effectiveness of alternative dispute resolution practices. Data for this study were acquired using a semi-structured interview guide designed to elicit special education directors’ perspectives on the shared experience of parent-school conflict. Results indicated special education directors utilize three standard practices to prevent or ameliorate parent-professional disputes at the earliest stages of conflict: relationship building, clear communication, and valuing the parent as an Individual Education Plan (IEP) team member. Building upon the results, two implications for future practice were proposed. The first recommendation was for school districts to provide all building staff and parents/guardians with professional development on IEP team roles and duties. The IEP process requires parents and school employees to work together; however, early career special education instructors frequently report lacking the skills, attitudes, knowledge, and confidence needed to form collaborative relationships with parents during the IEP process. Second, districts should monitor the delivery of special education and related services to ensure services and supports outlined in the IEP are provided and that students are progressing toward IEP goals.

Tom Godar defended his dissertation titled “A Mixed-Methods Investigation of a Comprehensive Clinical Examination in an Accredited Athletic Training Program.” His dissertation chair was Dr. Kathryn Tessmer. ABSTRACT: This study examined the impact and potential benefits of a comprehensive skills-based clinical examination within an accredited athletic training program. It was hypothesized that a comprehensive clinical examination could accurately assess student preparedness for the BOC examination and support the students’ continued academic and clinical development. The clinical examination was developed and adapted over several years,

and it consisted of multiple psychomotor skills assessments and scenario-based modules with standardized models. The validity of the clinical examination was examined retrospectively, using historical academic data representing four academic cohorts from a single institution. Student demographic profiles and academic data were also evaluated as possible predictor variables of first-time success on the BOC examination. A quantitative analysis of student performance on the two examinations revealed the following: students who passed the clinical examination on their first attempt were much more likely to pass the BOC examination on their first attempt; students who passed the BOC examination on their first attempt achieved a higher overall score on the clinical examination; students requiring more than two attempts to successfully complete the clinical examination were much less likely to pass the BOC examination on their first attempt; and cumulative GPA was determined to be the best predictor of first-time success on the BOC examination. From a qualitative perspective, an electronic survey was incorporated to better understand student perceptions of the clinical examination and how the examination may have impacted their readiness for the BOC examination and entry-level practice. Students overwhelmingly agreed the clinical examination had a positive impact on their academic and professional development, and students believed their preparation process for the comprehensive clinical examination simultaneously prepared them for the BOC examination. Furthermore, students believed the comprehensive clinical examination motivated them to study and utilize high-impact practices that promoted critical thinking and clinical reasoning. The findings from this research suggests a well-designed, comprehensive clinical-based examination can be implemented in an athletic training program and provide numerous benefits to both the program and the students.

Mary Suzanne Scott-Muenter defended her dissertation titled “Investigating Self-Directed Learning and Adult Learner Readiness Attributes in a Call Center Environment.” Her dissertation chair was Dr. Francesco Giuseffi. ABSTRACT: This study investigated the self-directed learning (SDL) attributes of call center employees and explored the impact of an adaptive learning intervention used within the corporate training program. In order to explore the perception of the learners, the self-rated scale of self-directed learner readiness (SRSSDLR) survey instrument was used to gather participant feedback. Qualitative data was collected from the surveys, completion scores were gathered through the LMS system, and performance data focused on trainee proficiency on the job following training. Quantitative analysis was conducted using the Pearson Correlation Coefficient, and *t*-tests to determine relationship between the self-directed learning attributes and the outcome on the course completion scores, as well as each business efficiency metric. Results revealed that the participants rated highly in the SDL measures scoring a mean of 235.5 out of a 300 total score, based on the SRSSDLR survey instrument. The majority of learners acknowledged the valuable impact of adaptive learning on their learning experiences. While the researcher initially anticipated lower SDL scores in the participant population, results revealed higher scores. Qualitative feedback revealed that 17% of the learners commented that the heavily scheduled and restrictive learning environment competed with their ability to

direct their own learning to deepen knowledge acquisition. The mismatch between teaching technique and the student's stage for learning was evidenced in alignment with Grow's (1996) research on choosing the teaching techniques in alignment with the learner's needs. The theme of constant change competed with the learners' abilities to keep pace with all the changes while meeting performance demands on the job.

Students Successfully Complete Doctoral Dissertation Defenses



Amy Hite DNP, FNP-BC, ONC, a current EdD student, recently published an article in the *Journal of Forensic Nursing*, titled "Innovative Assessments for the Retention of Sexual Assault Nurse Examiners". Congratulations Amy!

Spring Dissertation Help Sessions

Dr. Nasser will offer dissertation help sessions this spring at the times/dates below. While we recommend attendees are either enrolled in or have completed Capstone I, all students are welcome.

May 10th | 6:00pm-7:00pm

Special discussion: “Setting Your Summer Plan”

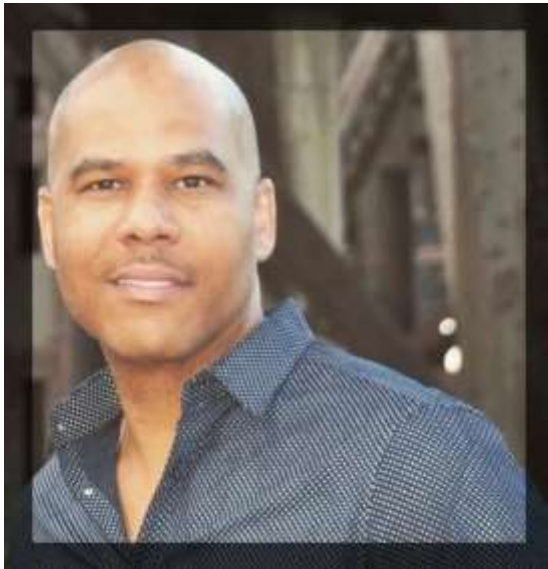
[Click here to join meeting](#)

Meeting ID: 961 4912 1615

Passcode: zgr92C

Human Services

A heartfelt farewell to Adjunct Professor Andre Young



It is with reluctance that the Counseling Department is saying goodbye to one of the treasured adjuncts, Andre' Young. During almost nine years of service, he worked to develop the counseling skills class for our school counseling students. His style of teaching is engaging, dynamic, and interactive. More importantly, he developed a sense of community in his class that carried over to other courses in the program. He will be missed at LU, but we wish him the best luck on his future endeavors as a counselor.

Social Work

Empty Bowls



Social work students held their signature Empty Bowls event to raise money to address food insecurity. As part of a Social Work Practice III course project, students planned and implemented the fundraiser. The goal of \$500 was met. The funds will be donated to FAST (Foster and Adoption Support Team), a nonprofit agency devoted to providing support services to fostering and adopting parents. FAST support services include a food pantry to help reduce the additional expense of groceries for additional children

in their homes.

This is a collaborative event. Lindenwood University art students create the handmade bowls for social work students to sell at this fundraiser. Empty Bowls is a grassroots nationwide nonprofit organization founded in 1990, committed to educating others to join in the mission of eradicating world hunger. Money is raised for food-related charities with each ceramic bowl representing millions of hungry people. Lindenwood social work students have facilitated three previous Empty Bowls events, raising funds for the St. Louis Area Foodbank, Food Outreach, and Meals on Wheels.

Clinical Mental Health Counseling

Greater Missouri School Counseling Putting Real Life, Real Experience into Action

School counseling graduates and current school counseling students in Greater Missouri are meeting the needs of schools in our area of the state, which consists of both rural and large schools. Greater Missouri had 12 school counseling graduates in 2021 and anticipate 16 in 2022. Eleven of the 2021 graduates are already employed as school counselors.

Currently, we have 13 counseling students who are working with provisional counseling licenses (within 24 hours of graduating) who will graduate in 2022 or in 2023: Jacey Adams, (Neosho Middle School) Huston Brady, (McDonald County High School), Megan Brown (Marionville Elementary) Cari Caddell, (Pierce City Elementary), Katie

Lathem, (Pierce City High School), Lauren Lumpkins, (Southwest Middle School), Madison Mccanless, (Republic Elementary), Ashley McConnell, (Webb City Middle School) Kimberly Otto, (Golden City K-12), Caitlyn Plumb, (Carl Junction Schools), Shawndel Rainwater, (Carver Elementary Neosho), Brook Richey, (Neosho High School) and Megan Triplett, (Seneca Schools).

Caitlin Plumb, who is working under a provisional license at Carl Junction's Intermediate School had this to say about her Lindenwood real life experience: "Enrolling in Lindenwood's Masters in School Counseling Program was one of the best decisions I ever made for myself. Not only are the classes very informative and educational, but the instructors are absolutely amazing! You can tell they sincerely care about their students and want them to succeed in the program and in their career. Because of this program, I was eligible for a provisional certificate, which has given me the opportunity to get a job as a school counselor a whole year before graduation! I am currently working my dream job and feel fully prepared to do so! I am truly thankful and forever grateful for this program."

Tracy Clements, Director of Counseling at Neosho Schools reports our graduates and students are performing well during their interviews and on the job. She would know, Neosho has three LU alumni and three LU school counseling students on the Neosho staff. Neosho is not an isolated case. Branson, Carl Junction, Cassville, Crane, Monett, Pierce City, Reed Springs and Southwest, all have multiple LU students/graduates on their staff. As Caitlin mentioned this would not be possible without our adjuncts who have used their tremendous experiences to help students know what being a school counselor is all about.

Thanks to these Greater MO school counseling adjuncts: Tracy Clements, Jennifer Erisman, Wendy Linton, Lola McClarnon, Jodie Miller, JoLynne Reppond, Scott Robinson and Annie Yost. We would also like to thank Dr. Michael Rankins, associate professor of counseling at LU as well St. Charles adjunct, Kimberly Quain for their roles as instructors. A special thanks to Dr. Tammy Moore and her team at the certification office which help students with the provisional certification application to the DESE by providing updated transcripts and plans of study. Greater Missouri in conjunction with our main campus program will continue to meet our students' and our schools' needs which ultimately results in more K-12 students receiving the vital services of school counselors.



CARI CADDELL AND
KATIE LATHAM
FROM PIERCE CITY



LAUREN LUMPKINS
FROM SOUTHWEST
CAITLYN PLUMB,
FROM CARL JUNCTION



MEGAN BROWN
FROM MARIONVILLE



ASHLEY MCCONNELL
FROM WEBB CITY



MADISON MCC...
FROM REPU



HUSTON BRADY,
MCDONALD COUNTY



MEGAN TRIPPLETT
FROM SENECA



MEGAN BROWN
FROM MARIONVILLE



KIMBERLY OTTO FROM
GOLDEN CITY

NEOSHO PROVISIONAL COUNSELORS
JACEY ADAMS, SHAWNDEL RAINWATER AND BROOKE RICHEY



**Dr. Patterson-Mills was invited to participate
in the revision of the IL Developmental School Counseling
Model**

In April, 2022, Dr. Patterson-Mills joined Ta’Rael Kee, alum of the Lindenwood University School Counseling Program, in the revision of the IL Developmental School Counseling Model. This is followed throughout Illinois and defines the roles and responsibilities of the school counselor along with providing resources to help them lead

their comprehensive school counseling models. She served as a co-author on the 5th edition and several students who practice school counseling in the metro region were part of the prior, 4th edition through curriculum contributions and later presentations of the model and results-driven data to the Illinois Principal's Association. Similar plans are being made for the current revisions and Lindenwood University students will again be asked to participate in the authorship and contributions to the model.

Counseling student speaks to Lindenteach teacher candidates



On Friday, April 1, 2002, Ben Carrill, Counseling Candidate spoke to over 60, K-12 student teacher candidates in Lindenteach. In this workshop, he presented on trauma informed practices in the classroom, noting how to embed interventions without adding to the overflowing k-12 teacher's plate. He also offered consultation on difficult cases and discussed the unique role that school counselors may play in the student support in the K-12 learning environment.

Update on Dr. Freedle's Research Lab Publishings



Dr. Freedle continues to work with graduate counseling students in her reproductive trauma lab. This semester students (Maria Miller and Dishika Iyer) were able to publish their work in the *Journal of Loss and Trauma*. Students will also present at Postpartum Support International Conference and American Psychological Conference this summer.

COEHS Economic Education Center



School of Education
ECONOMIC EDUCATION CENTER
AT LINDENWOOD

\$200 Stipends Available to 35 Educators

Don't miss the **Fundamentals of Environmental Economics Workshop** on Saturday, May 14, 8:30 a.m.-3:00 p.m. This informative and interactive workshop for K-16 educators will familiarize you with the economic approach to analyze environmental policies and issues in modern society. It will offer innovative and inquiry-based activities that bring economics into classrooms to empower students to examine environmental issues across disciplines. No prior background in economics or environmental issues is required.

WHO SHOULD ATTEND

- K-16 educators, including teachers, curriculum specialists, administrators, faculty, and education students

INCENTIVES

- \$200 stipend available to first 35 educators who complete the entire workshop
- Free copy of *Common Sense Economics* and other resources

BENEFITS

- Free (including lunch)
- Five hours of professional development
- Option to earn one hour of graduate credit (\$75 cost) through the College of Education and Human Services
- Networking with other educators

If you have any questions,

Email Grant Black at gblack@lindenwood.edu

[Click Here to Register](#)

This workshop is brought to you by Lindenwood's Economic Education Center in partnership with the Foundation for Teaching Economics and the American Institute for Economic Research.

Educator's Workshop Economics and the Environment, May 14

Educators join this Saturday workshop. Middle and high school teachers, college instructors, and curriculum specialists familiarize yourself with the economists' approach to analyze the environmental policies in modern society. It offers innovative and inquiry-based activities to bring economics into classrooms that examine environmental issues across disciplines. No prior background in economics or environmental issues is required. \$200 Amazon gift card, \$0 registration fee.

[Click Here to Register](#)

We hope you enjoy the May issue of *The Lead*!

Please email any suggestions or feedback to COEHS@lindenwood.edu

Lindenwood College of Education and Human Services |
lindenwood.edu/education

