

River's Edge Policy Institute

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NCLB ACT CHALLENGES MISSOURI EDUCATORS

Passage of the "No Child Left Behind Act" by the United States Congress is raising major challenges for educators and policy makers across the nation. The 1,800-plus page law will have significant implications for most of the states in the Union. Intended to ensure that all children master basic skills during elementary school, the law's provisions frequently conflict with laws and regulations throughout the 50 states--each state already has established its own procedure for regulating public education.

Stressing accountability for school districts, the NCLB Act requires the administration of standardized tests in reading and mathematics each year for students in grades 3-8. School districts that fail to show adequate yearly progress (AYP) are subject to additional requirements that mandate corrective action. The actions could vary from providing technical assistance to mentoring programs to parental options to move their child to higher performing schools.

While base line testing is an integral component of any instructional program, it must be supported by remediation activities that address specific basic skills weaknesses. Resources must be directed toward correcting skill deficiencies, with flexibility to deal with individual student needs. Since many skills are sequential, it is educational malpractice to push students through the prescribed curriculum without ensuring mastery of foundation knowledge.

If implemented properly, the NCLB Act has the potential to significantly raise the achievement level of American students. It also has the potential to become another federal boondoggle, with billions of tax dollars wasted on bureaucracy, consultants, and half-baked education fads.

The Statement of Principles of the Lindenwood University Education Division includes the belief that "of all the roles thrust upon K-12 education, the primary task of schools is to provide all students with a rigorous academic program that ensures mastery of basic skills." We stand ready to work with any educator and/or school district committed to addressing students' basic academic skills deficiencies. To explore potential partnerships, call Graduate Programs Dean Larry Doyle at 636-946-2424.

**SUMMER SESSION BEGINS JUNE 9
CALL (636) 949-4949 FOR SCHEDULE**

MO HIGHER EDUCATION BOARD AT CROSSROADS

A new General Assembly, current funding limitations, and the recent resignation of the Missouri Commissioner of Higher Education has placed the Missouri Coordinating Board of Higher Education at a crossroads. During the past few years, the regulatory role of CBHE over higher education institutions in Missouri has expanded rapidly. Staff has increased, directives have multiplied, and new regulatory ventures have been initiated. Sometimes these ventures have fallen outside the limits of the statutory responsibilities of CBHE. Most recently, those questionable new ventures involved efforts to further regulate dual credit programs and teacher preparation programs, tasks that have historically been assigned to the Department of Elementary and Secondary Education.

Now is an excellent time for CBHE to step back and look at its mission. At a time of limited resources and new leadership, CBHE should focus its efforts on those areas that are of greatest benefit to the citizens of the state. Clearly, its most important service to students is management of student financial assistance programs.

Now is the time for CBHE to make its primary purpose the efficient operation of student financial assistance programs. Application procedures should be streamlined, timetables should be made flexible, and CBHE should educate public school administrators and counselors on how to help students most effectively secure the financial assistance to which they are entitled. The amount of state and federal student financial assistance to Missouri college students could be increased significantly with an aggressive education and mentoring program led by CBHE. The time has come for the CBHE to re-think its role as regulator of higher education institutions, trust the university Boards to make the right decisions, and concentrate on helping Missouri students find ways to financially support their quest for post-secondary education.

CBHE is also sometimes assigned the task of being the "policeman for the federal government" in enforcing a variety of U.S. Department of Education regulations. While this responsibility is legitimate and necessary, the CBHE should carefully review its role as federal government enforcer, and make sure its staff does not use its authority as an excuse to add additional regulatory bureaucracy not authorized by Missouri statute.

Missouri faces several years of economic uncertainty. Now is the perfect time to return to the basic reasons that state agencies exist - to serve Missouri citizens as effectively and efficiently as possible within the limits of available resources.

TEACHER SUPPLY THREATENED BY TESTING DEMANDS

A recent report commissioned by the Coordinating Board of Higher Education has proposed that a minimum ACT score of 25 be required before a person can be admitted into a teacher preparation program. The proposal uses as justification very limited research that purports to show some general relationship between a teacher's ACT score and student achievement. While this is an interesting philosophical discussion for the ivy halls of higher education, it is totally lacking in practical substance.

For some time, the state of Missouri has required passage of a basic skills test (C-Base) to be admitted to a teacher preparation program. The state also requires passage of a capstone test (PRAXIS) before a teaching certificate is issued. These requirements make good common sense because they guarantee that teachers who complete a teacher preparation program have demonstrated essential skills and knowledge required of an effective teacher. The requirements are outcome-based.

On the other hand, the proposal to limit admission to teacher education programs only to students with high ACT scores is input-based. It assumes that teacher preparation programs are incapable of helping students master the basic skills and pedagogical skills demanded for success on the job. It is exclusionary, attempting to limit access to teacher preparation to the handful of students that had good opportunities and strong high schools that produced high ACT scores. To limit the opportunity to learn how to be a teacher is discriminatory. To require that teacher program graduates have the necessary skills to teach is common sense.

Lindenwood University conducts an annual follow-up of its beginning teachers to determine their success on the job. The annual study compares employer perception of teacher effectiveness with a variety of factors, including ACT scores. University research shows no relationship whatever between the ACT scores of beginning teachers and the effectiveness ratings provided by employing administrators.

Missouri already faces a significant shortage of teachers in key fields and locations. Before public policy further limits access to teacher preparation programs, we must be very certain that the criteria that we use to eliminate potential teachers is valid and necessary for their effectiveness in the classroom.

The River's Edge Policy Institute Newsletter is a publication of Lindenwood University, and is intended to provide a forum to generate public discussion of key policy issues related to education in Missouri.

For additional information on Institute activities, contact Dr. Larry Doyle at (636) 946-2424.

NCLB ACT IMPACTS TEACHER PREPARATION PROGRAMS

Included in the NCLB Act are several provisions that have a direct impact upon the nation's teacher preparation programs. The requirement that every classroom in the nation have a "highly qualified teacher" by 2005 will place expectations on universities to make sure that the number and quality of its graduates expand to meet state needs. Federal law also requires that the State Department of Elementary and Secondary Education set standards for teacher preparation programs, and report low performing programs annually to the U.S. Department of Education. Low performing programs are given a period of time in which to bring performance up to expectation, or they will be prohibited from engaging in teacher preparation activities.

The Act also requires individuals employed as teacher assistants to have a minimum of 60 hours of college preparation in order to work in many situations. Teacher preparation programs are being called upon to address the needs of the preparation of teacher assistants as well.

Lindenwood University finds itself in a good position to address the additional expectations of the NCLB Act. For some time, the University has required prospective teachers to pass state mandated performance tests before students are allowed to enroll in student teaching coursework.

Lindenwood provides assurances that any student not passing the PRAXIS examination can enroll in up to 18 credit hours of refresher coursework at no tuition cost to the student. The University also assures employers that program graduates will be competent teachers.

Any beginning teacher judged to perform at a less than satisfactory level can enroll in an additional 18 credit hours of coursework jointly determined by the district, the teacher, and the Education Division, also at no tuition cost. The goal is to ensure that all Lindenwood graduates are highly qualified and effective practitioners of the profession.

LU EDUCATION GRADUATES REMAIN IN TEACHING

Lindenwood teacher education graduates are more likely than most to remain in the profession, according to a report by the Missouri Department of Elementary and Secondary Education. Seventy-seven percent of Lindenwood University graduates earning teaching certificates in 1995 continued to be employed in Missouri school districts five years later. This compares with a statewide average of approximately 65 percent for the 34 teacher preparation institutions in the state.

Teacher retention is a major problem throughout the nation, as many new teachers grow frustrated and leave the classroom in the first several years. According to Education Division Dean Rick Boyle, the practical nature of the Lindenwood program prepares beginning teachers to deal with the stress and accountability of the classroom.

LINDENWOOD UNIVERSITY

UNIQUE ATTRIBUTES OF THE TEACHER EDUCATION PROGRAM

Lindenwood University prides itself on the quality of beginning teachers who graduate from its teacher preparation program. We believe our graduates become effective teachers because of some deeply held beliefs within our University about the nature of teacher preparation. The unique attributes of our teacher education program include the following beliefs:

A Commitment to Core Knowledge: We believe that future elementary and secondary education teachers should master a field of general information (core knowledge) important to the citizenship and general education development of all young people in America. In order to teach that knowledge, graduates of our teacher education program must possess this knowledge themselves. All of our teacher education graduates

must complete a comprehensive 48 credit hour general education program that provides them with a basic knowledge of all the disciplines that they will be asked to directly or indirectly teach to their students.

A Commitment to Phonics-based Reading Instruction: Lindenwood teacher education graduates will have experience utilizing a variety of reading instruction programs, and can call on their expertise to adjust reading instruction to meet the specific needs of the beginning reader.

However, we believe that a phonics-based reading program is often the most effective way of teaching most children to read, and we utilize it as the beginning point in working with youngsters, deviating from it when the child's needs indicate an alternate approach will be more successful.

Teaching Techniques Taught by Veteran Teachers:

Lindenwood teacher education program graduates have been given practical skills by highly successful, veteran elementary and secondary school teachers on how to teach the specific subject to

youngsters. Those who teach our methods courses have one goal in mind - to make beginning teachers proficient in helping their students master the subjects to be learned.

The assessment of students and the mastery of skills identified in the Show-Me Standards are the primary focus of teaching techniques classes at Lindenwood.

Strong Field-Based Experiences: Lindenwood teacher education students spend a full semester in a field experience program that involves five days each week in two separate student teaching experiences at different grade levels. They will live the life of a teacher and spend at least one-half of the semester with full responsibility for the instruction of students under their charge. They will be monitored by a highly qualified cooperating teacher, as well as a Lindenwood supervisor who has extensive experience in teaching and the supervision of teachers. This comprehensive student teaching experience will follow at least two other field-based practica assignments in a variety of real life situations.

Character Education Component: Lindenwood believes that, in addition to teaching subject matter,

elementary and secondary teachers must be role models for youngster to emulate. Character education techniques are interwoven throughout the Lindenwood teacher education program. Specific courses are also offered at both the graduate and undergraduate level. We believe providing character development opportunities for America's youngsters is an essential responsibility of elementary and secondary school teachers.

Model Teaching by All University Faculty: Among the best role models Lindenwood prospective teachers have are the professors outside the Education Division who teach their subject matter knowledge. Lindenwood is a teaching institution, so all faculty members are employed and retained because of their teaching skills. While many faculty members engage in research and writing in addition to their teaching responsibilities, they are first and foremost employed for their instructional abilities.

Secondary Education Majors Have Subject Area Majors As Well:

Those who graduate from Lindenwood intending to teach in our nation's secondary schools will have earned a major and a degree in their subject area. In practice, certification becomes an add-on requirement for those who plan to teach the subject in which they major. This assures that the teacher is well prepared in the subject matter they teach.

Emphasis on Classroom Management Techniques:

Classroom management skills become more important each year, as the nation's classrooms become more demanding. Lindenwood prospective teachers will have significant experience both within the classroom and throughout the school setting in order to master classroom management and student behavior techniques. Teachers can not effectively teach unless they can manage the classroom setting. Maintaining classroom order is a critical skill for a beginning

teacher.

Emphasis on Assessment and Accountability:

Lindenwood prospective teachers have been schooled in a variety of assessment techniques, and know how to measure the growth of youngsters toward the expected outcomes of the Show-Me Standards. They understand that they are accountable to the District to advance the youngsters toward district and state academic achievement goals.

Warranty Program: Any Lindenwood prospective teacher who is unable to successfully pass the state-mandated test to become certified is allowed up to 18 hours of additional coursework, at no cost, in order to build the skills and knowledge necessary for successful completion of the examination. Likewise, any first year teacher who is found lacking by their administrator is provided up to 18 hours of additional coursework to address any deficiencies that might have been noted by the employing school district. Our commitment to ensure that our graduates are competent, effective and professional educators is a top priority for the University.

LINDENWOOD

LINDENWOOD UNIVERSITY ST. CHARLES, MISSOURI

TEACHER EDUCATION PROGRAM STATEMENT OF PRINCIPLES

We believe in a high-quality system of K-12 public education that is free and appropriate to all Missourians. We also value the diversity of opportunities provided through the existence of a strong network of private and parochial schools.

We believe in the premise of local control of education. We think decisions regarding policy, programs, and procedures are best made by local school boards, administrators and teachers with a minimum of constraint by state and national agencies.

We believe that, of all the roles thrust on K-12 education, the primary task of schools is to provide all students with a rigorous academic program that ensures mastery of basic skills.

We believe in the worth of every youngster, without regard to gender, race or creed, and view education as a means by which all children can progress to their highest level of opportunity, limited only by their own ability and initiative.

We believe that institutions involved in the preparation of Missouri's teacher's should be given the flexibility to develop a variety of programs to meet the diverse needs of the state's school districts. The ultimate measure of the success of the teacher preparation program is seen in the competency demonstrated by its graduates.

LINDENWOOD UNIVERSITY

OPEN LETTER TO EDUCATIONAL POLICY MAKERS IN MISSOURI

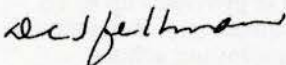
A recent joint meeting of the State Board of Education and the Coordinating Board of Higher Education contained several different items that addressed teacher preparation and teacher quality. We appreciate the opportunity to share some thoughts on these critical issues. We hope you will note the following:

1. As a whole, the public school districts of our state perform reasonably well. Recently released Terra Nova scores on Missouri school districts reflect performance well above national average, ranging from the 59th percentile to the 73rd percentile in the 12 categories tested. State education leaders should not only stress improvement on MAP testing, but should also recognize our favorable student comparisons on the national level as well.
2. There is (and will continue to be) a shortage of teachers in Missouri. The number of new teaching certificates issued each year is declining, as teacher retirements increase and student enrollment expands. Missouri already has teacher certification requirements that exceed most states in the nation. Given the reality of the job market, to further restrict the opportunity for students to enter teacher preparation programs makes no sense at all.
3. The recent frenzy on the use of standardized testing to measure and control teacher preparation programs raises concerns. Only the most sketchy research purports to show a direct relationship between teacher ACT scores and their students' academic achievement. Far more important than entry level measures are outcomes - IS THE BEGINNING TEACHER EFFECTIVE IN THE CLASSROOM? The feedback we receive from administrators employing our graduates show no relationship between ACT scores and employer evaluation of competency during the first year of teaching.
4. There is growing concern about a "power grab" by CBHE to involve itself in teacher preparation, an area specifically assigned by statute to the Department of Elementary and Secondary Education. Recent actions by CBHE include calls for higher ACT scores for admission to teacher preparation programs, involvement in MoSTEP visits, and sponsorship of annual Education Summits. This trend should concern K-12 educators. The certification of teachers and the monitoring of teacher preparation programs have historically and legitimately been assigned to the Department of Elementary and Secondary Education. DESE has far greater expertise and understanding of K-12 school districts than does CBHE. The DESE staff is much more aware of and in tune to the needs of Missouri public school districts. There is no practical reason for CBHE to seek an expanded role in teacher preparation programs.
5. Beyond all the rhetoric, we think there are some common sense components that go into the preparation of effective beginning teachers. Above all, they must have sufficient content knowledge to stay well ahead of the classes they teach. Of course, this will vary depending upon the grade level and depth of subject matter involved. In addition, they need a lot of practical applications, including extensive field experiences, practicum opportunities and student teaching assignments. In almost every case, graduates report that these practical experiences were the key to their effectiveness as a first year teacher. Finally, they need to be taught by experienced teachers who have recent and on-going experiences in the K-12 setting. Professors who have been isolated from the public school classroom for 20 years can offer very little assistance to prospective teachers who will soon have 30 students of varying abilities and achievement levels in their classrooms.
6. At some point, we may be able to determine teacher quality by the impact the teacher has on student learning. If the work of William Sanders can be replicated throughout the country, we may be able to identify the low achieving teachers and the high achieving teachers. Unfortunately, such is not yet the case in most states and school districts. In the meantime, we believe the most effective judge of quality of the new teacher is the building or district administrator who hires and supervises that teacher. We place far greater value on the feedback from the administrator than we do on PRAXIS scores, grade point averages, ACT scores, professor references or any other measure. While it may not be a perfect way to judge beginning teachers (and by extension, teacher education programs) it is the most effective means currently available to us to evaluate the quality of teachers and teacher preparation institutions.

The reverse side of this letter expresses the position of Lindenwood University on key areas of teacher preparation and institutional accountability. We believe that teachers and school administrators should be held accountable for student learning, and that teacher preparation institutions should be held accountable for the successful performance of graduates.

Thank you for the chance to reaffirm our views on this critical issue of teacher quality. We would welcome further dialogue on this topic.

Sincerely,



Dennis C. Spellmann
President

EDUCATION DIVISION UPDATE

Principal Preparation Program Impacts Area School Leadership

Lindenwood University Education Administration program graduates now fill 264 administrative positions in schools throughout the region and state. Districts with the most Lindenwood graduates on the administrative staff include Fort Zumwalt, Hazelwood, Francis Howell, Parkway, Ferguson-Florissant, and Rockwood. Other districts with substantial numbers of Lindenwood graduates include Pattonville, St. Charles, St. Louis, Mehlville, Hancock Place, Fox, Wentzville, and Troy.

The Lindenwood Principal Preparation program, initiated six years ago to fill the void for a practical, job oriented principal preparation program, has become the largest provider of beginning principals in the State of Missouri. The graduates now include 84 school principals, 123 assistant principals, 26 central office positions, 26 instructional program leadership positions, and five other school leadership positions.

Employer Ratings of Beginning Teachers Remains High

The annual survey of employers of recent graduates continue to reflect a high level of satisfaction of Lindenwood beginning teachers. Of the 102 responses received from superintendents and principals this fall, 68 percent rate the Lindenwood graduate as excellent when compared to other first year teachers, and an additional 23 percent rated the Lindenwood graduate as above average.

This survey continues a trend of employer evaluations initiated five years ago to determine employer satisfaction of program completers. We believe that in Missouri, the most valuable tool we have to rate teacher effectiveness is the judgement of the employing administrator utilizing the districts' teacher evaluation process.

Lindenwood backs up its teacher preparation program with the assurance that program completers found lacking by their school district employer can return to the University for up to 18 additional hours of coursework at no cost to the student or the school district.

Lindenwood Graduate Program Continues to Expand

An analysis of enrollment in graduate education programs at Lindenwood University reflects a growth rate of almost 20 percent during the 2001-2002 academic year. Initial information for the current school term projects a growth rate of approximately 25 percent for graduate education coursework. Enrollment figures include registrations at the main University campus in St. Charles, as well as 25 additional locations throughout the state of Missouri where graduate education coursework is offered.

Lindenwood Initiates Coursework in Belleville, IL

A Master of Arts in Education degree program has been implemented in Belleville, IL through arrangements with the City of Belleville and the Belleville High School District. Discussions are under way concerning a permanent location for Lindenwood University to offer graduate Education and Business degree programs, as well as degree completion programs in the Metro East. For information on the Belleville program, call Bob Kelsheimer at 618-659-1210.

Specialist Degree Program Expands

Eighty-five school administrators are now earning advanced principal certification and/or superintendent certification through their participation in the Lindenwood University Specialist in Education degree program. The Specialist degree program is now also offered at Missouri Valley College in Marshall, in addition to the main campus location. Discussions are now under way concerning the initiation of the program in the Springfield, MO region. This 30-hour program is directed at practicing administrators who need to earn advanced certification to keep their principal certificate in force, or wish to earn certification as superintendent of schools.

Lindenwood Provides Masters Degrees to 321 Teachers

Lindenwood University moved into second place as the largest provider of Masters degrees for Missouri educators last year. The four largest MA in Education degree programs in the state include Webster University (328 graduates), Lindenwood University (321 graduates), UM-St. Louis (253 graduates), and UM-Columbia (215 graduates). Lindenwood provided 10.9 percent of all the MA in Education degrees awarded in Missouri in 2001-2002, according to Coordinating Board for Higher Education statistics.

Cooperative Education Program Reaches Missouri Teachers

Working in conjunction with state agencies and school districts throughout Missouri, the Lindenwood Cooperative Credit Program served almost 3,000 educators in 164 workshops during the 2001-2002 school year. The Cooperative Credit Program provides reduced tuition rates for workshops conducted in conjunction with school district and state professional development activities. Districts interested in exploring a Cooperative Credit partnership should contact Dr. Larry Doyle at 636-946-2424.

Character Education Certificate Available

Teachers wishing to become experts in character education can pursue a certificate program as a part of the Master of Arts in Education degree. This five-course program emphasizes the integration of character education into the classroom activities of K-12 students. Coursework involves creating lesson plans relevant to the various subjects and grade levels taught by teachers. For further information on the Character Education Certificate Program, contact Dr. Emilie Johnson at 636-949-4963.

Scholarships for Prospective Educators Available

Lindenwood University President Dennis Spellmann has established a \$1,000,000 scholarship program aimed at providing deserving students the opportunity to become elementary and secondary education teachers. The scholarship program provides up to \$5,000 annually for young people interested in entering the university as a full-time residential undergraduate student in the fall. Specific inquiries regarding the scholarship opportunity should be directed to Dr. Rick Boyle, Dean of the Education Division at 636-949-4477.

THE IMPACT OF THE NO CHILD LEFT BEHIND ACT

By DENNIS SPELLMANN

The recent passage of the No Child Left Behind Act will have a monumental impact upon education in our state and nation in the years to come. While it "goes against our grain" as an independent institution to see education policy regulated by the federal government, we will try to build upon the requirements of the Act to help teachers and school districts achieve the goal of the legislation - to provide quality learning experiences for every youngster in Missouri's elementary and secondary classrooms.

Lindenwood has carved out a unique niche in the preparation of teachers and administrators in Missouri. We focus on the fundamentals, the basic skills and the pedagogical techniques that have been successful over a period of time. We take pride in the success of our graduates when they get on the job, because we believe that the success of our graduates is the ultimate measure of the quality of our teacher preparation program. We want to provide Missouri school districts with the most competent and effective teachers and administrators to be found anywhere.

One of the accompanying articles addresses the Coordinating Board of Higher Education and the role it should play in the future. Citizens should understand that each public and private university in our state has a Board of Directors to whom the president and the staff of the institution is accountable. These Boards are made up of highly competent men and women, who have knowledge of local needs and the best wishes of their communities at heart. Like local public school boards of education, these



university boards can and should be trusted to manage their institutions in the best interest of the citizens. We urge the Coordinating Board of Higher Education to step back from its increasingly regulatory posture, and focus on the services it can provide to students.

One of the greatest services CBHE can provide is to help more young people in Missouri afford a college education. The aggressive pursuit of state and federal resources to help create student financial assistance packages is among the highest and best service that the CBHE can provide. We would look forward to offering the new leadership suggestions on how the student financial assistance programs available to Missouri students can be made more user friendly and efficient.

Finally, we offer our best wishes to the 92nd General Assembly. The challenges facing our state are numerous, and the efficient and effective utilization of resources will be a major challenge. We encourage the new legislators to look closely at all services performed by state government to determine their need, as well as the efficiency of the delivery system. We need to make Missouri a well-managed, efficient government state.

Dennis Spellmann is President of Lindenwood University in St. Charles, MO.

CHARACTER EDUCATION PROGRAM GROWS

Throughout our state, many school districts are finding ways to integrate a character education component into the their instructional program. In some instances, districts have comprehensive programs with clearly identified objectives at each grade level throughout the system. Other districts tend to be more flexible, with teachers utilizing various instructional techniques on a less formal basis. The need for character education for our state's young people becomes increasingly evident.

Lindenwood University has long been a leader in the character education movement. Coursework to help teachers integrate character education into the curriculum is taught each term. Dr. Emilie Johnson coordinates the character education coursework, with the assistance of Dr. Ken Johnson. A five-course certificate program is available to teachers at the graduate school level. Coursework is integrated with the University's Center for the Study of American Culture and Values, which is based at the Daniel Boone Home campus. Character education lesson plan manuals have been developed by the University that address the inclusion of character education at all grade levels and at all subject areas. For additional information on the University's character education program, contact Dr. Emilie Johnson at 636-949-4963.

LU TUITION BARTER PROGRAM RECEIVES NATIONAL EXPOSURE

NBC's Today Show aired a story in December describing Lindenwood University's unique program aimed at making college affordable to more Missouri young people. The program allows students from rural communities to barter agricultural products in exchange for tuition and room costs. Farm families may trade home-grown pork and beef to off-set the cost of college. The farm products are utilized by the University cafeteria for the residential student food service program.

President Dennis Spellmann initiated the program four years ago, when market prices paid to pork and beef producers fell drastically. Among the first students to benefit from the program, Sally Miller completed her Education degree from Lindenwood and is now teaching at Silex Elementary School. Ms. Miller is now pursuing a Master of Arts in Education degree at LU utilizing the beef barter program.

LU FREEZES TUITION FOR 2003-2004

Rapid enrollment growth has allowed Lindenwood University to freeze tuition for the third consecutive year. In addition, Room/Board charges will be reduced. For information about programs and costs, call the admissions office at 636-949-4949.