

# The Lead

The College of Education and Human Services  
Newsletter

Lindenwood University

Vol. 2022 | April 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' Message

Greetings Everyone,

We have been very busy this last month here in the College of Education and Human Services preparing for our accreditation visit and in anticipation of two upcoming accreditation initiatives. We are pleased to announce that we recently received our eight-year reaffirmation of program accreditation from the Council on Social Work Education (CSWE). I am very grateful to the social work faculty, assistant dean, and the department head for all their work in this regard.



Like our faculty and staff, our students and alumni continue to distinguish themselves through their professional and personal contributions. You can read some of the highlights of their accomplishments below.

For this issue of The Lead, I have asked Dr. Jill Hutcheson to share her perspectives. Jill serves as the Associate Dean for the College and, as such, is often the organizational and facilitative force behind many of the COEHS initiatives, large and small. We value and greatly appreciate her insights and direction.

I hope you enjoy this issue of The Lead and, as always, we welcome your feedback and suggestions.

Very best,

A handwritten signature in black ink that reads "Anthony Scheffler". The signature is written in a cursive, flowing style.

Anthony Scheffler, Ph.D.

Dean, Lindenwood College of Education and Human Services

Greetings,

It's a great time to be a LION in the College of Education and Human Services!

As you will see in this issue of the COEHS Newsletter, faculty and students continue to be enthusiastically involved in publishing and presenting research in their respective fields. The COEHS is currently actively recruiting students for the FA 2022 semester and recently attended an event sponsored by St. Charles Community College. The COEHS is also focused on recruiting diverse male students in response to the DESE recruitment grant awarded earlier this year. Many thanks to the generosity of our friends and supporters who participated in the recent COEHS Giving Week Campaign.



I hope you enjoy this edition of The Lead and that you will follow the links to take advantage of some of the opportunities.

Very best,

A handwritten signature in cursive script that reads "Jill Hutcheson". The ink is dark and the signature is fluid and legible.

Jill Hutcheson, EdD

Associate Dean, Lindenwood College of Education and Human Services

## Education Scholarship Opportunities

**Apply for the TeachMO \$1,000 scholarship**

We know that cost can be one of the primary factors influencing your choice of teacher preparation program. If finances are holding you up from submitting your application, know that TeachMO (a nonprofit dedicated to supporting future teachers like you) is offering a limited number of \$1,000 scholarships to help cover the cost of program tuition and other expenses.

**\$1,000**  
**scholarship winner**  
Stephanie Martinek

I love being able to make a difference in these kids lives. I want to become a teacher to make even more of an impact.



TEACH  
MISSOURI

The scholarship is designed for future teachers who will be entering an Educator Preparation Program in future cohorts, rather than students who are already enrolled.

In order to be eligible for the scholarship, you must complete these three steps:

- Sign up for a free **TeachMO** account. In addition to making you eligible for the scholarship, you'll gain access to all sorts of other great resources like \$100 application fee reimbursement, licensure guides, one-on-one coaching and more!
- **Click here** to fill out a brief application form by April 30, 2022 to be entered to win the scholarship.
- Submit your application to [coehs@lindenwood.edu](mailto:coehs@lindenwood.edu) before April 30, 2022

## **Education Scholarship available to Jefferson County, Missouri High School Graduates**

The Jefferson County Retired Educational Association (JCREA) and the Missouri Retired Teachers Association (MRTA) is offering an opportunity to apply for a \$1,000 scholarship to be awarded to an applicant meeting the following requirements:

1. graduate of a Jefferson County Missouri high school
2. A 3rd or 4th year student majoring in education
3. A student who presents a Letter of Recommendation from at least one of his/her college professors
4. A student having earned a GPA of 3.0 or better

The recipient of this scholarship will be notified and invited to attend an association meeting to be recognized as JCREA's 2021 Scholarship recipient.

**DEADLINE FOR COMPLETED APPLICATION:  
POSTMARKED OR EMAILED BY APRIL 15, 2022**

Email application to: [v.chris@charter.net](mailto:v.chris@charter.net) or click below to submit an application:

Click here to apply!

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**Education Scholarships available to  
Senior High Schoolers or Current Undergrads  
from Cuivre River Electric Cooperative**

The general requirements are as follows:

- Reside in Lincoln, Pike, Saint Charles, or Warren counties
- Be an undergraduate student attending an accredited university
- Due April 15

Click Here to  
Apply!

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## COEHS Caught You Caring

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

# Caught You Caring Get Ready to Nominate!

The Caught-You-Caring program is an incentive designed to recognize student workers, staff, and faculty, within the College of Education and Human Services, who have gone above and beyond their expected work.

### Who Can Nominate:

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

### Who is Eligible to be Nominated:

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



**Nominations close on April 29th**  
**Nominees will be announced on May 2nd.**

[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](mailto:Aberryhill@lindenwood.edu)

## Featured Stories

## COEHS Student Thanks Scholarship Donors During the LU Giving Week



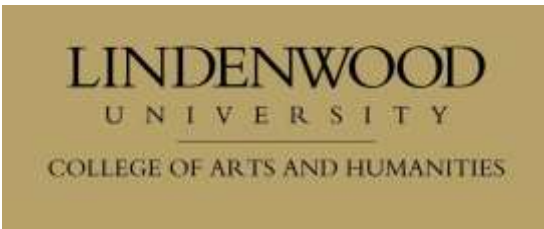
Abigail Fletcher is a sophomore studying special education. She currently works as a childcare provider for the YMCA, aspires to become a special education teacher when she graduates. Abigail was a recipient of the Mark M. Fitz Endowed Special Education Scholarship for future special educators. Jim and Marie Fitz, contributors to the scholarship, had a son with special needs named Mark who inspired them to serve special needs children and adults in the Saint Charles Community.

Abigail stated, "When I learned this, I felt an instant connection to the family because my experiences volunteering and working with children also inspired me to develop a passion for helping others."

Abigail was provided with an incredible opportunity to thank all the generous people who donated scholarships to Lindenwood University students at Lindenwood University's Annual Scholarship Brunch. In her speech she talked about how becoming a teacher has been her dream since childhood, but she believed that achieving that goal

would be impossible due to her financial circumstances. However, thanks to contributions from donors, she has been able to study at Lindenwood University and involve herself through Phi Sigma Sigma, one of the many Greek life organizations on campus. Abigail also discussed how attending Lindenwood University has allowed her to learn meaningfully, engage in leadership positions in my sorority, and cultivate positive relationships with staff and peers.

Abigail stated, "With the small class sizes, available tutors, and experienced faculty, Lindenwood University is an amazing place to learn, and I love being able to share that with others. Overall, speaking at Lindenwood University's Annual Scholarship Brunch was a wonderful experience, and I am thankful for the opportunity. I enjoyed meeting the donors because I could tell that they genuinely care about helping students succeed. When I think about how these donors care enough to invest in my education, it motivates me to keep working hard towards my dreams."



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

**Student Advisory Council is Looking for You!**



Mrs. Chrissy Sachs will support and engage with students, faculty, and administration as our new Student Advisory Council (SAC) facilitator. The purpose of the COEHS Student Advisory Council is to share in responsibilities for guiding the College of Education and Human Services in the realization of its mission.

Shared responsibilities of the Student Advisory Council include and are not limited to:

- Offer a student voice to help inform and support COEHS initiatives.
- Offer recommendations to positively shape the student experience.
- Offer guidance to potential, new, and current students.

The College of Education and Human Services Student Advisory Council is looking for new members for the remaining 21-22 school year, and we want YOU.

Students of all levels (undergraduates and graduates) who would like to have a say on a wide range of topics and important issues within the COEHS and around the University are encouraged to participate. The outcomes of the council's discussions will be presented to the school administration for consideration.

Meetings will be held on the 4th Thursday of each month.

If you have interest in joining the council or would like more information, contact Mrs. Sachs at [CSachs@lindenwood.edu](mailto:CSachs@lindenwood.edu)

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**Dr. Tammy Moore Presents at the annual American Association of Colleges for Teacher Education (AACTE)**



Dr. Tammy T. Moore, Director of Academic Retention & Certification Center (ARCC) presented information at the annual American Association of Colleges for Teacher Education (AACTE) alongside Dr. Daryl Fridley, Coordinator, Office of Educator Preparation with DESE. Funded by the Bill & Melinda Gates Foundation, AACTE launched the Consortium for Research-Based and Equitable Assessments in which Lindenwood's College of Education and Human Services partnered with DESE and St. Louis Public Schools to evaluate how cut scores are established for the required state assessments. During the presentation, Moore and Fridley discussed the barriers that assessments

create to recruit and retain educators of color and the impact on the profession. Currently, Moore and Fridley work on a **DESE-Data Analysis Team**, along with four other Educator Preparation Programs that have met weekly since April 2021 to analyze state data so a recommendation can be made to the state board. The team will be presenting preliminary findings at the upcoming Missouri Association of Colleges for Teacher Education (MACTE), an affiliate of AACTE.

Pictured from left to right: Fridley, Moore, Sankalp

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## Lindenwood Graduate becomes Assistant Superintendent



Dr. Derrick Wallace, a graduate of Lindenwood University's Admin Program, was welcomed to Ladue School District as their Assistant Superintendent. Dr. Wallace served in the Ladue School District for the last 25 years in various positions with increased levels of responsibility. In his new position, Dr. Wallace will be responsible for leading the strategic planning efforts to improve Ladue Schools' connection to community engagement through student and parent programs.

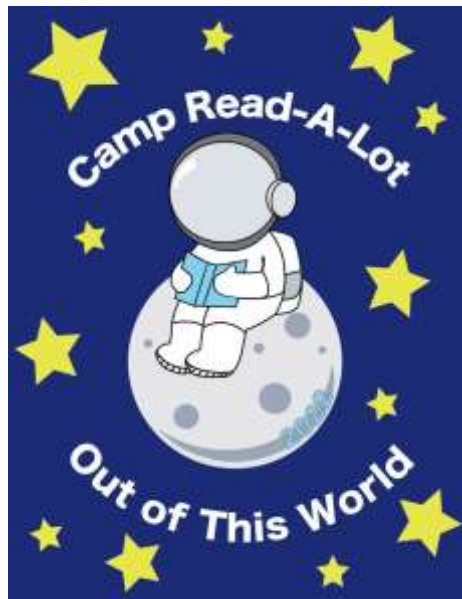
## **Lindenwood Graduate serves as Principal of Hazelwood School**



Ms. Carla Leggett is now Principal of Twillman Elementary, in the Hazelwood School District. She has more than 15 years of education experience, including roles as a teacher, an academy director, assistant principal, and building principal. Leggett holds a master's degree in business administration and an educational specialist degree in school administration, both from Lindenwood University.

## **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!

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**Dr. Whitacre and Dr. Aldridge**

**present at the AACTE annual meeting in New Orleans**

Dr. Michelle Whitacre and Dr. Amanda Aldridge traveled to New Orleans to present their research at the AACTE annual meeting on March 4<sup>th</sup>. Their study, *A Phenomenological Study of the Impact of the COVID-19 Pandemic on Culminating Field Experiences*, was supported by a PRIDE Fund grant and explored the experiences of preservice teachers amid the Covid-19 pandemic, including how such experiences impacted their perceptions of self-efficacy and pedagogical readiness. Findings from their data suggest that teacher candidates taught in a variety of highly nuanced configurations. While some were teaching in strictly virtual or face-to-face settings, the majority were teaching across multiple modalities and therefore, carrying an increased workload. Findings also point to the importance of adaptability as participants integrated health and safety protocols into their classroom practices, navigated altered modes of teaching, and overcame concerns for their personal safety.



Pictured from Left to Right are as followed: Dr. Aldridge, Dr. Whitacre, Dr. Moore

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## **College of Education and Human Services**

### **Spotlight Spring '22 LindenTeach Student Interns**



### **Ally Daca**

Ally is currently a senior at Lindenwood University. She is studying elementary education with an emphasis in early education. This semester she is an intern at Orchard Farm Elementary. She is very excited to get more experience in the classroom and to be able to work with students at different grade levels.

For the first two years of Ally's college career, she studied at Lindenwood University-Belleville and played basketball before coming to Lindenwood St. Charles. Ally has always loved working with children and knew she had a passion to teach. Both of her parents are teachers so she grew up knowing she wanted to be a teacher as well. She

hopes that she can make connections with her students and provide a safe and fun learning environment. She also hopes that she can share her love for basketball and help coach. Ally is very excited to see what incredible relations she builds with students while at Orchard Farm Elementary.

### **Brook Hamilton**

Brook is currently a sophomore at Lindenwood University and pursuing a major in Elementary Education with additional certification in Elementary and Early Childhood Education. She is working in the St Charles School District as a LindenTeach intern. She is so excited to get involved and learn more about the amazing school community.

Brook grew up in a small town in south central Kansas. She decided to pursue her college education in St Charles at Lindenwood University due to the positive impact the college had had on other members of her close family. Before college, Brook was able to observe an elementary classroom within her home school district. This exposure and experience confirmed that this path is what Brook wanted for her life. Brook has also had the amazing opportunity to be surrounded by great teachers and family members who are also involved in the education workforce. Once Brook was placed within the St. Charles School District, she was able to see firsthand the kind and welcoming relationship that the students and teachers have. Brook is excited to build lasting relationships with students and teachers that can help point her in the right direction for her career.

### **Emilee Fischer**

Emilee is in her senior year at Lindenwood University, where she is majoring in Mathematics with a minor in Secondary Education. She is a field hockey and lacrosse coach for Lindbergh High School and is currently working as a LindenTeach intern in the Francis Howell School District before student teaching in the Fall of 2022. She is most excited about building relationships with the students and learning about the district as a whole this semester.

Emilee has had many past educators that have left an impact on her. She hopes to create relationships with her future students and leave that same impact on them. She wants to provide her students with a safe and welcoming classroom environment. She will do her best to provide each student with resources to help them be successful in her classroom. She hopes to make her classroom fun and engaging while allowing her students to



experience the fun in mathematics. Her goal is for students in her classroom is for the students to keep wanting to learn more.

[Click here for more information and to apply for LindenTeach](#)

**Applications for Fall 2022 internships close on May 1st.**

## **Author Donates Works to the COEHS Literacy Center**

The COEHS recently received three new books written by Dr. Chajuana V. Trawick and her sister, Chauncey V. Trawick. These new additions to the Literacy Center in Roemer 312 are a continuation of a series based on the work of Annie Malone, African American woman entrepreneur, who built an empire of beauty culture in St. Louis from 1902-1930. These books for early readers focus on shapes, colors, and fun activities including letter recognition, color identification, and mathematics.



**Future Leaders and Workforce of Tomorrow  
Recognized at St. Charles County STEM Awards**



The workforce and leaders of tomorrow, as embodied in 19 local high school students, were honored at the 13<sup>th</sup> Annual St. Charles County STEM Awards Breakfast on March 4. Hosted by the EDC of St. Charles County, this annual event recognizes one student from each public and private high school in St. Charles County, demonstrating high achievement in STEM academics or extracurricular pursuits. The event, which was held at Water's Edge Banquet Center in St. Peters, included an engaging panel discussion featuring industry experts from STEM fields. Representatives from Bayer Crop Science, Boeing, Nike Air Manufacturing Innovation, and Xactly Forecasting shared their personal career paths and discussed the near limitless potential for future STEM jobs. The EDC has long considered STEM education a priority due to the ongoing growth of high-tech industries in St. Charles County. Over the years, in collaboration with public and private schools, as well as local business and civic leaders, the EDC's efforts have resulted in the creation of more than 100 local robotics teams and the launch of STEM summer camps. Lindenwood University was represented by Dr. John Porter, President of Lindenwood University, Dr. Anthony Scheffler, Dean of the College of Education and Human Services, and Dr. Kathryn "Annie" Arnone, Assistant Professor in the College of Education and Human Services. Also pictured is Jim Curran, Executive Vice President of Electrical Connection.

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## **Dr. Schwartz Shares Dyslexia Research**



Dr. Stephen Schwartz virtually presented his research at the Student Teaching Professional Workshop Day in March of 2022. Student teachers were encouraged to think about the findings from the research and identify ways they could use the information in their future classrooms.

“The Dyslexia research was insightful, yet it was surprising to me to learn that some of the strategies that used to be considered the most effective reading strategies have been found to not be as supportive for students, especially those who are at-risk.”

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### **Dr. Ariel Robinson Article Publication**



Dr. Robinson is the first author of the manuscript, “An Investigation of Embodied Literacy in an Inclusive Preschool Setting Through a Critical Disability Lens,” which has been accepted for publication in *The International Journal of Early Childhood Learning*. In this intrinsic case study, Dr. Robinson and her co-author, Sarah Reid (University of Missouri-Columbia) drew from critical disability theory, social semiotic theory of multimodality, and the embodied literacy perspective. They investigated the literate behaviors of Tommy, a three-year-old

boy diagnosed with Down syndrome, who uses Russian and sign language, and how his preschool teachers created opportunities for his literacy engagement.

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### **Lindenwood Student Wins State Award**



Lindenwood Student Council for Exceptional Children (LU SCEC) President Shannon Ransom was awarded the Dabney Future Outstanding Special Education Student Teacher Award at the 6th Annual Collaborative Missouri Council for Exceptional Children Conference March 2-3rd in Columbia, MO. Competing with other university special education student teachers from around the state, Shannon's cooperating teachers and professors commended her for her leadership and exemplary teaching skills shown in the classroom.

Shannon joins Brittney Huck, LU student won the Dabney Scholar Award for 2020, and ten other previous Lindenwood Special Education Student Teachers over the past 22 years to receive this honor. LU SCEC currently has 21 members and is open to anyone interested in learning more about teaching and working with children of all abilities. Shannon's parents attended the banquet luncheon in honor of Shannon.

Pictured: Shannon with her parents Kevin and Kathy Ransom.

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## LU SCEC Professor Presents at State Conference



Presenting at the Missouri Council for Exceptional Children (MO CEC) State Conference on March 2nd, Julie Bowman shared her research "Structured Literacy, Multi-Sensory Strategies, and Neurological Sciences Improve All Students Lives". Structured Literacy research indicates that orthographic mapping is the key to reading for typical learners and those with multiple types of learning differences including deafness, auditory processing disorder, and dyslexia, for example. Orthographic mapping is foundational to reading fluency, comprehension, and written expression. In this current ongoing study, multiple researchers are examined to uncover the

best neurologically-based reading strategies and skills that strengthen reading for all students.

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## **LU SCEC Receives MO CEC Award**

At the Missouri Council for Exceptional Children (MO CEC) conference March 2-4th, Rebecca Panagos led an Open Forum: Recruitment, Preparation, and Retention of Special Education Teachers-Innovative Ideas to Address the Critical Shortage. Special Education leaders, teachers, administrators, university faculty and students and related professionals attended and contributed to the table discussions. Lindenwood students assisted with the data collection. Results will be disseminated to area and state Missouri Council for Administrators in Special Education organizations. Executive Director Gayle Willey of MO CASE presented LU SCEC with Missouri Student CEC Funding Scholarship Award of \$2,400.00 for their leadership and involvement in state and university events. The award was given for sponsoring students in research activities, service to the state conference, and increasing involvement in student organization activities.



Pictured: Henri Dos Reis, Julie Bowman and Shannon Ransom. (Not pictured is Sadie Kosciuk.)



Pictured: Shannon Ransom, Gayle Willey, and Rebecca Panagos

Follow us on Facebook and see all of our LU SCEC Alumni from 1998!

## **Educational Leadership**

**New Member Program Planning and Implementation  
Committee, UPCEA**



Dr. Lynda Leavitt is now a member of the Program Planning and Implementation (PPI) committee of the University Professional and Continuing Education Association (UPCEA). The UPCEA “builds greater awareness of the vital link between contemporary learners and public policy issues”.

[Click here for more information](#)

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## **School Administration Program Ranked 3<sup>rd</sup> in the Nation**

OnlineMastersDegrees.org (OMD) recently released its 2022 college rankings, and Lindenwood University was named one of the year's best schools for earning an online master's degree in educational administration. OMD analyzed more than 7,700 schools using data from the U.S. Department of Education. Their data science team then created an algorithm to rank these schools in 70 unique master's degree subjects. To qualify, a school must hold active regional accreditation and have both academic counseling and career placement services available to students. Primary ranking factors included availability of programs with an online component, number of programs in subject area, and metrics considering cost as well as the impact of institutional aid. Lindenwood's MA School Administration program was ranked third in the nation.

[Click here for more information](#)

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## **Dr. Carr-Winston Accepts Position at Washington University**



Dr. Melodie Carr Winston, 2018 EdD graduate, accepted a position as an Expedited Review Specialist for the Institutional Review Board at Washington University. Dr. Carr-Winston begins her new position on April 1. Congratulations Dr. Carr-Winston!

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## **Students Successfully Complete Doctoral Dissertation Defenses**

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

**Vivian Denise Johnson** defended her dissertation titled “An Investigation of Single-Sex Classrooms in an Urban, Public School Ninth Grade Academy.” Her dissertation chair was Dr. Graham Weir. ABSTRACT: The American education system is continually in pursuit of equity, mirroring our nation’s pursuit of equity for citizens and non-citizens in all areas of life, liberty and the pursuit of happiness. A person’s sex has always been a consideration within the confines of the American educational system. The question as

to whether or not separating the sexes is advantageous for boys and girls to give them the opportunity to excel academically in the classroom learning environment is worth serious contemplation. This study proved that separation creates a more focused environment for both boys and girls to academically improve, but there must be a buy-in and commitment from all stakeholders. Separating sexes for the sake of separating without the vision, the purpose, or the fidelity of following the educational philosophy behind the process of the model, will not thrive.

**Betty W. Fagan** defended her dissertation titled “Correlation of Personal Finance Class and Credit Scores.” Her dissertation chair was Dr. Bob Steffes. ABSTRACT: The number of people struggling with personal finance and credit scores has become a concern. It is for this reason that this study scrutinized the possible influence of one factor on the other. This study evaluated the correlation between personal finance and financial literacy, using a sample of 15 to 30 high-school students and teachers. The study collected data through interviews and surveys. The data collected were used to formulate the correlation between the course’s success and competency in money management and other financial matters. The significance of the study reiterates the importance of personal finance as a factor influencing adults’ financial literacy.

**Jennifer Lauren Gabrian** defended her dissertation titled “A Mixed-Methods Exploration Study on Trauma-Informed Practices Used to Dismantle the School-to-Prison Pipeline in Public and Private Schools in the City of St. Louis.” Her dissertation chair was Dr. Robyne Elder. ABSTRACT: Since the release of the Missouri Model for Trauma-Informed Schools approved by the Department of Elementary and Secondary Education (DESE) in 2019, school leaders were given the opportunity to start the process of meeting the emotional and fundamental needs of students. With the effects of trauma reaching all diverse groups of race, gender, economic status, and community surroundings, there is an increased need to use the education system to reach students emotionally. Due to the recent pandemic, trauma has reached everyone across the world. Other traumas that children in the community have faced include incarceration, abuse, and neglect. In Saint Louis, where this study took place, poverty is higher than that of the national and state averages. This mixed-methods study examined how different types of schools and roles within education systems used trauma-informed practices and how participants believe these practices can dismantle the ongoing effects of the School-to-Prison Pipeline. Through interviews and surveys, the researcher examined various types of questions to reflect how public, private, and charter schools and teachers, administrators, and support staff understand and implement these practices. The survey and interview addressed the definition of trauma, if and how participants use trauma-informed practices, as well as their discipline methods. The researcher used the survey to differentiate between administration and staff, public, charter, and private school employees, and those who identify as trauma-informed and those who do not identify as trauma-informed. Data analysis found there is no difference in their level of



understanding as it pertains to trauma-informed practices. However, there was a significant difference in how participants enforce them and how fair and consistently they address students' social and emotional needs. The researcher recommends that school leaders work together to create consistency and accountability for their staff and students.

**Elizabeth A. Grana** defended her dissertation titled “An Examination of Culturally Responsive Teaching Practices and the Preparation of the Pre-Service Teacher.” Her dissertation chair was Dr. Roger “Mitch” Nasser. ABSTRACT: Diversity in classrooms across the United States continues to grow. In order to evaluate teacher education programs and explore how they prepare pre-service teachers with culturally responsive teaching practices, the researcher conducted a mixed-methods study. After analyzing teacher education programs through course syllabi, conducting interviews with administrators and curriculum leaders from the college of education, and surveying pre-service teachers the researcher gave a descriptive analysis of the findings. The study further examined culturally responsive teaching practices and the preparation of pre-service teachers from the perspective of administrators and curriculum leaders in the college of education. The findings of the study revealed more similarities than differences in the teacher education programs. Furthermore, the study discovered that most administrators, curriculum experts, and pre-service teachers favored early exposure to diverse field experiences, texts, and materials to aid in the deeper understanding of culturally responsive teaching practices. The researcher proposes explicitly teaching and measuring culturally responsive teaching practices within the teacher education program to ensure a culturally responsive teaching pedagogy is the standard in future classrooms.

**Melvin L. Steele** defended his dissertation titled “An Analysis of Success Center Directors' Perceptions Concerning College Remedial Education Programs.” Her dissertation chair was Dr. Kathy Grover. ABSTRACT: Success Centers are a component of community colleges that prepare students who need additional foundational coursework to proceed to college-level credit classes. In this study, the perceptions of Success Center Directors concerning their programs were explored through the lens of adult learning theory as advanced by Knowles and Lindeman using an online survey. Five research questions were investigated, which dealt with the services provided by Success Centers at community colleges, services that directors wanted to add, the credentials of those working in Success Centers, the impact of Success Centers on their stakeholders, and contingency plans used during unforeseen events such as the SARS-CoV-2 pandemic. An analysis of observations from the summation of survey responses indicated that directors do not perceive that their students have much success in completing college-level coursework to obtain a certificate or an associate's degree and, in many cases, to successfully complete remedial programs. Traditional classrooms and tutoring were the preferred course delivery methods, and Success Centers were often

located in or near the community college library or within the English Department. Lack of student improvement was perceived to be due to a lack of effort by the student or life circumstances. Further study of the perceptions of Success Center Directors is recommended.

**Christina Scrivner Huse** defended her dissertation titled “A Quantitative Study Examining Intentional Teaching of Social Emotional Skills.” Her dissertation chair was Dr. Robyn Elder. ABSTRACT: In a world where children are likely to experience early-life trauma, relationships matter, and trust is a key in forming healthy working relationships. It is important that educational leaders, and other stakeholders, explore what works best to help children overcome trauma and become resilient and productive adults. This study examined the relationship between social, emotional, and behavioral skills of students entering kindergarten who have been intentionally taught skills needed for resiliency by highly trained teachers, as incorporated into everyday activities, and students without this opportunity. The teachers who intentionally taught social/emotional skills to preschool- age children were trained in Conscious Discipline, a comprehensive classroom management program and a social-emotional curriculum based on current brain research, child development information, and developmentally appropriate practices. The study’s main sample consisted of 126 students with identified delay(s) and an Individualized Education Program (IEP), who attended a preschool where these skills were intentionally taught, 71 neurotypical students who attended the same preschool, and a random sample of 70 students who did not attend the same preschool. Data analysis indicated that children who have an opportunity to attend an early childhood program with teachers trained to implement a science-backed and research-based curriculum designed to teach strategies for improving self-regulation, resiliency, and peer interaction skills may not score statistically higher in all areas than their peer counterparts who have not attended such a program. However, there is enough evidence to indicate the benefit of attendance in such a program as overall scores generally reflected positive outcomes. The information indicated children who were intentionally taught how to deal with stress, whether that be traumatic stress caused by abuse or family dysfunction, or day-to-day stressors, will exhibit maladaptive behaviors to a lesser degree.

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## 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.

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**April 14th | 6:00pm-7:00pm**

**Meeting ID:** 929 8256 0250

**Passcode:** osd7Va

[Click here to join meeting](#)

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

**Special discussion:** “Setting Your Summer Plan”

**Meeting ID:** 961 4912 1615

**Passcode:** zgr92C

[Click here to join meeting](#)

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## **Feed Your Mind Fridays! Professional Development Open to Faculty, Staff, Alumni, and Current Students**

Feed Your Mind Fridays are brief discussions on pressing issues in higher education. Each discussion begins with a presentation by a regional or national expert. A Q&A session follows each presentation. We welcome faculty, staff, current students and alumni to these important conversations! All presentations begin at 12:00 pm.

- April 8: Dr. Colleen Martinez, “Using principles of relational pedagogy for online course success in higher education.”
- April 22: Dr. Debbie Bazarsky and Dr. Shaun Travers, “Core Competencies and Standards of Practice for the LGBTQIA+ Profession: Leading and Supporting Agents of Change on Your Campus”

[Register Here!](#)

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**Human Services**

## **Social Work**

### **Council on Social Work Education Reaffirms the BSW Program**



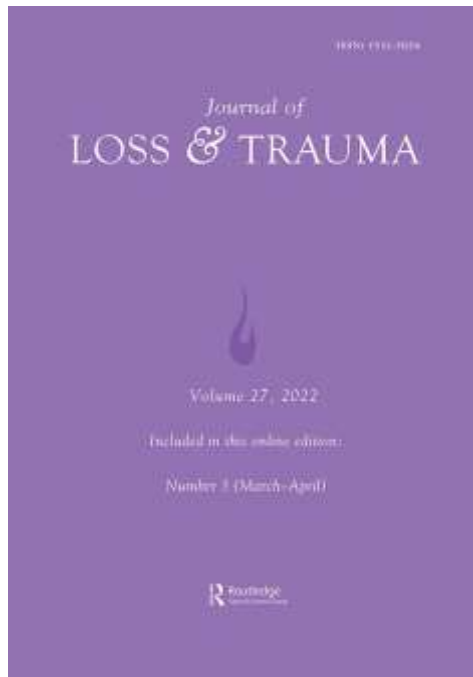
The Council on Social Work Education (CSWE) has reaffirmed the Lindenwood Bachelor of Social Work (BSW) program through February 2029. Having been fully accredited since 2005, the BSW program has to be reaffirmed every 8 years to retain accreditation status. After submitting a thorough self-study, completing a virtual site visit, and a comprehensive review by the Commissioner on Accreditation, the program has been assessed to meet the stringent core competencies and accreditation standards expected of this national accrediting body. Congratulations to all social work program constituents involved—faculty, adjuncts, social work students, advisory board members, practicum supervisors, COEHS administrators, and Lindenwood leadership.

## **Clinical Mental Health Counseling**

**New Publication from Dr. Freedle and Her Students**



Work by Dr. Freedle and two counseling students, Dishika Iyer and Maria Miller has recently been published in the *Journal of Loss and Trauma*. The paper is entitled “The Impact of the COVID-19 Pandemic on Women’s Adjustment Following Pregnancy Loss” and discusses how the pandemic has exacerbated women’s feelings of grief, trauma, depression, and anxiety. This work contributes to mental health professionals’ understanding of the unique needs of women who have experienced miscarriage, stillbirth, or termination of pregnancy.



## The Impact of the COVID-19 Pandemic on Women's...

Abstract There are a variety of constraints to accessing social support following pregnancy loss that can negatively impact women. Being able to seek and receive needed social support following pregnancy loss may be further complicated by the...

[Read more](#)

[www.tandfonline.com](http://www.tandfonline.com)

### COEHS Economic Education Center

#### \$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](mailto: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.

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## **Money Smart Kids Essay Contest**



The Economic Education Center is proud to partner with the St. Louis Regional Financial Empowerment Coalition to offer the 2022 Money Smart Kids Essay

Contest. The contest is an annual event for students in grades 6-8. Students use their creativity, communication skills, and money-management knowledge to respond to a contest question in a short essay. Classroom teachers are encouraged to use this as a classroom activity. Three finalists will be awarded scholarships made possible by the sponsors of Money Smart Month. *The top finalist will be selected as the 2022 Money Smart Kid, win a \$2,000 award and be featured in "On the Money" magazine.* The second-place student will be awarded a \$1,000 prize and the third-place student will receive a \$500 award. The three finalists can select a non-profit sponsor, such as a classroom or community organization, to receive an additional \$500 award to help fund classroom supplies and activities. The contest is open to 6-8 students in the metro St. Louis area.

Visit <https://www.moneysmartstlouis.org/money-smart-kids/> for information on this year's contest.

All submissions must be received by 5 p.m. on April 15, 2022. The contest is part of the 2022 Money Smart Month, an annual initiative that offers free financial education classes and activities to help families learn more about personal finance.

Find more about all the offerings at [www.MoneySmartStLouis.org](http://www.MoneySmartStLouis.org).

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## Get Ready for Get Money Smart at Lindenwood



The annual Get Money Smart @ Lindenwood program will take place in April 2022. The program is designed to combat financial illiteracy and is open to Lindenwood students, faculty, staff, and alumni, as well as the public. Get Money Smart @ Lindenwood provides unique opportunities to learn relevant and practical financial information and skills, empowering individuals to make sound choices that lead to financial stability and security. The program features four FREE events in April 2022 to coincide with National Financial Literacy Month and Money Smart Month St. Louis. Every Tuesday in April from 6pm to 7pm dynamic speakers will discuss practical personal finance issues and strategies. For convenience, events will take place both virtually via Zoom and in person at Lindenwood.



- April 5 | Healthy and Wealthy Living
- April 12 | Smart Saving
- April 19 | What's Your Financial Personality?
- April 26 | Managing Your Money

Participants will have the chance to win gift card prizes after every session. Faculty and teachers, this is a perfect opportunity to engage your students and teach them practical life skills. Encourage your students to participate in the month-long activities in April by offering incentives like extra credit opportunities. Lindenwood faculty and staff can earn professional development credit through The Learning Academy and WellBucks through HR.

**Events are free but registration is required.**

[Click Here to Register](#)

We hope you enjoy this April issue of The Lead!

Please email any suggestions or feedback to [COEHS@lindenwood.edu](mailto:COEHS@lindenwood.edu)

Lindenwood College of Education and Human Services |  
[lindenwood.edu/education](http://lindenwood.edu/education)

