

The Lead

The College of Education and Human Services Newsletter Lindenwood University

Vol. 2023: End of Fall

Dean's Message

Welcome to 2024, and a new semester. On behalf of the College, I would like to wish you the very best for the coming year.

The Fall of 2023 was a busy and productive one for the College. We welcomed new faculty and staff colleagues, built on existing partnerships and forged new ones, built out a 5-year budget model to allow us to meet our goals and mission, broadening our reach and scope across campus and beyond, and engaged in conversations to set the future path for the College. The work throughout the fall has put us in a good place moving forward. With a focus on continued excellence in all we do, while always placing students at the heart of our processes and decisions, the Spring semester will be equally busy, and certainly productive. I invite you all; students, faculty, staff, alumni, and partners; to be a part of this work. I welcome feedback, ideas, suggestions, concerns, and comments from all our stakeholders, so please reach out to me if you have anything you'd like to share.



The educational landscape of 2024 is primed to be one full of disruption, change, and innovation, along with challenges to be met and obstacles to breach. Although none of us have a magical crystal ball (if only!), here are

a few of the trends and aspects of our work that I think will be key drivers in the education space, and the work of COEHS, over this coming year:

Technology Integration:

- The ongoing fascination with, and integration of, advanced technologies such as artificial intelligence (AI), virtual reality (VR), and augmented reality (AR) will continue to impact educational practices by enhancing personalized learning and learner engagement, in both formal and non-formal educational settings. The College will be exploring how these technologies can inform our work as we prepare professionals to enter the education and human services fields.

Post-Pandemic Model Change:

- COVID threw education into a tailspin, with a scramble to provide continued delivery across all ages and stages of the education sector. It did show us, however, that there were a lot of issues with how we do 'school' and a lot of possibilities to rethink how we want it to be going forward. Rather than returning to 'normal', I will be challenging our College to think about the new normal, and how we can have an education system that truly meets the needs of 'the now'.

Microlearning and Nanodegree Programs:

- Education has seen a slow but steady growth in microlearning approaches, which involve delivering content to learners in small, bite-sized units. The continued popularity of nanodegree programs to address specific skills and competencies, such as vocational and career education fields and on-the-job learning, allows for flexibility and a context-driven approach.

Blockchain in Education:

- There will be increased exploration and a wider roll-out of blockchain technology to enable verifiable academic credentialing, creating a more transparent, learner-led, and decentralized system for managing educational attainment and use by employers and others.

Gamification:

- The intentional integration of gamification elements into educational experiences to make learning more engaging, interactive, and conducive to skill development, is something

the COEHS faculty are already exploring in programs and classrooms.

Global Collaboration and Virtual Exchanges:

- In a competitive global marketplace for talent, exposing learners and others to global experiences offers an edge and benefit that is highly valuable and sought after. A wider focus on global collaboration through virtual and in-person exchanges and partnerships, which enable students and faculty to connect with peers from around the world and engage in cross-cultural learning experiences, offers a chance to increase the value-added element of educational programs.

Professional Development for Educators:

- There will continue to be a needed emphasis on providing innovative professional development opportunities for educators, supporting their adoption of new technologies and pedagogical approaches as well as exploring how the teaching and learning process works for them and their students. The College will be leading a Lindenwood-QEDEX partnership to offer a transformative educator course to the K12 sector.

It's important to remember that these trends are speculative and areas that I feel will be a focus, while educational innovations in 2024 will most likely be influenced by emerging and new technologies, socio-political changes domestically and internationally, and disruptive global events. However, the College will remain proactive in its approach to leveraging new opportunities, meeting challenges head-on, and being at the bleeding edge of driving change in how we go about our work and prepare students for the coming decades.

A busy year ahead, but one that is full of promise and ambition. Here we go...

Regards, Daniel Kirk
Dean, COEHS

Featured Stories

Meeting our Educational Partners, Where They are

Dr. Daniel Kirk journeyed south on November 30th to begin meeting our educational partners in the Greater Missouri Area. Some of the key partners he met with include administrative teams from Reeds Spring, Nixa, Hollister, and the Southwest Center for Excellence in Webb City. Dr. Tanya Vest, Assistant Professor in Educational Leadership, and Wendy Linton, Strategic Partnerships, welcomed Dr. Kirk as this was also his first visit to our Springfield, MO location.

Dr. Kirk had this to say about his visit. “It’s been incredibly satisfying to meet with many of our partners from the K-12 sector in and around southwest Missouri. One theme that continually came up in the various meetings I attended was the strength of Lindenwood programs and the positive impact COEHS graduates are making in the region. There are challenges and there are also opportunities. My hope is that we can leverage the reputation and support for LU and the COEHS and help our K-12 partners meet their needs for teachers, counselors, leaders, and professional development. I am sure we can.”

A wide range of topics were discussed and tentative plans to meet after the first of the year were made to follow up on some of the ideas generated. Another great example of how Lindenwood University is committed to actively meeting our partners where they are and helping them reach their goals.



A morning of meaningful collaboration with the SW Center for Excellence and LU.
Pictured Left-Right: Chris Bozarth, Dr. Eileen Ford, Becky Crowe, Dr. Melissa Massey, and
Dr. Dan Kirk.

Curriculum & Instruction



DEWEY Award

Dr. Michelle Whitacre, Associate Professor in the Department of Curriculum and Instruction, received a \$70,000 DEWEY Award (Developing an Educator Workforce that Expands Yearly) award from the Missouri Department of Elementary and Secondary Education. The purpose of these awards is to enhance teacher recruitment and retention within the state. Dr. Whitacre is utilizing the award to develop

Lindenwood's *Academy for Students of Color as Classroom Educators*. The Academy is specifically designed to foster a supportive community that aids in student success and retention for individuals from underrepresented backgrounds. Academy members will receive financial awards while also participating in various professional development opportunities, community outings, and service projects to enrich their experiential learning. They will also be mentored by professional educators who work in local school districts who will serve as Academy Fellows.

Monthly Professional Development Highlights: LindenTeach Interns and Student Teachers

Each month's professional development day, orchestrated by Dr. Amanda Aldridge, not only sharpens skills and knowledge but also fosters a collaborative spirit among candidates, preparing them comprehensively for the challenges and opportunities that lie ahead in their teaching careers.

September: Unveiling the Foundations

For September's professional development day, teacher candidates and LindenTeach interns gathered to delve into the Missouri teacher standards. Under the guidance of Dr. Amanda Aldridge, Director of Internships and Culminating Experiences, they meticulously prepared artifacts for their electronic portfolios. A key highlight was the insightful



session by Dr. Annie Arnone, exploring the integration of Artificial Intelligence to enhance classroom teaching, sparking discussions on the future of education.

October: Navigating Career Horizons

As autumn set in the focus shifted to career development. Shannon Wright, Director of Career Development, shared invaluable résumé and interview tips with candidates poised to step into the professional realm. A unique opportunity unfolded as administrators from area school districts - Wentzville, City of St. Charles, Francis Howell, and Confluence Academy - conducted mock group interviews, providing firsthand insights and addressing queries about navigating the competitive field.

November: Preparing for the Unthinkable

Ryan Anderson, Lindenwood's Public Safety and Security Director, and his staff were invited to lead a hands-on 4Es training session for the interns and candidates during an afternoon session focused on preparation for teachers. With a commitment to safety, candidates actively participated in drills, ensuring preparedness for unforeseen circumstances, notably addressing the critical topic of handling an active shooter situation.



Celebrating Excellence: Kappa Delta Pi Tau Phi Chapter Shines at National Convention in St. Louis

The Tau Phi Chapter of Kappa Delta Pi (KDP), an esteemed education honor society, recently made waves at the National Convention held in St. Louis, Missouri. This gathering of educational minds provided a platform for members to showcase their dedication, commitment, and passion for teaching.

Keynote Inspiration from Dr. Howard Fields III

The convention kicked off with an inspiring keynote address by Dr. Howard Fields III, Educational Consultant and Assistant Superintendent of Human Resources at Kirkwood School District, setting the tone for an eventful and enlightening experience. Dr. Fields' insights resonated with KDP members, offering a fresh perspective on the evolving landscape of education. Additionally, Dr. Fields donated a copy of each of his most recently authored books to the Lindenwood College of Education and Human Services.

Honors and Recognition:

One of the highlights of the convention was the recognition of the Tau Phi Chapter's outstanding achievements. The chapter proudly received the Silver Award for their efforts with their "Celebration of Teaching" event, which is the KDP Signature Service Initiative, showcasing their commitment to fostering a love for education within their community. Additionally, they clinched the Chapter Challenge award, underscoring their excellence in promoting the values of Kappa Delta Pi to new members.



Meeting Educational Leaders:

Several KDP officers had the unique opportunity to personally meet and engage with Dr. Margie Vandeven, the Commissioner of Education in Missouri. This interaction provided valuable insights and strengthened the chapter's connection with influential figures in the field.



Left: KDP- Tau Phi Past President, Claire Chase
Right: KDP- Tau Phi Treasurer, Maria Schulte

Sharing Success through Poster Sessions:

Members and their dedicated faculty sponsor actively participated in diverse sessions, sharing their experiences, research, and achievements. A standout moment was the engaging poster session where KDP- Tau Phi Chapter showcased their work to peers and sponsors from across the nation. This dynamic exchange of ideas fueled collaboration and inspired further excellence within the education community.

KDP- Tau Phi also held their fall Initiation Ceremony on November 14th, bringing in a total of 17 new members to the chapter.

The Kappa Delta Pi Tau Phi Chapter's presence at the National Convention and the successful Initiation Ceremony exemplified their unwavering commitment to excellence in education. As they continue to uplift and celebrate the teaching profession, their accomplishments serve as a beacon of inspiration for educators nationwide. Congratulations to KDP- Tau Phi Chapter for their well-deserved recognition and for making a lasting impact on the future of education.

Lindenwood Future Teachers Engage in Professional Development with Winfield Staff

In a collaborative effort, Kappa Delta Pi and the Student Council of Exceptional Children, joined by LindenTeach Interns, embarked on a rewarding field trip to Winfield School District on November 1st. The visit provided Lindenwood students with a unique opportunity to engage with the local community and witness the educational landscape in a rural partner district.

The day kicked off with introductions to the district's leadership, including the superintendent and principals across various school buildings. The Lindenwood contingent delved into comprehensive tours, gaining insights into the diverse educational environments within the Winfield School District.

A highlight of the day was the inspiring address by Dr. Bryan Pearlman who passionately spoke about supporting teachers in their crucial work with students affected by trauma. His words resonated with both Lindenwood students and the dedicated staff and administration of Winfield School District.

The field trip fostered connections with Lindenwood Alumni teachers, providing a valuable platform for sharing experiences and insights. Content

area groups convened to discuss curricular mapping and pacing guide usage, enhancing the collective understanding of effective teaching strategies.

The special education department eagerly embraced technology training on a new system designed to help teachers communicate with one another and more effectively track goals for their students. This initiative demonstrated the commitment of both organizations to staying abreast of advancements in education technology.

Several departments collaboratively worked on developing pre and post-assessments for their courses, reflecting a commitment to continuous improvement and student success. The atmosphere was one of shared learning and collaboration, emphasizing the importance of ongoing professional development.

The partnership between Kappa Delta Pi, the Student Council of Exceptional Children, LindenTeach interns, and Winfield School District proved to be a fruitful endeavor. It not only offered invaluable experiences for Lindenwood students but also showcased the dedication of both institutions to fostering excellence in education. The seeds of collaboration planted on this field trip are sure to yield positive outcomes for all involved.



Left to right: Bailey Shumaker; Brandon Clark; Dr. Jeremy Davidson, Winfield Middle Principal; Jasmin Gopar-Hernandez; Koryn Vangilder; Brittany Patel



Educational Student Organizations Unite for Teacher Panel Event

In a collaborative effort, Kappa Delta Pi Educational Honor Society, along with the Student Council of Exceptional Children, organized a dynamic Teacher Panel event held on November 7th. The event featured esteemed guests with diverse content area expertise, certifications, and years of service in the education profession.

Students from across the university were extended an invitation to attend the session, creating an enriching platform for knowledge exchange. The panel aimed to provide

students with insights into various aspects of the teaching profession, fostering a deeper understanding of different educational paths and specialties.

The array of panelists brought a wealth of experience, representing a broad spectrum of content areas within education. From seasoned educators to those with specialized certifications, the diverse panel aimed to cater to the varied interests of the attending students.

The interactive nature of the event encouraged students to actively engage with the panelists, posing questions that ranged from pedagogical approaches to the challenges and rewards of their respective fields. This open dialogue created an invaluable opportunity for students to gain practical insights and advice directly from professionals who have dedicated years to the field of education.

The collaborative effort between Kappa Delta Pi and the Student Council of Exceptional Children underscores the commitment of these student organizations to fostering a supportive and inclusive educational community. By organizing events such as this Teacher Panel these groups aim to bridge the gap between academia and real-world experiences, preparing students for successful and fulfilling careers in education.



Guests: (Left to Right) Michelle Vangilder, Special School District; Larry Schulte, Retired Fort Zumwalt Educator; Kayla Meyer, Rockwood School District; Bria Prince, Wright City School District; Brook Hamilton, Orchard Farm School District; Todd Gregory, Wentzville School District.
Moderators: Bailey Shumaker, KDP; Brittany Patel, SCEC (Not Pictured).



COEHS is excited to share a new, interinstitutional publication in the Journal of Innovation and Technology

Demystifying Artificial Intelligence (AI) for Early Childhood and Elementary Education: A Case Study of Perceptions of AI of State of Missouri Educators

By: Kathryn Arnone, James Hutson, and Karen Woodruff

Abstract: Artificial intelligence (AI) and its impact on society have received a great deal of attention in the past five years since the first Stanford AI100 report. AI already globally impacts individuals in critical and personal ways, and many industries will continue to experience disruptions as the full algorithmic effects are understood. However, with regard to education, adopting in disciplines remains limited largely to Computer Science and Information Technology in postsecondary education. Recent advances with technology are especially promising for their potential to create and scale personalized learning for students, to optimize strategies for learning outcomes, and to increase access to a more diverse population. Research has

confirmed that the current use of AI in education (AIEd) leads to positive outcomes, including improved learning outcomes for students, along with increased access, increased retention, lower cost of education, and decreased time to completion. Future uses of AI will include the following: enabling engaging and interactive education anytime and anywhere; personalized AI mentors that will help students identify and reach their goals; and mass-personalization that will allow AI to be tailored to each student's learning style, level, and needs. Yet with all the potential benefits that AI and machine learning (ML) may provide students, there remains a general reticence to adopt this technology because of misconceptions and perceptions that elementary educators will need expensive equipment, robust support from IT, or to retool and learn programming or coding. As such, this study seeks to identify current perceptions early childhood, and elementary educators in the state of Missouri, USA have towards AI in general; the policies, training and existing resources in districts regarding technology in general and AI in particular; relative comfort with technology and willingness of educators to adopt new technologies for classroom instruction; and perform a needs assessment for necessary infrastructure, including reliable internet access, hardware and software. Results indicate a broad acceptance and willingness to adopt AI in daily activities and classroom instruction, but barriers to entry were identified as lack of resources and training.

Fall 2023 Outstanding Cooperating Teacher Awards and Celebration of Teaching

Teacher candidates from the fall semester gathered for a Celebration of Teaching event, supported by Kappa Delta Pi Educational Honor Society and led by Dr. Amanda Aldridge, the Director of Internships and Culminating Experiences, on December 7th.



The following educators received accolades and a certificate for earning the Lindenwood Outstanding Cooperating Teacher Award:



Lisa Chisholm from Montgomery City Elementary School, nominated by Clare Eggering



Peggy Plescia from Henry Elementary School, nominated by Heather Hill



Cassie Shiroma from Messiah Lutheran,
nominated by Maisen Aromondo



Amanda Taylor from Discovery Elementary
School, nominated by Julia Clawson



Cathy McCandless from Wentzville Middle
School, nominated by Megan Ballard

Lindenwood University and the College of Education and Human Services would like to thank all of our Fall 2023 host teachers and congratulate all completers of our Teacher Education Program. We are so excited that you are a part of this rewarding profession!

Adopt-a-Family



The kids enjoy the Magic House with Social Work majors, Tess Mechler, Elizabeth Eisenhauer, and Sophia Scott while mom shops.



Social Work major, Alexis Akerman loads mom's car with Christmas gifts that she and Alyson Goforth helped mom choose.

In Social Work we learn by doing, so service projects are part of our coursework. Social Work majors planned a fundraising event to sponsor a family for the holidays. In Social Work, we recognize parents love their children dearly but do not always have the money to give their kids all they want to. This year, our family was nominated by one of our community partners, Bringing Families Together. This single mother of three works to support her family but can struggle to make ends meet. We wanted to help fill that gap. We also know our parents know their children best, so rather than shopping for the children ourselves, our social work majors shopped with the mother while the children enjoyed the Magic House (for the first time) with the other students.

LU Social Work majors raised \$950 by raffling a donated Apple Watch. A big thank you to all who donated and congratulations to the winner, Debra Guthart. We also appreciate the generosity of the Magic House who donated admission for our group.

The mom was overjoyed and overwhelmed by the kindness. She graciously accepted the expectation of giving to others when she was able. She wishes everyone an incredibly happy holiday as has been given to her family.

Missouri Teacher Recruitment Scholarships Awarded

The College of Education and Human Services, through funding provided by the state of Missouri, will award three scholarships for eligible candidates teaching in identified high-needs school districts in the spring of 2024.

The awardees are:

Alyssa Harry

Abigail Fletcher

Chanel Gwynn-Williams

Congratulations!

Join Us! Rebecca Panagos leads Study Abroad Oxford July 2-23rd!

In the summer of 2024, students from Lindenwood University will embark on a captivating academic journey to Oxford, England, delving into the enchanting world of Harry Potter through the lens of psychology. This innovative study abroad program offers a unique opportunity for participants to explore the iconic landscapes that inspired J.K. Rowling's magical universe while dissecting the psychological aspects of the beloved characters.

Nestled within the historic halls and picturesque courtyards of Oxford, students will attend specialized courses focusing on the psychology of Harry Potter. The curriculum will explore the complex personalities of characters such as Harry, Hermione, and Voldemort, examining their motivations, traumas, and development throughout the series. Professors, well-versed in both psychology and the wizarding world, will guide students through thought-provoking discussions and hands-on projects.

Beyond the classroom, participants will immerse themselves in the tangible magic of Oxford, visiting key locations that inspired Rowling's enchanting narrative. Whether strolling through the Bodleian Library, reminiscent of

Hogwarts' vast archives, or meandering along the cobblestone streets of Diagon Alley-like markets, students will witness the tangible integration of fiction and reality.

This transformative experience promises not only academic growth but also personal enrichment as students forge lasting memories against the backdrop of Oxford's timeless architecture, all while unraveling the secrets that lie within the psychology of Harry Potter.

Students will tour locations from the Harry Potter book series and other majestic landmarks, such as London and Windsor Castle. The oldest English-speaking university in the world, Oxford plays a prominent role in many scenes that we recognize from the book series. In addition to excursions, class meetings are held in Oxford lecture halls.

All Lindenwood University Students are welcome.

[Learn More](#)



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Educational Leadership

Student Successfully Completes Doctoral Dissertation Defense

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

Jacob M. Larson defended his dissertation titled “The Role of a Roman Catholic Organization in Undergraduate Student Psychosocial Development, Identity Formation and Graduation Rates.” His dissertation chair was Dr. Kevin Winslow. The mixed-methods study investigated the psychosocial development, identity formation, and academic persistence of undergraduate students involved in a Roman Catholic student organization at a private, non-sectarian university. Additionally, the study investigated the graduation rates of Roman Catholic student organization members compared to other student religious organizations, the university’s six-year graduation rate, and students who self-identified as Roman Catholic. Based on the analysis, the graduation rates of members were significantly higher than the university’s six-year graduation rate. However, graduation rates of members were not significantly different from students who self-identified as Roman Catholic. The statistical analysis also found mixed results for graduation rates of members compared to other religious groups.

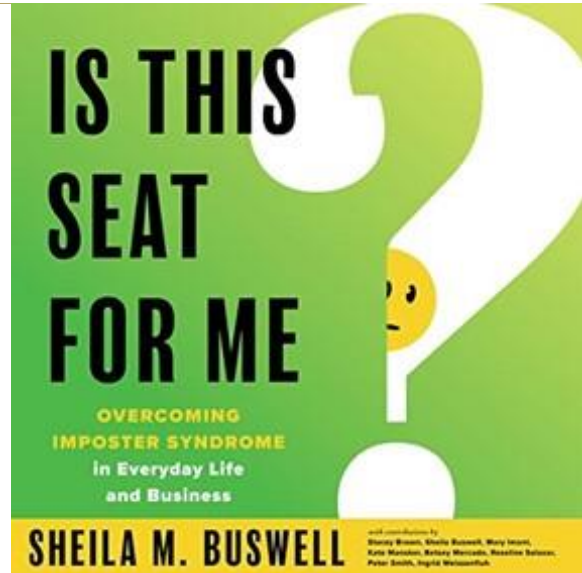
Nicole Almira Davis defended her dissertation titled “**Student Engagement and the Impact of Successful Completion in a Virtual Alternative Program.**” Her dissertation chair was Dr. Tanya Vest. The focus of the study was to examine the correlation between student engagement and successful completion of online alternative courses during the summer session from June 2022 through July 2022. The research questions focused on the difference in engagement levels between students who completed the course and those who did not complete the course. The findings provided valuable insights for school leaders, teachers, counselors, families, and students in developing and implementing effective online alternative programs for at-risk students. The research also contributed to identifying potential barriers to learning and student success in online settings. The findings of this study assisted in changing current practices for alternative online programming to better meet the needs of struggling or credit-deficient students. Overall, the study highlighted the importance of student engagement in online learning and its role in promoting student success and improving graduation rates.

Jessica Allyn Arico defended her dissertation titled “A Quantitative Study of Perceived Fitness and Nutrition Levels of Secondary Educators in Relation to Their Overall Job Satisfaction Program at a Private Midwestern University.” Her dissertation chair was Dr. Roger “Mitch”

Nasser. The profession of education traditionally embodies the idea of educating children on math, science, social studies, and English along with other elective course areas. In recent decades, however, the burnout rates and mental health of educators have become a subject of media attention and the basis for many new professional development programs. The one element wholly ignored in this space is the physiological well-being of educators and the impact physical health has on mental health and job satisfaction. This study set out to provide a baseline for beginning the discussion and future research on the physiological impact on educators and how to improve the lives of educators, how they interact with students, and how to improve the physiological preparation of future educators. While this study did not conclusively identify the connection between nutrition and fitness and educators' overall job satisfaction, it did highlight the gap between the public service occupation of education and that of other public servants, as well as highlighting the emerging connections between nutrition and mental health.

Matthew Aaron Carr defended his dissertation titled “Administrator Perspectives on Teacher Recruitment and Retention During a Pandemic.” His dissertation chair was Dr. Tanya Vest. This qualitative study utilized open-ended survey questions and follow-up interviews to elicit the impacts of the COVID-19 pandemic and to determine effective strategies to the recruitment and retention of high-quality teachers. Sixty-two public school administrators shared their perspectives through the survey, while eight administrators participated in follow-up interviews. Administrators identified negative changes in the recruitment and retention of teachers since the COVID-19 pandemic but could not identify the pandemic as the sole source of the struggles. The top factors impacting teacher recruitment and retention were identified as the school culture, support from administrators, and compensation. These findings validate previous research and are in line with the theoretical framework that guided the study.

Leadership EdD Student Recent Publication



Peter Smith, a current Leadership EdD student and nursing instructor at Lindenwood University recently served as a co-contributor to the book, *Is This Seat For Me?: Overcoming Imposter Syndrome in Everyday Life and Business*. Peter's chapter titled, "Am I Really a Duck? The Danger of Imposter Syndrome During a Career Change" described how at 38 years old Peter changed careers, pursued nursing, and quickly experienced imposter syndrome.

Peter's research focus also centers on the imposter syndrome specifically among faculty in higher education within the science, technology, engineering, and mathematics fields (STEM). As a member of the Leadership EdD Cohort III, Peter anticipates completing his degree in the spring of 2026.

Human Services

Lindenwood's Dark Carnival

Dr. Lynette Dixon, Assistant Professor in the Clinical Mental Health Program, along with Barbara Marti-Hosto, Dana Moore, Tina Osterwisch, and others volunteered to work at Dark Carnival on October 27, 2023, welcoming all

ghostly and ghoulish guests who came to brave the haunted house and other festivities. A spooktacular time was had by one and all.





Student Thesis Accepted for Publication

Hannah Thompson, one of our recent graduates, had her master's thesis accepted for publication in *The Analysis of Verbal Behavior*, which is a peer-reviewed academic journal. Hannah examined the use of an augmentative communication device to teach an elderly deaf-blind individual with severe intellectual disabilities to request help during daily living routines in his group home.

Thesis Title: Increasing Communication for an Adult with Intellectual Disability and Deaf-Blindness

Thesis Advisor: Robbie Hanson, Ph.D.,

BCBA-D

Abstract: Teaching effective communication strategies to individuals with intellectual disabilities and deaf-blindness can be a tasking and complex procedure. The current study examined the use of a SadoTech Elderly Monitoring Pager to teach a 65-year-old deaf-blind participant to notify others in the environment when help or assistance was needed for previously mastered adaptive daily living routines. The results demonstrated that following intervention, the participant independently used the device across all scenarios and did not use the device during the control condition. Generalization to novel scenarios was also achieved. Limitations and implications for applied practice are discussed.

About Hannah Thompson

Interests in Behavior Analysis: Functional behavior assessments, severe problem behavior, targeting adaptive daily living skills, social skill teaching, clientele across the lifespan (more specifically, ages 10-65), and organizational behavior management.

Post-Graduation Plans: Continue to work as a Lead Behavior Consultant with my agency, continue training and education to serve my clients, advance to a Clinical Supervisor role once credentialed (potentially moving to Assistant Program Director), test and pass by the end of August 2023, and assist the agency CEO with building the business using OBM and additional business tactics.

More from COEHS

COEHS gathered together to celebrate Lindenwood University's Homecoming 2023 festivities



College of Education and Human Services (COEHS) was well represented at the 2023 Lindenwood University Gala on Friday, November 3 at the Foundry Art Centre. The theme was the Emerald City and the featured speaker was Ozzie Smith, the best Cardinals' defensive shortstop of all time. From left to right: Dr. Susan Purnell, Dr. Annie Arnone, Dr. Ronda Cypret-Mahach, and Dr. Daniel Kirk



In between greeting visitors, COEHS faculty and staff posed for pictures at our tailgating tent.



Dr. Arnone snapped pictures of the football game, took selfies with her children, and posed for a photo with Homecoming King Edward Hansford.

Bon Voyage Cierre

Cierre Wesley, 3rd year Administrative Assistant with the College of Education and Human Services (COEHS) has completed her Bachelor of Arts degree in Theatre and has moved back to Kansas City, Missouri. Before Cierre left, COEHS threw her a surprise party.



Within days of relocating, Cierre had started both as *Emerging Associate Director* with Shawnee Theater and as a receptionist at a local community center (which also runs a theatre). Cierre shared with us that she is hoping to act in her free time and is currently on the lookout for a musical to audition for. With as driven and hard-working as Cierre is, she will be missed and she will surely do great things.

Bon voyage Cierre and thank you for your hard work over the past three years. We wish you all the best and look forward to watching you walk across the stage at Lindenwood University's Spring 2024 Commencement ceremony this May!

Happy Holidays from COEHS



Leading up to the Holidays, after students had completed their finals and many within the College had already begun their Winter Break, the remaining faculty and staff coordinated an Ugly Christmas Sweater Day. We'd like to wish all of our readers, students, and colleagues the happiest of holidays and a wonderful new year. Cheers to 2024!

Economic Education Center

2024 MCSS Conference Session Proposal Questions

Session Title:

Who's to Blame for the Near Extinction of the American Buffalo?

Target Audience:

Middle and high school teachers

Estimated Length:

50 minutes

Session Abstract:

The near-extinction of the American buffalo is a saga that captures the complexity of the US story. Discover free resources – including Ken Burns' new documentary *The American Buffalo* – to examine the causes and consequences of the buffalo's decimation, including the role of market forces, the tragedy of the commons, and government policies. Explore the principles that led to the buffalo's resurgence. Experience diverse perspectives from Native Americans, settlers, hunters, government officials, and more. Learn how to equip students with an economic lens that helps them better understand their world. Receive ready-to-use lessons and useful primary and online resources to engage students.

Learning Objectives for Participants:

- Explore the causes and consequences related to the near extinction of the buffalo in the 1870s;
- Learn ways to apply economic analysis to understand historical and current issues;
- Experience how to use Ken Burns' new documentary *The American Buffalo* in the classroom;
- Discover ready-to-use lessons and activities

Please explain how your presentation will include important, relevant and/or innovative content or strategies in the Social Studies:

Applies economic reasoning to analyze complex real-world events. Integrates Ken Burns' new documentary *The American Buffalo*. Draws on inquiry-based and active-learning strategies that help students more deeply learn to understand the past and prepare for the future. Demonstrates a mix of free teaching resources providing diverse perspectives on an issue.

Connection to Theme:

This presentation applies economic reasoning to examine the diverse causes and consequences of the decimation of the American buffalo, including the role of market forces and government policies. It incorporates perspectives from Native Americans, settlers, hunters, government officials, and more. It provides resources and strategies that empower students with analytical tools to better understand their world.

Publication Schedule for The Lead

We've shifted from a monthly schedule to four times per year:

**Mid- Fall semester
End- of- Fall semester
Mid- Spring semester
End -of- Spring semester**

For the latest information between issues, follow us on social media:

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[Lindenwood COEHS](#)

X (aka Twitter):

[LU College of Education and Human Services](#)

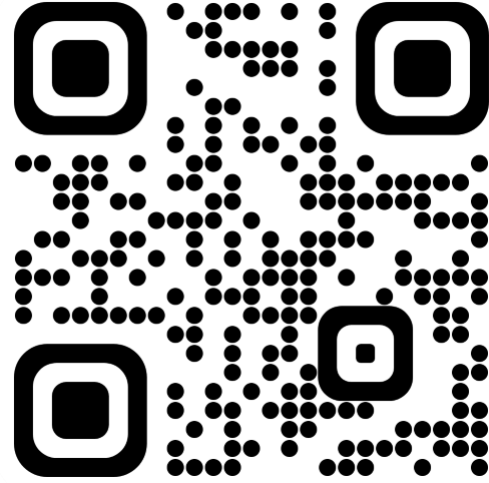
Instagram:

[Lindenwood COEHS](#)

Student Council for Exceptional Children (LU SCEC):



[Instagram](#)



[Facebook](#)

**If you are a Human Services Alumni, check out:
[LinkedIn: Lindenwood University Alumni Human Services](#)**

Upcoming Events

Spring Semester Begins: January 8th, 2024

Basketball game hosted by COEHS: February 24th, 2024

Spring Break: March 4th-10th, 2024

Final Exams: April 29th-May 3rd, 2024

Commencement: May 4th, 2024

Editors: Lindsey Johnston, Jennifer Tadsen, and Grammarly

We hope you enjoyed this issue of The Lead!

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

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