

The Lead

The College of Education and Human Services Newsletter Lindenwood University

Vol. 2024: Mid-Spring

Dean's Message

Hello everyone,

Spring has sprung, and there is a renewal of energy and enthusiasm around the College as we learn and grow alongside our students, many of whom will be completing their studies with us at the end of the semester.

It has been another busy few months for the faculty and staff of the College, with conference presentations, professional learning, student events, College-wide collaboration and planning for the year ahead. The College hosted alumni, faculty and staff at a LU Basketball game, which was an informal and fun way to gather and share time and experiences away from the College hallways. These opportunities help us build community, and model for our students what a professional and collegial environment can look like. Working across and beyond department and unit lines yields positive professional outcomes, and we will continue to be a human-centered college with a focus on the individual.

The College received the good news that our Educator Preparation Programs (EPP) were re-accredited by the Missouri Department for Elementary and Secondary Education (DESE) for 2024-2025. This is testament to the wonderful work our faculty and staff do to remain



current and on the leading edge of teacher education. Well done everyone!

We have also made further efforts to support our colleagues working in the K12 sector through an exciting transfer option for any teacher completing the LETRS (Language Essentials for Teachers of Reading and Spelling) program, currently being rolled out across Missouri. Anyone who successfully completes the LETRS training can bring that transcript into our Master of Arts in Education degree to be used in lieu of a 3-credit elective course, saving both time and money in their pursuit of a graduate degree. Contact the **PACE office** for more information.

The College continues the roll-out of the Transformational Educator program, in partnership with QEDEX (qedex.org), offering an impactful, self-paced and affordable model of professional development to teachers, schools and districts across the state and beyond. In fact, a cohort of 11 COEHS faculty are currently going through a Transformational Educator program with QEDEX to be able to infuse elements into the college and take the lead in further development of this model. We would be keen to speak with any interested districts about this opportunity, with pricing models to fit all district sizes and budgets.

It continues to be a turbulent time around the world, leading to disruption and change in teaching and educational services for the youngest in society. The ongoing war in Ukraine, unrest in Gaza and the West Bank, conflicts in east and central Africa and natural disasters in places as varied as California and southeast Asia all lead to increased challenges for those looking to schooling and educational services as a stabilizing force in their lives. Although we can often feel relatively disconnected to these events here on campus, our work focuses on preparing teachers, counselors, social workers and leaders who have the skills, compassion and tools required to meet the challenges that they will undoubtedly encounter in their professional lives. Although we dearly hope that our graduates do not encounter such extreme challenges as those listed above, we must recognize that we are serving a post-COVID generation of youngsters who do bear the scars of the trauma inflicted during the pandemic. Our goal remains committed to the teaching, supporting and caring for the individual, and this is why our work in the College goes much deeper and broader than Missouri alone.

As we continue toward the end of the Spring semester, I remain optimistic about the work we are doing and the bright future ahead for the college, one that we are all building together.

Regards, Dan

Featured Stories

COEHS VIPs Cheer On the LU Lions

The College of Education and Human Services hosted VIPs for the Lindenwood Men's and Women's Basketball games on February 24th versus Little Rock. VIPs, including community partners and alumni, mingled with COEHS Faculty and Staff, enjoyed lunch and drinks provided by Novellus, and cheered on the Lions from the VIP room overlooking the courts. President Porter and Leo the Lion made appearances during the event and Leo posed for pictures with fans. To be added to the invitation list for events such as this one, reach out to us at coehs@lindenwood.edu.



LindenTeach Interns Unveil Insightful Podcast Series: 'School's Back in Session'

LindenTeach Interns have once again brought a unique perspective to the education sector with their latest podcast series, aptly titled "School's Back in Session." Each semester, interns delve into the dynamic world of teaching, sharing experiences, challenges, and

insights.

The podcast covers a range of topics, showcasing the interns' journey from intern to student, the hurdles faced by first-year teachers, and an exploration

into the intriguing world of principal life. The series also includes exclusive interviews with prominent figures in education.

In the most recent episodes, listeners are treated to an engaging interview with Dr. Dan Kirk, the new dean of the College of Education and Human Services.

Dr. Kirk shares his global adventures in education, providing a unique perspective on the evolving landscape of teaching.

The interns don't stop there; and bring a behind-the-scenes look at the hiring process with two principals offering their perspectives. Listeners gain valuable insights into what to expect during interviews and the intricacies of the hiring process in the education field.

In another recent episode, interns interview another area principal to discuss his longtime experiences in both urban and rural school settings. He emphasizes the importance of diversity in candidate classroom experiences and “finding the right fit”.

The "School's Back in Session" podcast is a testament to the interns' commitment to fostering a deeper understanding of the education profession. Each episode not only educates but also inspires future educators and provides a platform for meaningful discussions within the academic community.

As the series continues to evolve, it remains a valuable resource for anyone interested in the multifaceted world of education. Stay tuned for more insightful episodes from LindenTeach Interns, unraveling the stories and experiences that shape the educational landscape.

To learn more about the LindenTeach Internship and to listen to the podcast: [visit the LindenTeach website.](#)



Curriculum & Instruction

LindenTeach Interns Hit the Ground Running

Spring 2024 LindenTeach Interns hit the ground running in the Orchard Farm, City of St Charles, and Francis Howell school districts this semester. The LindenTeach program is designed to improve the preparation of new teachers, improve the achievement of all students, and provide support to buildings experiencing a deficit in substitute teachers. LindenTeach is a paid internship that allows students to gain significant experience focused on effective classroom management techniques and engaging instructional strategies. Candidates engage in consistent self-reflection and professional development experiences to support professional growth as educators in a 3-credit hour course format.

Teacher Candidates interested in the LindenTeach Internship are encouraged to complete an initial application via the LindenTeach website by April 1st to be considered for Fall 2024 paid internships. Questions? Contact Dr. Amanda Aldridge, Associate Professor and Director of Internships and Culminating Experiences at aaldrige@lindenwood.edu.



Pictured, from left to right. Back row: Chloe Rafada, Morgan Dearth, Belle Biswell, Kaitlyn Metz, Bria Weirman, Jasmin-Gopar-Hernandez. Front row: Anna Nelson, Hannah Moon, Jessica Wither.

Academy Induction Ceremony

On January 18th fifteen teacher candidates were inducted into the *Academy for Students of Color as Classroom Educators*. Dr. Howard E. Fields III was the guest speaker for the event. The event was also attended by the Academy Fellows who will serve as mentors to the Academy members. Dr. Michelle Whitacre, Associate Professor in the Department of Curriculum and Instruction, serves as the Director of the Academy. The organization is sponsored by the DEWEY Award, a grant funded by the Missouri Department of Elementary and Secondary Education.





Pictured from left to right: Academy Fellow Dr. Tiffany Holman-Besse. Academy Members: Calwaun Street, Nancy Adams, Jasmin Gopar-Hernandez, Mary Gilliam, Xavier Griffin, Melissa Murillo, Phillip Hill, Mary Clark, Dmaya Jones, Amour Jones, Brittany Patel, James Owens, and James Stallings. Academy Director Dr. Michelle Whitacre. Academy Fellows Dr. Shane Williamson, and Dr. Howard E. Fields III.

Highlighting Kappa Delta Pi-Tau Phi Educational Honor Society

Members of Kappa Delta Pi Education Honor Society from Lindenwood University played a crucial role in ensuring the success of LU's recent Celebration of Teaching event held on Tuesday, February 13th.

Kappa Delta Pi members ensured the smooth operation of breakout sessions and were able to interact with faculty from across the university during this daylong event. As aspiring teachers, KDP volunteers were able to attend sessions and participate in enriching discussions. The Impactful Teaching Practices Student Panel afternoon session included strong representation of KDP chapter members as panelists.

The Celebration of Teaching event was well attended by university faculty from the College of Education and Human Services, the College of Arts and Humanities, the College of Science, Technology and Health, as well as the College of Business and Entrepreneurship.

Kappa Delta Pi's commitment to educational excellence shines through its dedicated support and active involvement in the Lindenwood campus community.

Questions about joining KDP? Contact Sara Stubblefield, Tau Phi Chapter President or Dr. Amanda Aldridge, Chapter Faculty Sponsor at aaldrige@lindenwood.edu



Executive Director Gayle Willey presents Lindenwood Student Council for Exceptional Children with \$2,000 Grant

The Missouri Council for Special Education Administrators (MO CASE) awarded Lindenwood Student Council for Exceptional Children (LU SCEC) a grant of \$2,000. The grant funds professional development at state and national conferences for students, which allowed six officers of the student group to attend the Missouri CEC Conference in Columbia, Missouri March 6th-8th.



At the conference, students worked at registration tables, interviewed with school districts from all over the state in mock interviews, and attended two days of sessions and professional development.



Notably, this was the first time that freshmen have presented at the MO CEC conference. Congratulations Ava Conway and Cassidy Thomas on your achievement!

Students brought back information on topics including: Function-based Thinking of Multi-Tiered Systems of Behavior Support, Connecting IEPs to the Missouri Learning Standards and Scaffolding Instruction, and When Mental Health Becomes an Educational Disability.

2022 Lindenwood Grad is 2024 West Elementary Teacher of the Year

Wright City School District just proclaimed Bria Prince 2022 LU Alumni as their 2024 West Elementary Teacher of the Year. Bria returned in November to speak at the KDP/LU SCEC Teacher Panel, sharing her students' success stories. Join us in congratulating Bria! Keep watching this video for the School Assembly showing the Principal awarding Bria Teacher of the Year!



Early College Academy (ECA)

The College of Education and Human Services at Lindenwood University participates in the ECA program which allows high school juniors and seniors to earn college credit by enrolling in carefully curated coursework as part of their high school curriculum. Currently, two local school districts have enrolled students interested in becoming teachers in ECA coursework. Dr. Hutcheson, Associate Dean COEHS, has created appropriate syllabi for two of the initial courses in the C&I program of study: EDU 11110 Orientation to Education with Field and EDU 20200, Psychology of Teaching and Learning. This course content is part of the students' high school curriculum. Students take the Orientation course their first year enrolled in ECA and the Psychology course the second year. As part of our mission in COEHS, Dr. Hutcheson observes at each of the participating high schools to evaluate how well the teacher is implementing the syllabus provided and engaging with the high school students. Currently, both Fort Zumwalt School District and Brentwood School District are participating in this opportunity for their high school students who aspire to be teachers. In both districts, the ECA students are expected to complete the EDU 11110 30-hour observation hours in their district schools.

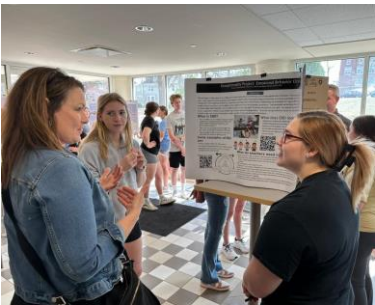
These students will begin their first year with 6 hours of C&I coursework already completed.



At a recent visit to Fort Zumwalt North High School, Dr. Hutcheson participated in a panel discussion which included former FZSD graduates currently pursuing teaching degrees. These students also participated in the Early College Academy and returned to their alma mater for a day to share their experiences. All agreed that transferring credits from the ECA program was easy and gave them six hours of college coursework.

EDU 34100 Poster Presentations

For their Final grade, students in the first eight-week session of EDU 34100 HYBD Education of the Child with Exceptionalities presented a poster explaining an assigned disability, what it feels like, how to design a Universal Design for Learning (UDL) Classroom, how to promote inclusion, and they created a tool or classroom aid for K-12 teachers. Thank you to the Faculty and staff that attended and engaged our future teachers!





Lindenwood Student Teacher awarded Missouri Dabney Merit



Nominated by Lindenwood student teacher supervisor and cooperating teachers, Bailey Shumaker attended the Missouri Council for Exceptional Children Conference where she received the Dabney Merit Award for Missouri Outstanding Future Special Education Teacher for the Year. Bailey currently teaches special education as a Teacher of Record, in addition to completing Student Teaching. When asked why she chose special education, Bailey stated, "My students are so incredible and just need someone who is willing to take the time for them to thrive. I want to and will continue to be that person from now until the end of my professional career." Congratulations to Bailey Shumaker!

Previous Lindenwood alumni Kayla Meyer (2023), Shannon Ransom (2022), Brittney Huck (2020), Emily Milligan (2011), Jill Luetkenhaus (2008), Amy Kurzendoerfer (2007), Christen Tighe (2004), Lisa Calhoun (2003), Susan

Marie Baker (2001), Dawn Ward (1996) received the prestigious Dabney Award at this state conference.



Missouri Dabney Merit winner Bailey Shumaker poses with current LU SCEC officers and Dr. Rebecca Panagos, who advises this student group.

Educational Leadership

School Administration and Educational Administration Programs Participate in Cyclical Review

The School Administration programs and the Educational Administration programs are currently participating in a cyclical program review (conducted every 5 years) as part of Lindenwood's efforts to ensure the quality of all of its

educational offerings. The review entails a comprehensive self-review that analyzes a variety of data sets including surveys given to current and former students, past academic performance, graduation and retention trends, current job market, and comparisons to similar programs. The review also consists of an external reviewer coming to campus, studying the self-review, and conducting a series of student, faculty, adjunct, staff, and administrator interviews. Following the visit, the reviewer completes a final report outlining what was observed, and providing suggestions/recommendations for program enhancement/improvement. The external visit concluded on January 23. Once the final report is received, program personnel will review the reports and utilize the information to create appropriate action plans to enhance the quality of our courses and overall programs.

Students Successfully Complete Doctoral Dissertation Defense

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

Matt Gaglio defended his dissertation titled “Psychological Needs Satisfaction in Teaching: A Mixed Methods Analysis on the Impact of Evaluation Systems on Teacher Intrinsic Motivational Outcomes Using Self-Determination Theory.” His dissertation chair was Dr. Kelly Dickinson. The purpose of the study was to examine the relationships between psychological need satisfaction, motivational regulators, and intrinsic motivational outcomes regarding teacher evaluation systems related to the self-determination theory. The study consisted of 144 participants from two school districts and 18 school buildings. Confirmatory factor analysis and structural equation modeling showed that psychological need satisfaction positively predicted autonomous motivation and in turn, positively predicted enjoyment and pressure, while also negatively predicting value. Psychological need satisfaction also negatively predicted controlled motivation with autonomy and competence, but positively predicted relatedness. Controlled motivation positively predicted enjoyment, but negatively predicted pressure and value. Twenty participants were interviewed and a thematic analysis concluded two main themes: Teacher evaluations do not hold value for teachers and evaluations do not increase motivation. Thematic analysis also concluded four subthemes: (a) autonomy and peer competence promoted value and enjoyment, (b) relatedness improves all motivational indexes and adds value, (c) evaluations do not increase pressure,

and (d) improvement plans do not influence motivation. These findings can help provide insight into how teacher evaluation systems could change for the better, giving teachers a greater sense of value and motivation and increasing teacher retention.

Nicole Cramer defended her dissertation titled “An Examination of the CASEL Social and Emotional Learning Standards in Middle School.” Her dissertation chair was Dr. Roger “Mitch” Nasser. This study analyzed teacher perceptions of social and emotional learning and whether students in subgroup populations including Black students, students receiving free and reduced lunch, and students with Individualized Education Programs (IEPs) attained social and emotional competency at the same level as peers not in the aforementioned subgroups. The study found that students who received IEP services achieved a statistically significant difference in achievement levels in two of the CASEL competencies in a self-reported SEL survey compared to students who did not receive IEP services. The researcher also conducted a thematic analysis and coding of answers from teacher interviews and open-ended questions on the surveys and conducted a descriptive analysis of the teacher survey answers from Likert-style survey questions. Based on these results, the researcher found teachers strongly believed 1) More training is needed about social and emotional learning, 2) Home life affects SEL skill development, and 3) Teachers felt they don’t have enough time to teach social and emotional learning and the required curriculum. Based on these conclusions, the researcher recommended future social and emotional learning research centered around improved assessment tools for SEL in the educational setting and high quality SEL professional development for teachers.

Cara Suzanne Barth-Fagan defended her dissertation titled “A Case Study of Technology Integration at a Community College During a Disruption of Learning Due to a Global Pandemic.” Her dissertation chair was Dr. Roger “Mitch” Nasser. This study discussed the challenges and opportunities of remote learning during the COVID-19 pandemic. It highlighted the financial stress, digital divide, and inequalities in educational opportunities that arose during this period. However, it also acknowledged the advantages of remote learning, such as flexible scheduling, individualized learning, and global collaboration. The study design used was qualitative, aiming to identify the perceived levels of student engagement and support between faculty and students, and the perceived levels of success of completing a blended learning course in an online, hybrid, or hyflex format during a global pandemic. The study emphasized the importance of incorporating effective strategies to create a more flexible and inclusive education system that combines the benefits of traditional classroom learning with the advancements made during this period of remote education.

John Richard Thompson III defended his dissertation titled “The Impact of Perceived Principal Efficacy on Instructional Growth Through the Evaluation Protocol.” His dissertation chair was Dr. Tanya Vest. The goal of this study was to investigate the impact of the perception of principal efficacy on instructional growth. The research questions examined what factors determine the perception of principal efficacy, how those perceptions impact instructional feedback during the evaluation process, and how they impact teacher growth. Data were collected in two stages. First, a survey was distributed to all K-12 teachers from a rural Southwest Missouri athletic conference. Participants completed the survey to provide qualitative information on the impacts of the perception of principal efficacy. Stage two consisted of follow-up interviews with the participants who indicated they were willing to participate. The data were analyzed, sorted, and themed from both the survey and follow-up interviews and presented in the findings. Implications that were revealed through this study include the determination that perceived principal efficacy impacts instructional feedback, perceived principal efficacy is malleable, and perceived principal efficacy plays a role in the effectiveness of being a principal.

Michelle Brown defended her dissertation titled “Using Mindfulness Through Doodling in Interactive Notebooking to Increase Student Achievement.” Her dissertation chair was Dr. Robyn Elder. The SARS-CoV-2 pandemic, which unfolded from 2019 to 2021, disrupted education systems worldwide, leading to significant learning loss and inequities. The shift to digital learning, necessitated by the pandemic, presented challenges such as learning loss and social-emotional impacts. This study investigated the incorporation of Social Emotional Learning (SEL), with mindfulness, into the school curriculum to address these challenges. The focus of the study was on the implementation of Mindful Doodling as a component of SEL within an interactive notebook in a middle school science curriculum to enhance student achievement. The study aimed to analyze how different amounts of Mindful Doodling in various settings impact achievement in a small, private middle school in the Midwest. The investigator assessed student achievement levels using pre- and post-assessment unit tests and evaluated the effectiveness of Mindful Doodling in different settings, including virtual, hybrid, and in-person learning. The results of this study provide valuable insights for educators and policymakers looking to enhance SEL practices and improve student outcomes, which includes the incorporation of Mindful Doodling across the curriculum, and expansion of further research, by expanding the study population, as well as expanding the Mindful Doodling practice.

Jonathan Eastman defended his dissertation titled “A Qualitative Study of Redemptive Intelligence and the Leader’s Opportunity to Grow Performance Through Failure.” His dissertation chair was Dr. Jason Lively. This study focused on the redemptive intelligence of successful leaders and their opportunity to grow their personal and team performance through failure.

Leaders who have a strong ability to leverage failures for improved performance for self and team, exhibit high levels of redemptive intelligence. Leaders who have a weak ability to leverage failures for improved performance for self and team, exhibit low levels of redemptive intelligence. The study included 10 participants who were surveyed and interviewed. Success was defined by these participants along the lines of progression and joy. Failure was defined along the lines of pain and quitting. These definitions evolved over time and became less of a zero-sum game where they were focused on things and became more about learning and progression. Participants came from successful stints in various industry and ideology including government, politics, military, business, holistic health, law, homemaker, medicine, education, engineering, music, ecclesiastics, and athletics. Positions held by participants included Dean, Professor, CEO, Partner, Government Commissioner, Military Commander, Composer, Producer, Doctor, Surgeon, Lieutenant Colonel, Owner, Coach, Bishop/Pastor, Instructor, Lawyer, Teacher, Mother, Father, Missionary, Engineer, Founder, Board Chairman, Trainer, and President. Some of their accomplishments have included Researcher of the Year, expert surgeon, elite ranking in global business, National Champion, Founder of businesses and associations, Partner in company, Commander of elite leaders in military, Federal Commissioner, Parent, Grammy award winner, Vocal Group of the Year, Fellowship, and Doctoral degrees, etc. Participants were chosen for their common ability as proven and successful leaders

Human Services

Career Pathways Day at Liberty High School



Dr. Lynette Dixon, Assistant Professor in the Clinical Mental Health Program, attended Career Pathways Day at Liberty High School in the Wentzville School District on January 11, 2024. Lynette spoke with students about options for future careers in the field of mental health and shared information about Lindenwood University. It was a wonderful event, and as a former school counselor and LPC, Lynette was especially grateful for this opportunity to connect face-to-face with students on this topic. Thank you to Principal Dr. Edgar Nelson, and all the staff at Liberty for creating this opportunity.

Dr. Patterson-Mills and Dr. Zori Paul co-host a National Webinar

As part of the teaching task force in career counseling and the Association of Counselor Educators and Supervisors, Dr. Patterson-Mills co-led a Career Interest Network webinar featuring Dr. Chad Luke. His neuro-counseling approach examines the neurological processes resulting from counseling interventions. He also featured motivational interviewing as an intervention with all ages across the lifespan. The conference was well attended with 58 participants from across the country.

Stehn Advocates for the Counseling Profession and Clients



On Tuesday, February 27th Dr. Molly Stehn, Associate Professor of Clinical Mental Health Counseling, attended the Missouri Mental Health Counselors Association (MMHCA) Legislative Advocacy Day in Jefferson City. Together with other MMHCA members, Dr. Stehn spoke to state representatives about bills currently being considered by the Missouri legislature, and how they might impact the counseling profession and its clients.

Dr. Stehn had the opportunity to speak and follow up with Representative Hardy Billington, who is sponsoring HB 1405. This bill would prohibit school employees and contractors (including school-based counselors) from referring to students by pronouns that do not align with the sex on their birth certificate without parental consent, and would require school employees and contractors to inform parents if their students are using other pronouns. During the meeting, Dr. Stehn and the rest of the MMHCA group informed Rep. Billington of how this will negatively impact counselors' ethical obligation of confidentiality if the bill were to become law. She gave him further information about the nature of the counseling relationship, counselors' ethical duty to refrain from imposing values onto clients, and the potential danger of breaking confidentiality to reveal sensitive information to parents.

Other bills that the MMHCA group addressed were HB 1976 which would reduce healthcare professionals' burden of seeking prior authorizations, and HB 2234 which would prohibit healthcare professionals from charging a fee to provide medical and mental health records to patients for the purposes of supporting an application for worker's compensation, veterans, or disability benefits.



The Use of a Behavior Chain Interruption Strategy to Teach Mands for Help with an Adult with Intellectual Disability and Deaf-Blindness

Hannah E. Thompson¹ · Robbie J. Hanson¹

Accepted: 4 February 2024
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Abstract

Individuals with deaf-blindness and co-occurring diagnoses, such as intellectual and developmental disabilities, may experience difficulty with independence, specifically with communication. One behavior-analytic procedure that may be useful for increasing independence and teaching communication to this population is the behavior-chain interruption strategy (BCIS). The current study examined the use of the BCIS to teach a 65-year-old deaf-blind participant with severe intellectual disability to use a SadoTech Elderly Monitoring Pager to notify others in the environment when help was needed. The researcher alternated between establishing operation (EO; help needed, items missing, or inoperable) and abolishing operation (AO; help not needed, items present, and operable) trials for three previously mastered daily living routines. The results demonstrated that following intervention, the participant used the device independently during EO trials and never used it during AO trials across behavior chains, and similar results were obtained during a treatment-extension phase. Limitations and implications for applied practice are discussed.

Keywords Communication · Deaf-blind · Intellectual disability · Interrupted behavior chain · Mand training · Motivating operations

The National Center on Deaf-Blindness (2023) reported that 10,441 children and approximately 40,000 adults had a diagnosis of deaf-blindness in the United States in 2021, and roughly 90% of these individuals have a co-occurring medical, physical, or cognitive diagnosis (National Library Service for the Blind and Print Disabled, 2023). Individuals with deaf-blindness experience a range of vision and hearing loss which may impact independence, such as daily living and communication.

The full text article is now available for our previously announced student thesis that was accepted for publication in *The Analysis of Verbal Behavior*, which is an academic peer-reviewed journal.

[Read more!](#)

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Social Work Advocates for Legislative Changes

In celebration of Social Work Month, Lindenwood social work seniors, Samone Covington, Tess Mechler, Alyson Hively, Elizabeth Eisenhauer, Reagan Griessel, and Alexis Akerman and Dr. Carla Mueller attended the MO-National Association of Social Workers Legislative and Advocacy Day in Jefferson City on March 5th. Our seniors met with other social work students from across the state. MO-NASW Executive Director, Cassie Brown, encouraged the participants to connect with their legislators to promote current bills related to social work. These bills focused on expanding access to mental health treatment for audio-only telehealth and prior authorization reform, eliminating SNAP (Food Stamps) disqualification for felons, and criminalizing the negligent discharge of firearms. Social work students were addressed by two House representatives who are also social workers, Keri Ingle and Aaron Crossley. These elected officials encouraged social work students to consider their ethical obligation to social justice and advocacy to include political office. Lindenwood social work majors sat in on a House session where debate and voting on a bill to require permits prior to building landfills be legislated in the state of Missouri.



March is Social Work Month

Per the National Association of Social Workers:

“For more than a century, social workers have helped our nation tackle major societal challenges, including the push for equal rights for women, people who are Black and people who are LGBTQIA2S+. Social workers have also been behind initiatives we continue to benefit from, including Social Security, a minimum wage, Medicare, and improved workforce safety. Our nation continues to face challenges ahead, including a higher demand for mental health services. It is important that our society empower and support social workers so they can continue to help millions of Americans improve their lives.”



EMPOWERING
SOCIAL WORKERS

More from COEHS

One Degree of Separation, Lion Style

Sammie Strange Budiselich (left) is an Alumna of Lindenwood's College of Education and Human Services (COEHS) from 2108 and was previously a student of Mrs. Cam Newman (center). Sammie now serves as Cooperating Teacher for Mrs. Newman's student Shannon Callanan (right), a current Lindenwood University Teacher Candidate.

Thank you Sammie for giving back to Lindenwood and helping us as we shape the future of education. Thank you Mrs. Newman for your continued presence within COEHS and for the many generations of students you've impacted. Congratulations in advance to Shannon for your upcoming graduation, and best of luck in your teaching career. We know you'll do great things!



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](#)

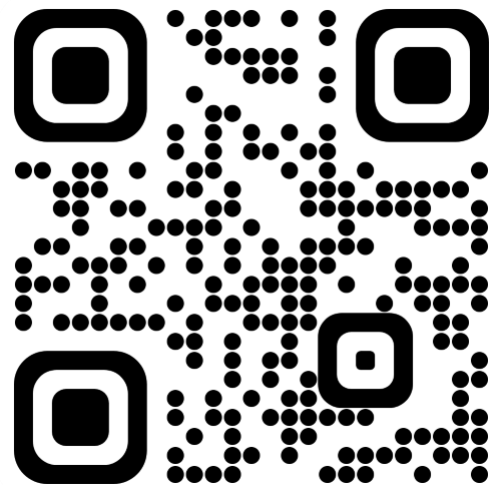
X (aka Twitter):
[LU College of Education and Human Services](#)

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

Futures of Education Summit 2024



March 19, 2024, 5—7 pm



AB Leadership Room, Spellman Center
Lindenwood University

- *Keynote Speaker: Dr. Mark Penny
- *Choose From Two Engaging Interactive Sessions
 - o *Mental Health in Education*
 - o *The Staffing Crisis in Education*
 - o *Designing Schools of the Future*
 - o *Visit Tables of COEHS Professional Organizations*

OPEN TO ALL COEHS STUDENTS

This event is a component for building your Professional Development Portfolio in Foliotek. Upload your certificate of attendance to your Foliotek Portfolio under Documents.

Attendance, while not mandatory, is highly encouraged

- **Attendance Prizes**
- **Refreshments**
- **Networking Opportunities**
- **Certificate of Attendance**

LINDENWOOD
UNIVERSITY

COLLEGE OF EDUCATION AND HUMAN SERVICES

Futures of Education Summit:

March 19th, 2024
open to all COEHS students

Final Exams:

April 29th-May 3rd, 2024

Commencement:

May 4th, 2024
6pm

Study Abroad @ Oxford

July 2nd-23rd

Editor: Lindsey Johnston, aided by Grammarly

We hope you enjoyed this issue of The Lead!

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

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