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Centers for Excellence 2010: We Succeed When Our Student Succeed

Lindenwood University

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LINDENWOOD UNIVERSITY

Centers for Excellence 2010

Centers for Excellence 2010

We Succeed When Our Students Succeed

Established 1827

Lindenwood Mission Statement

Lindenwood University offers values-centered programs leading to the development of the whole person — an educated, responsible citizen of a global community.

Lindenwood is committed to

- providing an integrative liberal arts curriculum,
- offering professional and pre-professional degree programs,
- focusing on the talents, interests, and future of the student,
- supporting academic freedom and the unrestricted search for truth,
- affording cultural enrichment to the surrounding community,
- promoting ethical lifestyles,
- developing adaptive thinking and problem-solving skills,
- furthering lifelong learning.

Lindenwood is an independent, public-serving liberal arts university that has a historical relationship with the Presbyterian Church and is firmly rooted in Judeo-Christian values. These values include belief in an ordered, purposeful universe, the dignity of work, the worth and integrity of the individual, the obligations and privileges of citizenship, and the primacy of the truth.





A Message from President James D. Evans

Good to Great

Several decades have passed since it was sufficient for colleges and universities merely to provide academic education and certification of academic achievement. Today's higher education environments are expected to support their students with a variety of value added experiences that extend significantly beyond basic classroom instruction. Although Lindenwood University has excelled in educating the whole person since its founding, to the best of my knowledge we have not previously published an illustrative summary of some of the wonderful human-development extensions available to this community of active learners. This booklet fills that gap.

We are dedicated to producing informed, principled leaders for a global society. The latter objective is a tall order for any university, and guiding our protégés beyond just becoming informed – so that they can grow in both character and leadership capacity as well – requires exceptional devices and opportunities. Collectively these extraordinary features of Lindenwood are called our *Centers for Excellence*. They help good students grow into great graduates, in the following ways:

- Our **Transition Centers** optimize the students' first year experience, generate internships in the interest of developing actual workplace savvy, help our hundreds of international students acclimate to American culture and education, and ease our new graduates into job placement and graduate-school admission.
- Our **Opportunities for Distinction Centers** sponsor a robust and growing Honors College, Broadway-level experiences in the performing arts, and an enticing array of educationally valid study abroad options.
- Our **Centers for Communications Excellence** feature a technology-rich learning environment and the latest cyber education for all major disciplines studied

at the University. On the creative side of communications, our students and faculty members collaborate to publish several scholarly journals, and aspiring video broadcast professionals gain hands-on training in our high definition *Charter Communications TV Studio*.

- Our **Fabulous Facilities** and their accoutrements offer fully equipped modern learning spaces for disciplines ranging from music education to business. Although hardly modern, Lindenwood's inimitable *Boone Campus* makes Daniel Boone's personal wilderness laboratory available to our Science students and American Studies majors.
- Our **Success Assurance Centers** guarantee that no Lindenwood student graduates without numeracy, professional writing competence, and effective learning skills.
- Our **Centers for Character and Leadership** lure Lindenwood's students off campus and into the wilderness or the local community for opportunities to both give to others and lead them – in short, to commit to larger purposes and learn how to make things happen for the greater good.

One of this University's most notable presidents, John Lincoln Roemer, wrote that a college education should "prepare one to live the largest life possible." We heard you, Dr. Roemer, and we know you are pleased with Lindenwood's *Centers for Excellence*.

Very sincerely yours,

A handwritten signature in cursive script that reads "James D. Evans".

James D. Evans, Ph.D.
President

Transitions

First-Year Programs Office Gets Students Off to Good Start

Beginning a college career is an exciting time that is simultaneously filled with happiness, eagerness, and nervousness. The Office of First Year Programs was created in 2007 to provide students with the support and resources needed to have a successful transition to Lindenwood University. The three-tier model—First-Year Experience, LUL 101: Freshmen Experience, and Academic Monitoring—was designed to help students succeed academically, socially, and personally.

The First-Year Experience Program has been structured to sustain students' happiness and decrease their nervousness by providing them with fun and exciting activities that are filled with valuable information about campus resources and college life. In addition to making new friends, students learn how to navigate the University structure.

The goal is for each student to become more than a person who takes classes at Lindenwood, but someone who is fully engaged—academically and socially—and part of the Lindenwood community. LUL 101: Freshmen Experience is a two-credit-hour course that was designed to help students become fully engaged, perform well academically, and ultimately graduate from Lindenwood. With the understanding that Lindenwood students are intelligent and can handle the work, LUL 101 is meant to help new students master the non-cognitive issues (i.e. time management, asking for help, declaring/researching a major, managing relationships).



New to the First-Year Experience in fall 2009, which occurs the week prior to the start of the semester, was the Housing Wars competition between freshman residence halls, in which the halls competed in a variety of contests.



A parents' day during First-Year Experience allows parents to spend some time with their new college freshmen on campus at events like the barbecue pictured here.

The final tier, Academic Monitoring, provides one-on-one support to students who are experiencing academic and personal challenges. These meetings help students explore and discover the problems they are having and identify solutions. Ultimately, the skills students learn during their first year prepare them for success at Lindenwood and beyond.

Just as it is important to help students transition from high school, it is important to keep parents informed about services and programs offered at the University. To meet this need, the LU Parent Page was launched in 2009. Parents can visit the page at <http://www.lindenwood.edu/parents/>.

The goal of every academic program at Lindenwood University is to insure that the student's step from classroom to career is as seamless as possible. Certainly an important part of that preparation is quality classroom learning, but lectures and labs are not enough. No college campus can accurately simulate the settings that students will encounter in the professional world, which is why so many Lindenwood degree programs require that students participate in internships.

Although the exact requirements of an internship may vary slightly from one academic program to the next, the goal is the same—to provide the student with a professional work experience. Internships serve as a win-win situation for both the students and the companies that employ them: the students gain valuable experience while the companies get the first look at well-educated and trained new talent.

While participating in internships, Lindenwood students are exposed to the actual work environment of the vocation that they have chosen. They work with professionals and see how the principles that they learn in the classroom are applicable in the "real world." Perhaps most importantly, internships are



Internship opportunities in the Lindenwood School of Communications allow students to learn their craft in a real-world setting.

usually the place where students begin to understand the value of networking.

Interns are encouraged to look for opportunities to contribute at their host companies. This demonstration of their talents is invaluable in making an impression on potential employers. A recent National Association of Colleges and Employers survey reported that of the 2009 college graduates who have jobs, 73 percent completed a college internship.

Information about internships is available through the academic school of interest.

Lindenwood University has an unique partnership with the St. Louis County and Municipal Police Academy (SLCMPA) in which LU students have the option of completing a Missouri State Peace Officer's Standards and Training Program during their last semester of senior year as part of their academic program. After successful completion of the program, they earn a Class "A" Peace Officer's license as part of their undergraduate degree program.

Lindenwood's joint venture is part of only a handful of programs that allow students to complete their bachelor's degrees in criminal justice and graduate from a certified police academy while receiving college credit for that phase of their coursework. A faculty member meets with the academy class each week to check on their progress, offer support, and keep them connected to Lindenwood.

The SLCMPA offers intensive 869-hour, 23-week hands-on practical instruction in the core knowledge and skills needed by peace officers working in Missouri. The program includes academic course areas such as constitutional law, Missouri statutory law, and criminal investigations. In addition, the program



Recent criminal justice graduates are working in law enforcement throughout the region. Also pictured are current students who are completing their final semester at the St. Louis County and Municipal Police Academy.

mandates many hours in skills training focusing on areas such as driver training, defensive tactics, and firearms.

Partnership with the academy also includes some of Lindenwood's criminal justice professors teaching specific training courses at the academy during the summer. Full-time training staff members at the academy have adjunct faculty status at Lindenwood. The program began in 2007 with the first academy class, and since then has continued to grow each year.

In an employer-driven market, experience can sometimes be the determining factor in hiring decisions, and Lindenwood's Career Center is committed to helping students gain every advantage possible in this increasingly competitive environment, including assistance in landing internships. More and more, internships have become prerequisites for students hoping to obtain employment upon graduation. The National Association of Colleges and Employers (NACE) recently surveyed employers on the importance of internships. The following are some comments from survey respondents:

"When I look at resumes, I like to see something other than non-relevant summer jobs. When students have an internship on their resume, it really separates them from those who do not. The ones who have internships are generally the ones who are selected by the hiring managers...I would also advise students to seek an internship in the industry that interests them, along with considering their career goal."
—April Cole, Human Resources, Aegon Special Markets Group, Inc.

"Having an internship is a great way to get your foot in the door of a company. It allows the student to become familiar with the firm as well as the policies and procedures of that firm. Students with internships on their resume have



Brandi Goforth, Assistant Director of the Lindenwood Career Center, assists Nikunj Marvania (foreground) and John Murray in using the center's resources to look for job and internship opportunities.

demonstrated that they are doing something to get ahead and have demonstrated initiative, and that is impressive. Internships open the doors to job opportunities. Our firm does much of our hiring from interns."

—Brett Newberger, Weil, Akman, Baylin, & Coleman, P.A.

The Career Center has a number of resources to help students who want to gain a competitive edge in the world of work, and students are encouraged to schedule an appointment with one of the Career Counselors.

The Lindenwood Etiquette Dinner, held each spring, provides Lindenwood University graduating seniors an opportunity to experience proper etiquette in a formal dining situation. In the corporate world, job interviews and client relations may take place in a formal dining setting, so this opportunity enhances the professionalism of a Lindenwood graduate.

Ralph Pfremer, owner of Pfoodman, Lindenwood University's food service provider, hosts the Etiquette Dinner. The School of Business and Entrepreneurship joins the Marketing Club, Business Club, and Career Development Office to assist with dinner coordination and planning.

The evening begins with a pre-dinner meet and greet and the serving of appetizers. Before dinner is served, Pfremer speaks to students about the history of his company and an overview of the evening's events. As the students are served their meal, Pfremer explains each course and offers lessons in dining and personal conduct. Students may ask questions about particular dining situations.



Ralph Pfremer, owner of Pfoodman, Lindenwood's food service provider, hosts an etiquette dinner annually to instruct students in how to conduct themselves in formal dining situations that they may encounter in their professional lives.

After the students have finished dinner, a keynote speaker, usually a leader in the local business community, gives a motivational address on being successful in today's business environment. Students have time to reflect on what they have learned with their table hosts—Lindenwood University alumni who share job experiences and discuss how a Lindenwood University education helped them to be successful in their current careers.

Annually, approximately 80 students attend the Etiquette Dinner and enjoy a professional dining experience while gaining insight into the corporate business world.

Transitions

Camp Read-A-Lot Provides Benefit for Children and Teachers Alike

Camp Read-A-Lot, a summer reading program for children in first through sixth grade, has been in operation on Lindenwood's main campus for the past five years. In 2009, 49 children received individualized literacy instruction from Lindenwood reading practicum students under the supervision of three professors: Patricia Leitsch, Rosemary Thouvenot and Carol Zimmer.

Camp Read-A-Lot provides a clinical experience for Lindenwood pre-service teachers and teachers who are seeking reading certification. Instructors and students use a variety of materials, including games such as Scrabble Slam, Spell Down, vocabulary relay races, and more. In addition to books and activities, the individual interests of the children are addressed through the literature.

Many children who attended camp this summer were attending for the fourth year in a row. Children come from diverse backgrounds; some need remediation and others need a challenge. The commonality is that students leave camp with a better understanding of literacy concepts and a desire to read for enjoyment and for gaining information.

The children in the camp gave enthusiastic reviews. Some of their comments included, "I don't want camp to end. I want to go all summer long. I can't wait until next year!" For them, camp is a wonderful opportunity to meet new friends, learn new reading skills, and build lasting relationships.

Practicum students also left camp energized and eager to try the new strategies to assist children in becoming successful readers and writers.



The Lindenwood School of Education's popular Camp Read-A-Lot summer reading program brings students in first through sixth grade together with Lindenwood reading practicum students for several days of reading enrichment and instruction, which provides valuable experience for the Lindenwood students and is beneficial for the children as well.



"I am implementing all of the strategies I learned in camp to help my students become better readers and writers, and they are showing literacy improvement," said Jill Schulte, a reading specialist student.

Undergraduate students constantly comment positively on the authentic classroom experience providing modeling and immediate feedback from the instructors. It's a win-win situation for all involved in the program.

Preservice students have other opportunities to take methods courses with instructors who have arranged partnerships with local school districts. Rosemary Thouvenot and Rebecca Panagos, Ph.D., teach reading methods courses, while Pat Kellar and Vicki Adams teach math methods courses within school partnership programs.

Transitions

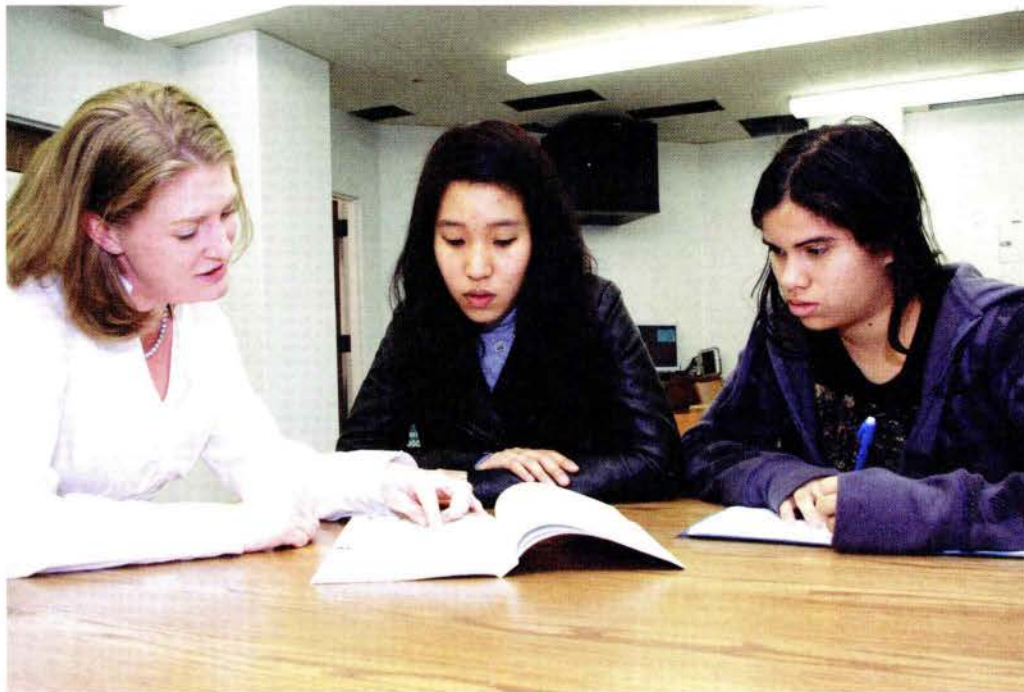
Programs Helps International Students Acclimate to School in America

International students arriving at Lindenwood University often face many challenges in their first semester, including culture shock, homesickness, and language problems. Newly arriving international students now have the opportunity to work with other international students to improve their language skills and adjust to the expectations of an American university. The English Preparedness Program (EPP) offers these international students the chance to adapt to their new surroundings, while improving their academic skills in English.

Once they arrive, students are given an English placement test and enrolled in the appropriate English preparedness course based on their level of fluency. Courses offered include Spoken Communication for Non-Native Speakers, English Grammar, Reading and Writing for Non-Native Speakers, Academic Writing, and English Composition for Non-Native Speakers. These courses are designed not only to improve students' English proficiency but also to help students develop the academic skills needed to meet the high expectations of Lindenwood University.

In conjunction with courses in developing academic English skills, international students also work with "English Conversation Partners." These partners are Lindenwood students who meet daily to help international students with their EPP homework assignments and also offer a friendly face to answer questions and discuss issues the students might be facing.

The English Preparedness Program helps international students adjust and acclimate to the standards of higher education in a country other than their own. The positive benefits that students gain from EPP are skills and tools that will assist them throughout their career at Lindenwood University.



Professor Sara Marler-Rayfield, Chair of the English Preparedness Program, has a session with international students Dewan Kim (center) and Marta Castillo.

The English Preparedness Business (EPB) program aims to prepare international graduate students of business for academic success in the American graduate classroom. Upon the students' arrival to the United States and to the Lindenwood campus, the EPB program first orients students to the University and to the MBA program. During the course of a three-day orientation period, students are assessed for English language proficiency in writing, advised by the international student advisor, and enrolled in their first term courses.

Additionally, the students attend seminars on cultural awareness, academic integrity, academic preparedness, and degree requirements. Such sessions seek to explicitly prepare the students for the transition they may face upon entry to an American graduate program. Finally, during orientation, students receive information on how to take the very first steps necessary

to begin their programs, including where to buy their books, how to open bank accounts, and where to find all of the relevant campus offices.

After students begin their degree programs in business, the EPB continues to offer support in the form of ongoing advisement from the EPB coordinator as well as academic instruction in the area of academic writing for non-native speaking graduate students. The courses run through the EPB program are designed to facilitate students' success in producing academically appropriate graduate level-work in English. The program offers two nine-week courses aimed at building the students' awareness of and competence in the academic writing conventions expected of English language writers.

Upon completion of their language support coursework, international business students continue their business programs with the ongoing support of the EPB program and coordinator. As such, Lindenwood's international business graduate students may actively construct a successful graduate experience in the United States.

Opportunities for Distinction

Honors College Offers Recognition Opportunities for Outstanding Students

The Lindenwood University Honors College offers students a special opportunity to be recognized for excellence and extra effort in their courses. University Honors are reserved for exceptional students who demonstrate intelligence, initiative, and perseverance in fulfilling requirements beyond those asked of others. Meeting these expectations exhibits their commitment to excellence.

Graduating with University Honors is the highest award Lindenwood bestows. This achievement is announced at graduation and the recipient wears a purple braid at the ceremony. "University Honors" also appears on the student's diploma and transcript. All courses completed for honors credit are designated as such on the student's transcript, and the President of the University presents a certificate to those graduating with University Honors at the annual Honors Convocation held each April. To apply for membership in the Honors College, an incoming freshman must score a 29 or above on the ACT. A transferring or returning student must have a 3.3 GPA to apply.

Honors courses are offered in two formats. Each semester, several courses have honors sections where every student in that section is enrolled for honors credit. These sections are smaller than non-honors sections and include more class discussion, in-depth readings and writings, and individual contact with the professors.

The other honors format allows any undergraduate course to be taken for honors credit with the permission of the professor. A student must earn an A in the course and successfully complete an extra project mutually agreed upon by the professor and student in order to earn the honors credit designation.



Professor Mike Whaley, who heads the Lindenwood University Honors College, presents a lecture in his World History class.

To graduate with University Honors, a student must complete 24 hours of honors credit. There are two options. First, a student may enroll in up to 12 hours of 100 level Honors sections with the remaining 12 hours in 300 level courses. Second, a student may enroll in six hours of traditional 100 level courses and complete the remaining 18 hours in courses at the 200 level or above.

Opportunities for Distinction

J. Scheidegger Center Provides Professional Opportunities for Arts Students

The spectacular J. Scheidegger Center for the Arts continues to overwhelm the senses of students and guests alike. The beautiful show graphics in the lobby and the rotating media art exhibitions in the Boyle Family Gallery provide the visual invitation for a visitor to linger and enjoy. Down one hall the sound of sewing machines fabricating the next haute couture can be heard mixed with the passionate footfalls of Broadway-bound dancers executing their routines in the two upstairs dance studios.

A trip further back upstairs teases the ear with instrumental and vocal musical studios in full swing from Bach to the blues. Pass through the world-class scene shop and take in the smells of freshly cut lumber used to create an array of set pieces and props. Stand on an empty stage and you can “hear” the roar of 1,200 patrons in the Bezemes Family Theater or 200 attendees in the Emerson Black Box studio space.

The J. Scheidegger Center is a unique working hybrid that blends academic and professional productions into a unique learning environment. Students realize the culmination of their classroom training through public performances in dramas, musicals, thesis projects, dance concerts, musical and vocal programs, art exhibitions, and New York-style fashion shows. Incoming Broadway touring shows are arranged to allow students to participate as crew members and interact with practicing artists and technicians in rare one-on-one contact.

Each year, theatre students are able to sample a vast buffet of offerings designed to challenge their talents. The 2009-2010 fall academic season took everyone to Middle Earth for the J. R. Tolkien adaptation of the *The Hobbit*, followed by the explosive energy of the Fall Dance Concert ensemble in dynamic traditional interpretations and fresh explorations of the human form in space. Next the main stage was transformed to Scrooge’s London in *A Christmas Carol*, the timeless tale of spiritual renewal. Even more exciting events were planned for the spring semester.

Guest performances at the Bezemes Theater have included *CATS: The National Tour*, Hal Holbrook in *Mark Twain Tonight!*, Joan Osbourne, The Holmes Brothers and



*The J. Scheidegger Center for the Arts provides many opportunities for students to work on the latest equipment used in the theatre and performing arts fields. Facilities include the 1,200-seat Bezemes Family Theater (above) and the Emerson Black Box Theater (left), in which Professor Donna Northcott is shown reviewing a scene from *The Taming of the Shrew* in her Shakespeare class.*

Paul Thorn: In Concert, Christmas with Roger Williams, *Jesus Christ Superstar: The National Tour*, and the PBS Marvin Hamlisch Special, *The '70s – The Way We Were*.

Exciting events are always afoot at the J. Scheidegger Center for the Arts.

Opportunities for Distinction

Criminal Justice J-Term Trips Help to Broaden Students' Perspective

For the past seven years, the Criminal Justice Department has been offering cross-cultural learning experiences over January Term for course credit. These trips provide an opportunity for students to learn about the key criminal justice systems around the world. They are an excellent cross-cultural opportunity for students to travel to two or three countries each winter.

One goal of comparative studies is to extend a student's knowledge of people and cultures beyond his or her own group. After seeing the similarities and differences among countries and their citizens, students and scholars have a better understanding of their own society and ways in which that society may be improved. Students are able to compare the American legal system with those in the countries visited. A comparative view of legal systems around the world allows them to understand better the dimensions of their own system.

The CJ professors alternate leading the trips and have found the experiences to be very rewarding as they help students stretch out of their comfort zones. Many students are novices when it comes to travel; some have never flown before, let

alone traveled all the way to Europe. Students often come back not only enriched but also more confident.

Some of the assignments required of attendees include interviewing citizens of each country visited and writing about the various sites encountered, which include police stations, prisons, police academies, and criminology museums. The final project is a comprehensive research paper.



Criminal Justice J-Term trips allow students to learn about the justice systems of other countries.

Partnership Provides Experience for French Majors

Under the supervision of Nancy Durbin, Ph. D., Professor of French, Lindenwood University students train to give tours-in French-of exhibits at the Pulitzer Foundation for the Arts in St. Louis. This training culminates in a series of French tours given to area high school students. It is a rich experience for both the University and the high school students, as they learn to talk about something new in French and have an opportunity to use their language skills in a stimulating, real-life setting.

The experience is particularly beneficial to those Lindenwood students who plan to become French teachers.

They have the opportunity to actually step into the role of "teacher" vis-à-vis younger students. The high school students also get a chance to talk to the University students about majoring in French and studying abroad.

The following are some comments from the Pulitzer Foundation blog:

Lauren Coleman, French teacher, Wentzville, Mo.: "As a French teacher, we are always looking for ways to enhance the students' listening and speaking comprehension, particularly in real-life situations. The college students were insightful, well prepared, passionate, and bursting with information. I loved that our



Lindenwood French students lead tours in French at the Pulitzer Foundation for the Arts in St. Louis.

high school students were able to interact with French majors to discuss the art, the program, college, and French in general. Can't wait to come again next year!"

Beth Doyle, LU student:—"I am in my fourth year at Lindenwood and studying to become a French teacher, so I have really enjoyed participating in the Pulitzer Program for the past few years. It has been a way for me to improve my French and learn about art while also meeting local French teachers who can give me advice. It has given me the chance to teach a group of high school students and a taste of what I have to look forward to in my future career."

Communications Excellence

Communications Students Learn Through Practical Opportunities

When Michelangelo took on a new apprentice, he could have stuck the pupil in a room with some books on drawing and some paints and brushes, but he didn't. He took the student to the Sistine Chapel and put him to work. While the scale might not be as grand, the same philosophy guides the education of Communications students at Lindenwood.

Classroom work and the scholarly study of journalism and broadcasting is important, but without facilities to put the theories and studies into practice, learning stagnates. There are few universities in the country that have the equipment, studios, and instructional expertise that Lindenwood offers.

Lindenwood's radio station, KCLC, has been the learning laboratory for broadcast students since 1948. The station is now located in the Spellmann Center, which opened in late 2003. This facility hosts five all-digital studios that are used in the mass communications curriculum. KCLC is equipped to do remote programming, which provides the means to broadcast college and high school sports. Each year Lindenwood students provide radio coverage for several college championship contests and state high school playoffs from venues like the Edward Jones Dome in St. Louis.

Just last year, LUTV moved into new studios, completely equipped with new HD equipment. This new home is in the J. Scheidegger Center for the Arts, which makes it easy to broadcast theatrical performances from the Bezemes Family Theater.

Every month, the Lindenwood video students produce dozens of programs that are cablecast on Charter Cable. Students also put together regular newscasts that require skills in reporting, writing, editing, and technical production. The video curriculum is designed to give these crews the knowledge and practical experience to present quality broadcasts.

An important part of the journalism program is the publishing of the student campus newspaper, *The Legacy*. Lindenwood University is larger in population



The Charter Communications LUTV HD Studio was only the second high-definition TV studio in the St. Louis area and provides students an excellent opportunity to learn on the same equipment they will encounter in the professional world.



than many cities in Missouri and keeping its residents informed is a major undertaking for the students

who manage and write for the paper. When young journalists know their work will be published, they work much harder to present accurate, informative articles. The feedback provided by the journalism faculty allows for continuing growth.

There is no shortage of quality opportunities for Lindenwood communications students. Lindenwood might not have a Sistine Chapel, but Michelangelo never had to do anything in HD.

Communications Excellence

Lindenwood School of Humanities Introduces Four New Publications

The School of Humanities at Lindenwood now sponsors three regular publications, edited and managed by its faculty, and a fourth managed by its students. These periodicals—the *Journal of International and Global Studies*, *The Confluence*, *Untamed Ink*, and *Arrow Rock*—feature excellence in scholarship and creative writing from both regional and national authors. These journals are an extension of Lindenwood’s educational philosophy in many ways.

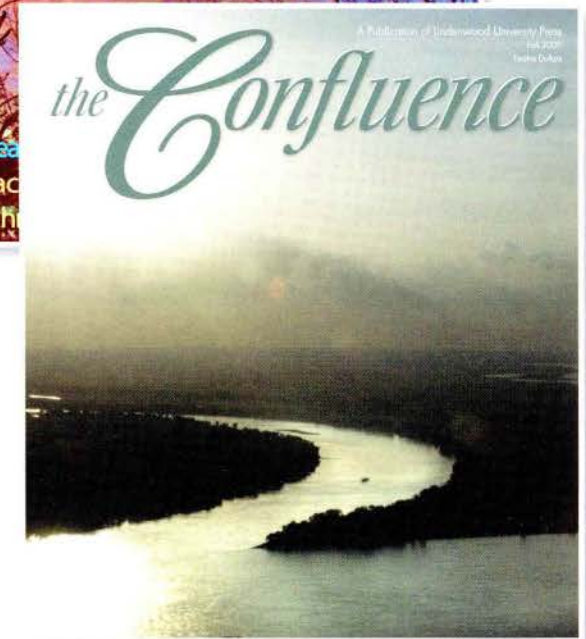
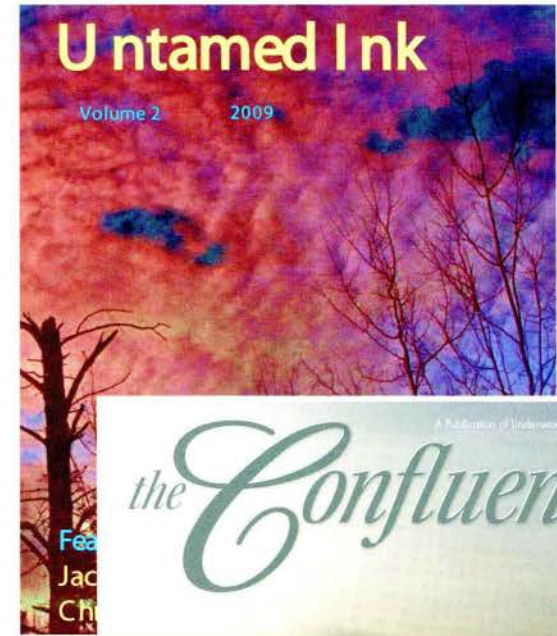
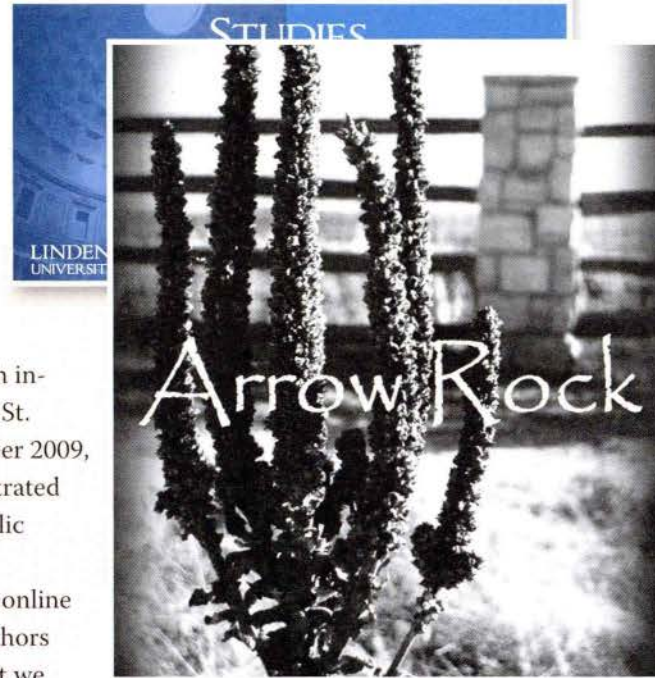
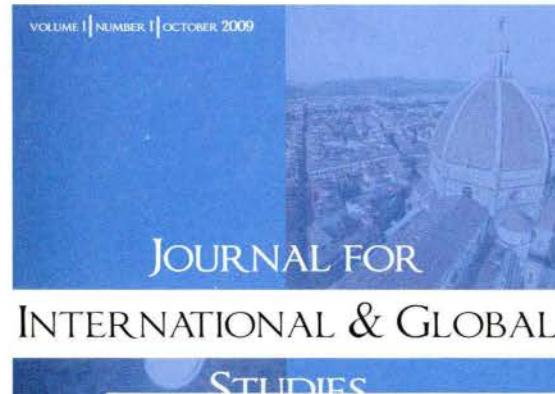
“We’re committed to helping our students become lifelong learners and readers as part of their collegiate educational experience,” said Humanities Dean Ana Schnellmann, Ph. D. “These publications extend that philosophy to the community at large.”

The publications are one of the ways Lindenwood has expanded its role in contributing to the life of the mind for students, fellow citizens in the region, and colleagues on the fields of history, political science and public affairs, and English.

The Confluence is a regional studies journal filled with in-depth articles about the plethora of topics that define the St. Louis region. Published semiannually starting in November 2009, *The Confluence* features peer-reviewed articles in an illustrated magazine format and focuses on history, politics and public affairs, natural history, art, and architecture.

The Journal of International and Global Studies is an online journal featuring articles and book reviews written by authors from around the world. *The Journal* editors recognize that we live in a global village that is increasingly interdependent. With this journal, Lindenwood is helping both the field of global studies and readers at large better understand of the issues and problems presented by globalization.

Untamed Ink is an annually published literary journal that debuted in 2008 featuring poetry, short stories, and essays. *Untamed Ink* published Susan Salzer’s story “Cornflower Blue,” which won the prestigious Spur Award from the Western Writers Association in 2008.



Arrow Rock is the newest addition to the School of Humanities’ publications. This literary journal is edited and produced by Lindenwood students and features works by our own young writers, as well as staff and faculty. *Arrow Rock* will premier in spring 2010.

All publications are available for sale through the Lindenwood website at <http://www.lindenwood.edu>. Click on the “Academics” tab and then on “Lindenwood Publications.”

Communications Excellence

Lindenwood Enhances High-Tech Services for Students with Labs, Wi-Fi

Students arriving on college campuses today expect high-tech equipment and availability. Lindenwood University is ready to meet those demands!

Lindenwood currently has wireless coverage in all administrative and classroom buildings. Coverage to all dorms on the main campus is planned making available complete coverage and access to our network and to the Internet to all authorized users.

Currently, 100 computers are available in the Spellmann Center Open Lab, 16 computers are available in the Young Hall Open Lab, and 24 computers are available in Butler Library. In addition, Lindenwood offers four computer classrooms in the Spellmann Center, one in Butler Library, two in Young Hall, four in the Fine and Performing Arts Building, one in the Memorial Arts Building, two in the Lindenwood Cultural Center, one in the Plaza, two in Roemer Hall, and three in the Harmon Hall expansion. These computer rooms are available for classes and, in some cases open for general use outside of classes. All told, Lindenwood has 140 computers in open labs and 16 computer classrooms.

In addition to the computers and high tech rooms, software is available to students, including Microsoft Office, Mathematica, Adobe Creative Suite, and SPSS. Students may purchase academic versions of some Microsoft products at a reduced price via a link on the Lindenwood website. Lindenwood also provides e-mail accounts to all students, a service that migrated to Google Mail Account in the Fall of 2009, giving students access to Google Docs, which provides word processing, spreadsheets, presentation tools,

and file storage accessible both on and off campus. In addition, Lindenwood uses the RAVE alert system to inform students by text message and e-mail about inclement weather closures and other emergencies. The bandwidth of the Internet connection for the dormitories was upgraded to 100 Megabits per second during the fall of 2009.

Seventy-four high-tech classrooms are available on the main campus and an additional 14 classrooms are available at the Belleville Campus. The University has set a goal of making all classrooms high-tech as soon as possible; this goal is almost complete on the main campus, and an additional ten high-tech rooms will be added this winter at the Westport Campus.



Caitlyn McVey, Brian Thornton, and Katy Rutledge utilize the wireless Internet connection in the Spellmann Center. In 2009, Lindenwood expanded wireless Internet access to all administrative and classroom buildings on campus.



Lindenwood has 140 computers available in open computer labs on campus including 100 in the largest lab, located in the Spellmann Center.

Fabulous Facilities

Expanded Harmon Hall Will be New Home for Business School



The expanded and renovated Harmon Hall, which is slated for completion in spring of 2010, is poised to become the new home for the Lindenwood School of Business and Entrepreneurship.

The construction of the expanded Harmon Hall for the Lindenwood School of Business and Entrepreneurship will offer its first full schedule of classes during the spring 2010 term. The school's new home will give increased visibility to Lindenwood's fast growing programs in business education, and the nearly 60,000-square-foot facility will provide a strong sense of identity for the University's undergraduate and graduate business students who now attend classes in various buildings across the campus.

The business school's programs are designed to prepare graduates for the demands and dynamics of today's business world, and the design of the new Harmon Hall will further support that mission. In addition to fully equipped classrooms, the building will include conference rooms, breakout rooms, presentation rooms,

lounge areas, technology centers, a board room, and an auditorium to host special presentations from Lindenwood professors as well as from guest speakers from the business community.

As an important adjunct to the business school, the University's Institute for the Study of Economics and the Environment (ISEE) will also be housed in Harmon Hall. ISEE conducts important research and provides a well-attended speaker series and other programs for LU's students and the community.

The new Harmon Hall is designed to give business students an effective and attractive venue to connect with the business community, and its state-of-the-art facilities and technologies will prepare them to successfully compete in and contribute to in today's highly sophisticated economy.

Scheidegger Center Houses Ideal Environment for Music Students

What do you get when you combine immense, acoustically engineered space, specialized furniture and equipment, a grand piano, and built-in audio and video recording technology? The answer is the perfect environment for choral music making, which is precisely what you'll find at Lindenwood.

Located within the new J. Scheidegger Center for the Arts, the choir room is just one of many first-class music facilities at Lindenwood. The 4,500-square-foot instrumental ensemble room, which is home to the Lindenwood marching band, concert bands, jazz bands, orchestra, and chamber ensembles, is equipped with new rehearsal furniture, audio and visual technology, and student lockers. Far from ordinary, this versatile and spacious rehearsal room is a stadium where

instrumental students can perfect their craft.

For students looking for a place to practice, the music department offers several practice rooms, each with a new Steinway piano. Nothing less should be expected from an All-Steinway School—a bold example of Lindenwood's commitment to excellence and the arts.

For students interested in theory, composition, arranging, or just managing the music on their iPods, the Scheidegger Center has the latest and best equipment. The computer lab is where a network of audio workstations can be found—each with a full-size keyboard, a computer, headphones, and state-of-the-art software for creating, editing, and sharing musical masterpieces.



Vocal Music Director Pam Grooms rehearses Voices Only, Lindenwood's a capella vocal ensemble, in the Scheidegger Center's choir room, one of many music rehearsal and practice spaces housed in the Scheidegger Center.

Fabulous Facilities

Science Students Have Latest Equipment in Greenhouse, Labs

Since 1969, Young Hall has been the home of the Lindenwood University School of Sciences. The building contains 25 fully-equipped, modern classrooms, including laboratory facilities, computer classrooms, and a 150-seat auditorium. All of the traditional classrooms have high-tech presentation capability, which enables instructors to utilize the best practices of multimedia presentation for all courses. Recently, wireless Internet was installed throughout the building.

The biology, chemistry, earth science, and physics laboratories have been recently remodeled and feature state-of-the-art facilities and equipment. The new laboratories provide appropriate spaces for a wide variety of courses and include upgraded safety equipment and a greater number of fume hoods.

The biology and chemistry stockrooms and prep-labs have likewise been renovated with safety and

convenience in mind, including a new high capacity de-ionized water system. The instrument room for the chemistry department has state-of-the-art instrumentation permitting students to gain hands-on experience with UV/Vis, atomic absorption, and FTIR spectrometry, HPLC, and GC/mass spectrometry.

Due to generous underwriting from the Monsanto Company, the Biology Department's greenhouse has been completely renovated with the latest computerized climate control, which provides opportunities for experimentation as part of the lab curriculum, student research, faculty research, and public outreach during the department's annual plant sale. The courtyard adjacent to the greenhouse is currently being transformed as an extension of this teaching facility with various gardens providing



The Monsanto Greenhouse at Young Science Hall was completely renovated in 2006.



Biology Professor John Crawford (left) discusses anatomy with (from left) students Katie Mecht, Jeremy Pieper and Jodi Urhahn.

information on native species, medicinal herbs, and organic vegetable gardening. These improvements were also accompanied by significant upgrades in the availability of basic equipment for the traditional biology lab courses, as well as more advanced equipment and technology for the upper division students.

The substantial investments that Lindenwood University has made in the facilities and equipment in Young Hall provide all science students with opportunities to learn through hands-on experiences. Such opportunities are typically not available to undergraduate students at larger universities. However, Lindenwood believes this type of learning environment is vital to student success in college, as well as in post-graduate education and employment.

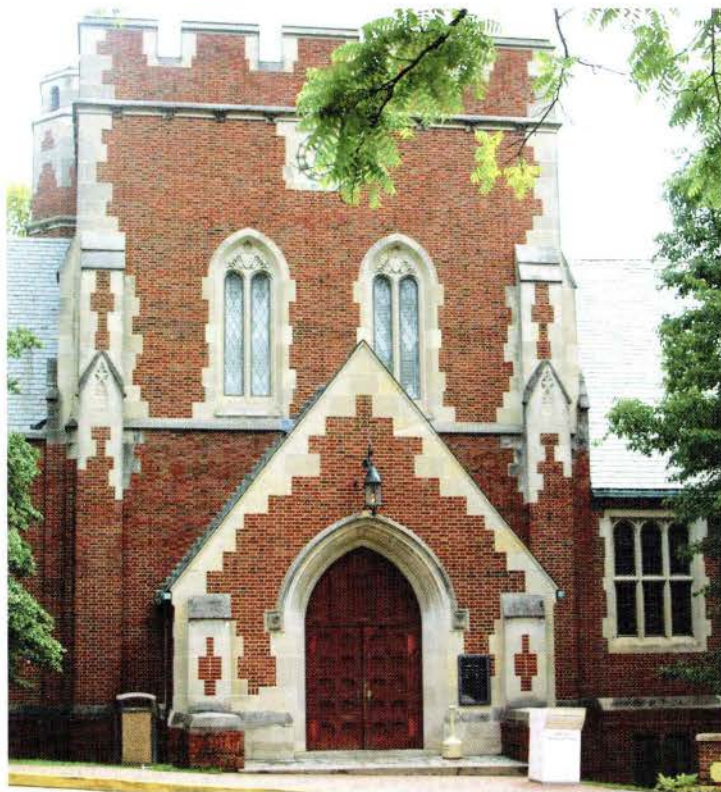
Fabulous Facilities

Butler Library Merges Classical Flavor With New Technology

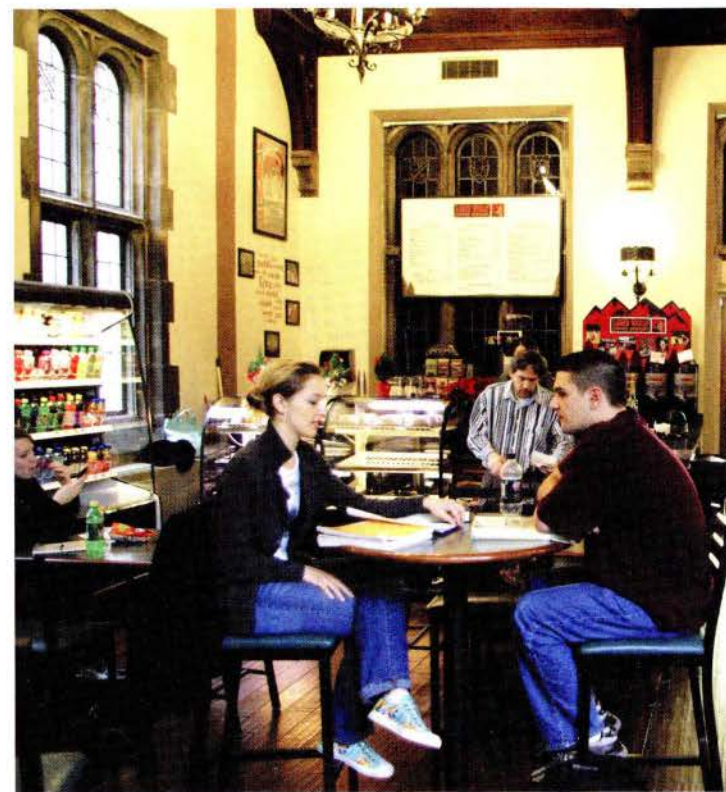
Something exciting is always happening at Butler Library. It may be a new service, cutting edge technology, a new leather couch, or just the overall comfortable atmosphere in the building. Since opening in 1929, Butler Library has seen many positive changes. One thing that remains constant is the ability of the library to maintain its traditional academic character, while at the same time keeping up with changing times and technologies that best support the educational endeavors of the Lindenwood University student body. On any college campus, the library is the heartbeat of the academic community and is at the center of the scholarly environment. Butler Library is no exception.

When the library originally opened in 1929, there were 2,586 volumes on the shelves serving approximately 200 young women. Today, the on-campus residential population has grown to nearly 4,000 students, and the print collection has expanded to over 100,000 volumes. However, unlike 1929, today's library is not about how many books are on the shelves. It is about providing information technologies and resources in an ever changing world to a diverse and dynamic student body.

Butler Library accomplishes this by providing students and faculty with comprehensive wireless capabilities, access to all manner of electronic material through the library website, and subscriptions to over 60 academic databases. Lindenwood students benefit from the multitude of services and resources Butler Library and the dedicated, helpful staff have to offer. All this can be done while enjoying a



Built in 1929, Margaret Leggat Butler Library maintains its classical charm but also includes modern features, like online database access and open computer labs, as well as a collection of more than 100,000 volumes.



The library is also home to Java 201, a popular coffee shop where students like Yeaya Zeig (left) and Mike Allen regularly gather.

beverage from Java 201, the in-house coffee shop, lounging on one of the comfy leather couches, or enjoying a good old fashioned game of chess by the fireplace in the cozy reading room.

Butler Library has proven its dedication to supporting the academic needs of Lindenwood University throughout the institution's long history. Students, faculty, and staff can be assured that the continual growth of library services that has been experienced over the past eight decades will extend far into the future as well.

Fabulous Facilities

Boone Campus is Lab for Biology and Archaeology

“One day I under took a tour through the country, and the diversity and beauties of nature I met with in this charming season expelled every gloomy and vexatious thought.” –Daniel Boone

Daniel Boone understood and loved all aspects of nature. To the trained eye, it is obvious why he chose the foothills of the Ozarks to settle with his family and spend his last days. Giant cottonwoods and sycamores stood majestically along the river banks of the Femme Osage River; maples, hickory, walnut, and oaks covered the hillsides; while meadows and glades allowed the sun’s warmth to penetrate the dense forests adding to the diversity of the valley.

Some 200 years have elapsed since Boone’s day. With the absence of natural fire, man’s impact, from tilling the land to damming the rivers and streams, has changed the land significantly. Still a beautiful and diverse area, the ground Boone walked has become a living laboratory for Lindenwood’s biology students and faculty. With more than 1,000 acres of mixed habitat, opportunities abound to study plant and animal life, monitor water quality, and restore glades, wetlands, and forests to their original status. Science courses are greatly enhanced when students are able to observe nature firsthand and participate in field studies. Projects are underway to restore portions of the land to the condition they were in at the time they were settled.

To support the field studies, the University has built a lab on site to accommodate both course-related and research-related activities. This lab makes it possible to obtain and process specimens without the delay of taking them back to main campus, thus reducing mortality of live specimens and improving quality of samples. It also allows students to maximize their time in the field.



With its 500 acres of surrounding grounds, the Boone Campus provides a living laboratory for Lindenwood’s biology students and faculty, who conduct field studies at the site and engage in on-going wetland and glade restoration projects.



The climate-controlled lab provides electricity, running water, table space, refrigeration, and storage for equipment and supplies. Expansion of the facility to include reference materials, microscopes, and computers for data entry, analysis, and preservation will proceed as the program use and needs increase.

A portion of the lab is set aside for Lindenwood’s archeology field courses. Both prehistoric and settlement period sites have been identified on the property, and excavations are underway. Recovered artifacts are taken into the lab where they are cleaned, documented, and stored.

Success Assurance Services

Writing Center Provides Valuable Resource for Students

The Lindenwood University Writing Center, established in 2000, provides help with all aspects of the writing process for the students of the Lindenwood campus community. The Writing Center emphasizes a personalized, collaborative approach that helps each writer gain both confidence and competence in his or her writing skills. The Writing Center also provides a unique and valuable learning experience for those students working as Writing Consultants.

Writing Consultants are either graduate assistants or Work and Learn undergraduate students who collaborate with students who need assistance with writing. Consultants are trained and spend 10 hours a week working in the Writing Center. Consultations typically last about 30 minutes, and students receive written and verbal feedback on their assignments. Graduate assistants are also available to work with students in the graduate programs.

Students are encouraged to make appointments using the online appointment system, but they can also drop by the Writing Center, located in the basement of the Butler Library. There are 12 computers for students to use, and tutor rooms are also available for students to reserve.



Professor Dorothy Bacon and freshman Nico Giokaris discuss a paper of his in the Lindenwood Writing Center.



Consultant Briana David, a junior who majors in journalism, talks with senior John Williams, who majors in studio art and American studies, about one of his writing projects.

“The Writing Center emphasizes a personalized, collaborative approach that helps each writer gain both confidence and competence...”

Success Assurance Services

Math and Writing Proficiency Programs Help Students in Critical Areas

Mathematics and writing comprise important building blocks for success in both academics and life. A solid foundation in math provides pragmatic concepts and skills crucial to financial planning and quantifying of all types. Business, science, engineering, and other technological fields all rely heavily on mathematics. Math also contributes to developing the ability to think abstractly and is basic to problem solving, creativity, and planning.

The Lindenwood University Math Proficiency program, overseen by Professor Dan Ingram, involves placement testing before enrolling in any

math course at a higher level than Intermediate Algebra. A test specific to the course the student wishes to take is administered in order to assess whether he or she has adequate preparation to succeed. If the student does not have the prerequisite skills, the student is advised into another math course that will bring his or her skills up to the level needed for successful performance in the math courses required for the student's general education or major requirements.

"We have found that these placement exams accurately assess a student's level of preparation and are a quality tool in determining which course provides the best possible opportunity for success," Ingram said.

A similar proficiency-testing process and skills-development course option exists in the Lindenwood College for Individualized Education, Lindenwood's accelerated evening program, and is administered by Professor Rita Kottmeyer.

In addition to assessing math skills, LU also assesses students' writing skills to ensure proper placement into the writing sequence. Skill in this area is crucial to communication and can enhance both an individual's projected image and self-image. Lindenwood goes the extra mile in supporting students in maximizing their abilities



Professor Ed Perantoni signs in new students for the math assessment test.

through its Writing Proficiency Program headed by Professor Susan Edele. Lindenwood's writing proficiency process evaluates a student's ability not just in the freshman composition courses but also following completion of the second writing course, when a special writing proficiency assessment is given. Students whose assessment reveals the need to sharpen competencies in grammar, punctuation, and syntax enroll in the Writing Proficiency Lab course in order to raise their skills to a higher level of competency.

The program, in place since 2005, ensures that Lindenwood graduates are adept at the writing level necessary for success in the professional world and everyday life. As the Association of American Colleges has stated, "A bachelor's degree should mean that its holders can read, write, and speak at levels of distinction and have been given many opportunities to learn how."

The Lindenwood College for Individualized Education is developing a similar proficiency program that will evaluate students' writing skills prior to entering that program, and the testing for this program will begin the summer of 2010.

Success Assurance Services

Student Success Program Assists Students in Mastering College

Educational Evaluation Services Available to Students

Lindenwood's Student Success Program offers students assistance in setting attendance goals, establishing grade point objectives, and developing time management skills. The program also offers personal mentoring and acts as a liaison between students and faculty and other University offices. Student Success Programs focus on the student academic progress while offering a variety of strategies that help students achieve personal and social success at Lindenwood.

Since their establishment, the Student Success Programs have grown to meet specific student needs by offering streamlined services to support

all students. In collaboration with Student Success Programs, writing assistance is available, and each academic division provides tutors. Mentors are available to help the students identify where assistance is needed and help them find appropriate resources. Additionally, faculty members volunteer as mentors to serve as resources for students in need of academic support. Currently, the program has more than 100 "Success Advisors," including faculty members, coaches, administrators, and student peer leaders.

In addition to one-on-one mentoring, the Student Success Program includes student-led support groups. Groups are facilitated by students who have successfully completed the program and now encourage their peers with insight, experience, and support. In weekly meetings, small groups of students share ideas, explore solutions, and develop their own strategies.

Cathy Hart, Director of Student Success Programs, and Christie Rodgers, Dean of Student Services, are available to meet with students and parents interested in learning more about the Student Success Programs.



Rosario Sedodo, sophomore, meets with Cathy Hart, Director of Student Success Programs.

Through the Student Counseling and Resource Center, the Professional and School Counseling Program offers educational evaluation services to Lindenwood students. Some of the students who seek testing services are undergraduate students who come to the University with a previously diagnosed learning disability but outdated evaluation results.

Other students who used the services offered by the Counseling Program are those who come to Lindenwood University with previously undiagnosed learning disabilities. These students may have been able to compensate for their learning issues through their elementary and secondary education only to find their compensatory strategies are insufficient at the university level. For these students, an evaluation and subsequent diagnosis may enable them to receive accommodations that will help them be successful in their studies at Lindenwood.

For the Lindenwood undergraduate student, assessment generally includes a case history interview, evaluation of cognitive development, evaluation of academic strengths and weakness, perceptual evaluation as needed, and evaluation in other domains (attention, behavior, memory, language, etc.) Following the evaluation session/s, test results are shared with the student. A complete written report is then prepared. The student may share this report with the Coordinator for Campus Accessibility Services if accommodations are warranted.

Some of the best and the brightest students come to study at Lindenwood University, and sometimes these students are living with learning disabilities. The Student Counseling and Resource Center, the Professional and School Counseling Program, and Campus Accessibility Services work in coordination to support students with educational disabilities as they work to achieve their potential.

Leadership Building and Character Development

Camps Build Leadership Skills and Character Development

Lindenwood University offers two programs in leadership and character development—one for current Lindenwood students and one for area high school students.

The annual Leadership Experience allows Lindenwood students the opportunity to participate in an outdoor leadership getaway. Students participate in team-building activities, personal growth opportunities, a low-ropes course, and a variety of other outdoor activities. For fun, they also squeeze in a karaoke night and some free time to meet new friends.

Students are inspired by motivational speakers from the public, private, and nonprofit sectors. Participating speakers have included legislators, religious leaders, nonprofit executives, and Lindenwood's President, Dr. James Evans. Advice, tips, and techniques to overcoming obstacles and succeeding as a leader are shared through the telling of personal stories. The most rewarding part of the Leadership Experience is the opportunity for students to find their hidden strengths and put those strengths to use as part of a team. Everyone also gets an opportunity to demonstrate his/her leadership as well.

As one parent noted about her son, "This was a very positive, life-changing experience."

The Lion's Pride Summer Youth Leadership Conference introduces exceptional, service-oriented high school juniors and seniors to nonprofit administration for career consideration. Most high school students are not aware of the nonprofit field as a career option. They are also not aware that some colleges offer nonprofit management as a degree program. Lindenwood University is one of only 90 colleges and universities in the United States that offer a degree in nonprofit management and thus is in the somewhat rare position to showcase these careers to students. This summer program is designed



Every year, Lindenwood students participate in the Leadership Experience, an outdoor leadership getaway that includes a variety of presentations and team-building exercises.



In its third year this summer, the Lion's Pride Summer Youth Leadership Conference is a program for high school students interested in careers in public service.

to assist young leaders in seeing the nonprofit sector as a viable career option.

In its inaugural year, Lion's Pride participants roomed in Lindenwood dorms. To experience nonprofits firsthand, the students toured a homeless shelter, a food bank, a children's hospital, and an emergency childcare center in the St. Louis area. The group was inspired by motivational speakers such as renowned author Eric Greitens, who spoke to this year's group about strength and compassion. As he writes, "Strength is not found. Strength is developed in action. We develop our strength most fully when we act to serve others." The former Navy Seal challenged the students to acknowledge their abilities and give to others. The conference was a success, and Lindenwood expects it to become an annual summer event.

As one of the participants wrote, the Lion's Pride Summer Youth Leadership Conference "opened my eyes to new ways we can get involved."

Leadership Building and Character Development

Boone Home Summer Day Camps Teach Students Frontier Skills

The Daniel Boone Home and Boonesfield Village offers two summer day camps that focus on pioneer skills. The first is the Interpreters' Boot Camp, designed for students in grades 9 through 12. It provides intense hands-on activities that cover many of the basic skills used on the frontier by families such as the Boones. Activities begin with each student constructing a leather-bound journal they use throughout the week for recording their observations and experiences during the camp.

Skills taught include flint and steel fire starting, blacksmithing, black powder firearms use, cordage construction, knot work and rope handling, rail splitting, hearth cooking, and haversacks use. Period construction techniques are covered, and students try their hand at hewing and notching logs, splitting rails, and riving shingles. Students are trained in interpretive techniques and are eligible to be certified by the National Association of Interpreters. Time is spent on possible professional avenues connected with interpretation and public history.

The Young Pioneers Day Camp was developed for students in grades 4 through 6. Students are offered the opportunity to learn frontier skills scaled down for younger students. Activities are based on the skills offered in the Interpreters' Boot Camps but also include how to measure an acre of land and a cord of wood, determine heights and distances, locate compass points, and identify wild edibles and medicinal plants. Students in both camps produce items they use and keep.



At the Daniel Boone Home's Interpreter's Boot Camp and Young Pioneers Day Camp, students in a variety of age categories learn real frontier skills like those used by Boone himself.



The goal of these camps is to provide students an opportunity to immerse themselves in an experiential learning environment. Team building, leadership skills, and critical thinking are incorporated into all of the activities and exercises. The camps expose high school students to the profession of interpretation and, for history majors, an alternative to teaching history in a formal classroom setting. Many of the students become part of the Boone campus volunteer program and have returned to help teach succeeding camps. These camps are great recruitment tools for the School of American Studies, the School of Humanities, and Lindenwood University.

Leadership Building and Character Development

Lindenwood Volunteers Give Back to the Community

Maya Angelou says, "I've learned that you shouldn't go through life with a catcher's mitt on both hands. You need to be able to throw something back." At Lindenwood University, we "throw back" by giving to our community. Organizing blood drives with the Red Cross, sponsoring low-income families at the holidays, and promoting awareness of domestic violence with the Women's Center are just some examples of how we give back. We make a difference in our world by working side-by-side with other helping professionals. Such are the rewards of community service at Lindenwood.

In 2008-09, students from the School of Human Services completed nearly 10,000 hours of community service through supervised internships at community agencies. Our interns have

- helped teens in foster care learn to control their anger and raise their grades in school
- worked with a stressed-out mother to keep her from abusing her young children
- encouraged substance abusers to be active in their recovery and treatment
- raised money for research to cure children's terminal diseases
- counseled a woman to leave a violent relationship and go to a safe house

Lindenwood's commitment to community service is so strong that President Evans has initiated a designation of community service for those graduates who selflessly give 500 hours of their time in volunteerism to the community during their academic career. Employers will know that these candidates have a heart for the community, an asset to many organizations.

As a values-centered university, volunteerism is a piece of our school's mission—the belief in the worth and integrity of the individual. Everyone needs a little help from time to time. We all benefit when Lindenwood "throws something back."



Students in the Lindenwood School of Human Services regularly participate in Adopt-a-Family and outreach programs for the elderly.



Leadership Building and Character Development

Student Service Organizations Serve the Campus Community and Beyond

Service organizations at Lindenwood University strive to exemplify hard work, dedication, and a strong desire to help others. This is and has always been the legacy of students at Lindenwood. Service groups commit their time and resources to serving our students, faculty, staff, and community. By doing so, Lindenwood students strive to develop a well-supported and strong functioning university and surrounding community.

On campus, service organizations hold events to help fellow students, faculty, and staff. These organizations assist students by helping them move into their dorms at the beginning of each semester and out of their dorms when the semester end. They also help by supplying basic necessities, such as toiletries, rides, and, of course, Ramen noodles. It is an amazing sight to see students putting others before themselves.

The organizations serve our faculty and staff through projects such as the monthly Faculty/Staff Appreciation Award. This project was sponsored by Action, a service club created to help people learn to give of themselves as they better the lives of those around them. This project chooses an employee each month and finds various ways to serve and encourage that member throughout the month. The Campus YMCA also serves the University by cleaning up our campus; the organization hosted an event called Stream Clean in which they picked up and recycled trash they found on and around campus.

Off campus, students dedicate their time to fundraisers, clean-up efforts, and non-profit projects and events. One organization, A Cross Between, started an after-school tutoring and mentoring service project, New Heights, which targets two low-income neighborhoods in our county. Students tutor and act as older



Lindenwood student organizations are active with initiatives to benefit the community in a variety of ways, including the LU Housing Association's Take a Bite Out of Cancer fund raising initiative and a variety of outreach programs for children in the community.



siblings to students who are struggling at school both socially and academically. Once a year, the Lindenwood students go to the neighborhood and do a renewal project. Students cut grass, paint, repair homes, and restore the community park. Another great example of a community service project was run by Lindenwood's Housing Association. In this project, "Lions Take A Bite Out of Cancer," the club sold t-shirts and decals and organized a fundraising walk to donate money toward the fight against cancer.

The students involved in these organizations serve on campus, and when they leave Lindenwood, they will be productive leaders in society.

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