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; and
  • 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.
Message From President Evans

In the first year of my Lindenwood presidency, we made a decision to enhance the uses and capabilities of the University’s technology, but with a crucial condition attached. These improvements had to be in the service of producing new educational and student-services benefits. They could not be chiefly for the sake of “keeping up with the other universities,” expanding the students’ recreational opportunities, or experimenting with new trends. Since I am both an advocate of using technology for education and a stickler about accountability, I have monitored the rolling out of each new tech project and application.

Well, as we prepared this year’s Lindenwood EDGE booklet, even I was astounded by the amount of effective innovation our technology-enhancement initiative – launched just six years ago – has achieved. The following examples are a sampling of the higher-education transformations realized via our hardware and software investments:

• Students taking courses in Recreation Administration learn how to use a special app on their cellular phones as a GPS system in the exploration of natural settings.
• Supported by a Kemper Foundation grant, a distance-learning video transmission system in Harmon Hall enables students at our Belleville, Ill., campus to take classes being offered at our St. Charles campus.
• For several years, the Blackboard online teaching/learning system has enabled our students to take some of their classes online. Now Blackboard Mobile, a cell phone and tablet app customized for Lindenwood students, enables users to know about Lindenwood news and events instantly. They can also contact their instructors and obtain homework assignments and lecture notes through the app.
• Several of our professors use Tegrity to video-capture their lectures, which are then made available online for students who had to miss class for any reason or were at class but wish to review the lecture.
• Working in one of our high-tech Communications labs in the Spellmann Center, students constructed a three-dimensional map of our St. Charles campus for submission to Google Earth.
• Our students master high-definition TV production in our Charter Communications LUTV studio in Lindenwood’s J. Scheidegger Center for the Arts. This project includes the use of a video control room in our recently completed Student-Athlete Center, enabling the live broadcast of athletics events. What’s more, a similar TV studio is about to debut at our Belleville campus!
• Butler Library now sponsors access to more than 60 electronic databases to offer our students an unbelievably vast world of educational resources.
• Both our School of Education and our International and Global Studies Department publish scholarly journals online via the Lindenwood website.

This list, though not exhaustive, is impressive, and our faculty members and students are to be congratulated on making the best of the opportunities provided them. You can read about all of these digital advancements and more inside. Enjoy learning how technology helps give our students the EDGE!

Sincerely,

James D. Evans, PhD, President
It is a warm afternoon with a light breeze as students exit the van and begin to explore the natural area in search of hidden treasures known as caches. Following the direction of the global positioning system, students travel within a few feet of the cache, and the hunt begins as students use clues from the website. Soon, a student finds the cache and, as a group, students explore the treasures hidden inside. Many would assume these recreation students were using global positioning system (GPS) units and had written down the clues for the cache before leaving the campus. In reality, all that was needed was a cell phone, a downloaded application (app), and a data plan.

Students’ use of cell phones in the classroom has been a concern for the past few years on college campuses across the nation, with professors wondering how to reduce the amount of texting and social media conducted during class. As this discussion about the negative aspects of cell phones in class continues, many people forget about the enhancements technology may provide in the classroom.

Faculty members in the Recreation Administration Department are exploring those enhancements. As technology continues to expand, a plethora of programs becomes available, many of which can engage students in the learning process. One simple
technique is to search the Internet for definitions and clarification of concepts and theories. For example, while covering the various definitions of leisure, the concept “serious leisure” is discussed, one that is often new for students. Before discussing the theory, students use their phones to search the Internet for definitions from appropriate sources. Students are then engaged in discussing their findings until the class members are able to create their own definition and application. Because some students do not have data plans, instructors utilize small groups in order to include everyone. One student searches while the other acts as a scribe. The groups then begin to piece together their interpretations.

While not all students will have data plans, most will likely will have text. Utilizing programs like pollseverywhere.com, students become engaged by using their cell phones as clickers. Poll programs allow an instructor to create a poll, insert it into PowerPoint or Prezi presentations, and spark conversation about specific topics. As students send their text responses, the poll automatically adjusts, giving a clear picture of the student opinions on various topics, thus helping cultivate class discussions on emergency procedure protocols at a special event, clarifying the theory of planned behavior (TPB), or assessing the class’s current knowledge through quizzes. Polling students provides a safe atmosphere, allowing every student to voice his/her position and be included in the discussion.

Programs in leisure services naturally gravitate to the outdoors, using cell phones for outdoor experiences is a creative way to encourage students to explore the great outdoors and prepare for the profession. Today’s cell phones can be equipped with a variety of apps, each opening doors for individuals to get outside and learn to facilitate programs for others.

Students learn to utilize the global positioning system, overlaid with topographical maps, for search and rescue scenarios, as well as to mark the path for the recreation program’s annual 5K fundraiser. Faculty members also demonstrate and encourage students to use apps offered by the U.S. Forest Service, state parks, national parks, and even geocaching.com. These applications allow students to use cell phones to lead experiential education programs in their future careers.

In today’s college classroom, it is often necessary for students to focus on the class lecture or presentation. However, in today’s world of technology, a balance must exist between the traditional classroom and the classroom that utilizes technology, for the students currently entering college, as well as the generations to come, are growing up tech-savvy. Faculty members in the Recreation Administration Department are striving to meet this need by using technology in the classroom, whether it be a traditional lecture hall or an experiential outdoor laboratory.
“How are you going to meet the challenges of establishing a business administration degree program at the new Lindenwood University-Belleville campus?” was the question posed to the faculty and staff of the School of Business and Entrepreneurship at the St. Charles Lindenwood campus. It became a question of “Which came first, the chicken or the egg?” Several factors had to be considered: Which business degree programs should be offered? What will be the size and makeup of the student body? How many faculty members will be needed and in what areas of expertise? How fast will enrollment grow, and which degree fields will grow the most quickly?

With the opening of the Lindenwood University–Belleville campus, located in Belleville, Ill., 40 miles east from the St. Charles, Mo., campus, the student body was a mix of entering freshmen and transfer students at varying stages of degree completion. The initial faculty at the LU-Belleville campus consisted of business generalists qualified to teach across the various business administration disciplines: accounting, finance, marketing, management, entrepreneurship, and human resources.

The question then became, “How can the St. Charles School of Business and Entrepreneurship effectively supplement the programs at the Belleville campus?” After investigating several options, the creation of a distance learning room (DLR) was the agreed-upon answer. The main function of the DLR was to have the ability to offer the synchronous presentation of selected courses to a remote classroom. Through a grant from the Kemper Foundation, the DLR became a reality.

Through collaboration between the faculties of both campuses, the specific upper-level business courses to be offered through the new format were identified. The main criterion in the determination of the courses was the number of students who needed a particular course in order to fulfill a degree requirement. Thus, the Belleville faculty...
The Lindenwood University School of Business and Entrepreneurship recently began utilizing a pair of distance learning rooms linking the St. Charles, Mo., (right) and Belleville, Ill., (left) campuses.

members were able to maximize their efforts with the majority of their students, while the St. Charles faculty assisted in providing the upper-level classes. While the number of students in Belleville might have been too small to justify offering a specific course there, they could join a St. Charles class already planned as an offering.

A classroom on each campus was identified to be outfitted with the necessary audio and visual equipment to enable the instructor to present a class in “real time” to students in St. Charles and Belleville simultaneously. In addition, the online educational platform of Blackboard was used to facilitate the sharing of course information, materials, and testing. Through the setup, the students at one campus can see and verbally interact with the students at the other campus.

In fact, students in one location can see and hear everything that happens in the other classroom; for instance, St. Charles students have learned that a freight train goes by the Belleville campus every day at 11:45 a.m.

The initial plan was that the project would encompass undergraduate programs only. However, during the planning stages, it was determined that the setup allowed for the introduction of the SB&E MBA program at the Belleville campus.

During the fall 2012 semester, a total of seven graduate and undergraduate classes were offered in the distance learning rooms to accommodate the academic needs of students in both locations. The goal is to begin offering classes for other academic schools via distance learning in the fall of 2013.
Lindenwood University has contracted with Blackboard Mobile for an exciting application that can be used on either a cell phone or an iPad/tablet. Students now have the capability to take quizzes that range from multiple choice to fill-in-the-blank. Students can receive push notifications that keep them informed on the latest events in their courses and important announcements from their instructors, such as weather closings or schedule or room changes.

With the mobil app, students can look up their grades in a course or access other content items. They can participate in discussions, blogs, or wikis instantly. Since most students currently have mobile phones, they no longer have to be in their dorm rooms or in a computer lab to complete assignments. They have the ability to do coursework at sporting events and practices, while shopping, or even while waiting in line at the supermarket. It is even possible to download podcasts of a course if the faculty member has recorded the lecture. Students who must miss class can review the lecture at a later date.

Faculty members derive benefits from the new app as well. For instance, faculty members can check in on their courses wherever they are. They can respond to student problems within Blackboard and deal with issues much more quickly.

Lindenwood University’s mobile app became available for most smart phone platforms and mobile devices in 2012.
Lindenwood University has also contracted with Tegrity to capture lectures. This software-based system allows the faculty member to record the class either live or directly from PowerPoint slides. The only requirement is a web camera and a microphone.

Typically, the faculty member will record the lecture from his or her desktop using either a picture of him/herself or a video camera. Once recorded, that lecture becomes available for viewing by students enrolled in the course. Students who miss class due to illness or participation in a sporting event can go into Blackboard and review the class lecture on their desktop computers or their mobile phones.

A second option available to students with Tegrity is to record student presentations. Should a professor require such an activity, the student can record his or her presentation and upload it to the system for the faculty member to review and grade. The program also allows classmates to view peer presentations and give feedback.

Tegrity also serves as an agent to proctor exams. A student simply holds a picture ID next to his or her face and the system takes a picture. Once the student agrees to the University academic honesty policy, the system releases the exam to the student. Tegrity then records all the activities of the student while he or she takes an exam.

Finally, this system may be used for a “flipped” classroom, an innovation in education that encourages faculty members to record their lectures for students to view at home, leaving the class time for discussion, group work, application, and projects.

All of this adds up to improved learning for the student and increased student participation in online, as well as on-ground, classes.

*The new Lindenwood app is suited for various tablet platforms, in addition to “smart phones.” Pictured is Billi Patzius, PhD, of the Criminal Justice Department.*
Interactive Media and Web Design Students Render Campus for Google Earth

By Dean Mike Wall, MA

“That is so cool,” said someone in the rear of a cluster of students gathered around a computer in the Spellmann Center high-tech lab. The faces in that group showed expressions of amazement and joy, as well as the unmistakable look of satisfaction that comes with a challenge met. These students were witnessing the “world premier” of their class’s submission to the Internet.

Dr. Jason Dude Lively (also known as Dr. Dude) had planned that the students enrolled in his Interactive Media and Web Design capstone course would utilize skills in photography, photo editing, 3D modeling, and Web interactivity to produce content accessible by anyone with an Internet connection. This class took on the task of providing Google Earth with 3-dimensional renderings of the buildings that are the Lindenwood University-St. Charles campus.

The class began by taking dozens of photos and measurements of buildings as well as learning the basics of 3-dimensional graphics and mastering new software. Before the student work was added to the Google Earth map, each of the 3D models needed the approval of the pros at Google. Gradually, each student learned the appropriate concepts and contributed to the final project.

“Students became genuinely engaged in the project,” Lively said, explaining the value of the class. “Google has a fairly rigorous set of 13 criteria that must be met for a model to be accepted into the Google Earth Warehouse. In a way, Google played the part of our client; the students had to modify their work to adhere to the client’s requirements. The end result was worth their efforts.”

Lively says that in an upcoming class, students will add more details and accurate landscaping and topographical features. Those interested in viewing the final product may do so by simply downloading Google Earth and finding Lindenwood on Google maps.

The Lindenwood University campus as rendered for Google Earth by students in the Interactive Media and Web Design capstone course
New Facility Allows for HD Broadcasts of LU Sports Events

In August 2010, the School of Communications opened the Charter Video Studios in the J. Scheidegger Center for the Arts building, the new home for LUTV. This facility was a major upgrade, equipped to produce HD programming. Lindenwood students would now learn and be trained in the newly FCC-mandated video resolution. While other video broadcasters retrofitted their old studios, LUTV built an HD studio from the ground up. Since that time, hundreds of students have made themselves competitive for successful careers by learning in this cutting-edge teaching facility.

Despite this step forward, shows produced on other parts of the campus still needed to be addressed, particularly in the area of athletics. Portable equipment had to be transported between sports venues. The limited capability of the equipment allowed for only “standard” definition picture resolution. As well, few inputs for cameras, on-screen graphics, and video feeds were available. The constant moving of equipment led to technical failures. While the setup was adequate, it was less than ideal and represented a definite step down in quality from the new Charter Studio to the remote sports production unit.

The school presented Lindenwood President James D. Evans with a proposal to improve the production of sports programming. The ambitious plan called for a video control room to be housed in the new Student-Athlete Center on the Saint Charles campus. The room would be central command for remote video broadcasting and production on campus. The plan also called for the creation of a fiber network to connect the campus venues to the new control room.

Evans and the Board of Directors endorsed the plan, and the control room was installed in the new building. The room’s unveiling took place on Homecoming weekend in October 2012. LUTV produced the football game that weekend using nine HD cameras, versatile graphics, and slow-motion replays, and twenty-two students worked to present the game. A new era in LU broadcasting had begun.
Butler Library strives to provide the academic community of Lindenwood University with the highest quality resources available. In order to prepare students to be successful in the competitive markets of their individual fields, the library must continually evaluate and purchase current, diverse material. Butler Library not only provides these valuable resources but also provides training and instruction in order to educate students on the techniques needed to fully utilize them.

With subscriptions to approximately 60 different electronic academic databases, Lindenwood University students have access to a plethora of scholarly journals and articles through the Butler Library webpage. Students in today’s generation are accustomed to having information available instantaneously at the touch of their fingertips, which Butler Library is pleased to provide. In order for students to be successful in the classroom, it is imperative that they utilize the most current and relevant research available in their areas of study. This research can be accessed through the Butler Library’s webpage anytime of the day or night. As professors prepare students for the vigorous expectations of their future careers, Butler Library comes alongside supporting the curriculum with the valuable and timely information needed.

The librarians of Lindenwood University have culled a collection of continually expanding research guides for students to utilize. These electronic research guides provide specific information geared toward students in individual academic departments. Because of the electronic format, Butler Library is able to instantaneously update the guides as new information becomes available, and students are able to access the information anytime they choose. The research guides contain resources that are important to students within that field, for example, lists of helpful subject-specific databases, the locations of pertinent books and media within the physical collection, access to journals to which Butler Library subscribes, and links to reliable, scholarly websites. The sections on professional organizations are beneficial as Lindenwood alumni enter the workforce in their chosen areas and seek to become lifelong learners within their field.

Lindenwood University’s Butler Library is committed to supporting the educational endeavors of the academic community. Through the Library’s webpage, students are provided with the most current and relevant resources needed to be successful in their studies and, ultimately, their careers and lives.
Educational Leadership Journal Launched

By Linda Leavitt, EdD

The Journal of Educational Leadership in Action (ELA) is published by the Lindenwood University School of Education within the Educational Leadership Department. The journal was created to provide an open-access, reader-centered, interactive forum for presentation and discussion of peer-reviewed educational research in a broad array of contexts including K-12 administration, curriculum and instruction, higher education, and adult learning.

The editor’s aim is to provide an online learning community of educational leadership scholars and practitioners. This technology-based, peer-reviewed journal includes traditional scholarship implementing a quantitative, qualitative, mixed methods approach inclusive of the scholarship of pedagogy, case study, and program evaluation.

A unique element of the journal is the incorporation of author-designed videos that allow our readers to “get to know” the researcher and gain a deeper understanding of the overarching research questions and results. The ELA website also includes an interactive educational blog related to current issues in the field of education. The aim is to publish two issues of the journal each year, in the fall and in the winter. The ELA staff is also investigating the possibility of a summer thematic issue.

Regular features found within the journal include a letter from the editor and/or associate editors, written in a multi-media format, and book reviews along with opposing commentaries to stimulate debate on current educational leadership issues. Editors accept manuscripts on a rolling basis, and after acceptance, all authors are required to submit a two- to three-minute video informing readers of the background and results of their work.

Visitors to the website will find ELA to be an engaging, informative, and unique platform in which to learn from their peers. Readers can learn more about the ELA journal by visiting the ELA Facebook page at www.facebook.com/#!/LindenwoodELA or website at www.lindenwood.edu/ela/.
Technology continues to equip healthcare professionals with tools to provide the best care possible. As technology advances, students must be trained to evaluate and implement new methods of practice, analyze outcomes, and provide the necessary innovation for the development of advancements in their fields.

Concussion management is a leading issue in the healthcare field, as long-term effects of the condition are realized and advanced methods are developed for improved evaluation and treatment. Neurocognitive testing was identified as a key element in proper concussion management by a panel of sports medicine experts at an international conference focusing on traumatic brain injury in sports. Lindenwood University currently employs a neurocognitive computer-based testing system called ImPACT (Immediate Post-Concussion Assessment and Cognitive Testing), which is used to assess student-athletes and evaluate and manage concussions. The information collected from these assessments is vital to the proper evaluation and treatment of injured athletes.

Through Lindenwood’s nationally accredited athletic training education program, students receive first-hand training with the ImPACT system and gain an increased understanding of the neurocognitive deficits often associated with a concussion. Athletic
training students take the computerized test in class to achieve an understanding of test design and gain a better appreciation for signs of concussion. The ImPACT program provides objective scores to neurocognitive function involving verbal and visual memory, information processing, and reaction time to 1/100th of a second.

The test takes approximately 20 minutes, and baselines are currently being collected for all individuals at Lindenwood University participating in high-risk sports as indicated by the NCAA injury surveillance reports. One of the hallmark signs of concussion is impaired information processing speed, which can be evaluated through the ImPACT examination. Having this technology available, athletic training students are more effectively prepared to participate in the test administration and interpretation processes involving the University’s collegiate athletes.

In the LU Exercise Science Laboratory, located in a state-of-the-art HIT (high intensity training) facility, students take the pure scientific principles of human physiology, kinesiology, and neurology learned in the classroom and apply them using the most valid and reliable assessment technology in the field of exercise science. Lindenwood students studying in the Health and Fitness Sciences Department are introduced to several modes of technology used in the fields of exercise science, athletic training, and physical education. These technological advances are integrated into the classroom and laboratories throughout their academic careers in Health and Fitness Science and provide opportunities for hands-on experiences developing practical skills used in their chosen fields.

For example, students perform laboratory tests to determine the presence of disease and to assess an individual’s fitness level in order to be able to prescribe an exercise program and become aware of the biomechanics of muscle function necessary to help further develop and implement strength training programs. Some of this technology includes air displacement plethysmography using BOD POD technology to assess body composition, cardiopulmonary diagnostic systems to evaluate maximal oxygen consumption, and computerized resting and exercise metabolic rates to analyze energy expenditure.

Data gathered using this technology allow students to directly assess an individual’s maximal oxygen consumed, heart rate, and lactate levels in order to gauge overall fitness levels and develop exercise prescriptions for a variety of populations. From a nutritional standpoint, students use the computerized metabolic carts to measure energy expenditure at rest in order to determine daily caloric expenditure and customize dietary programs based on an individual’s metabolic profile.

Exercise science students have hands-on experience working with certified strength and conditioning coaches who train LU’s NCAA Division II athletes in the HIT facility. An example of the technology available to students is the WOODWAY ELG high-speed treadmill that can reach speeds of 25 mph at -5 to +35 percent grades. This training helps create a greater stimulus to recruit more fast-twitch muscle fibers while focusing on proper running form and stride frequency. In addition to the ELG, students have access to a WOODWAY Force treadmill, which applies resistance that focuses on stride length technique, increasing athlete speed and power. Another technology device used by students is the Eye-Metrix Program, designed to improve hand-body-eye coordination, peripheral vision, depth perception, visual recognition, object tracking, and the speed of eye movements.
Education Students Prepare for the Classroom

By John Long, PhD

The Lindenwood School of Education (SOE) realizes that the students it is preparing as teachers need to be prepared more than academically, more than socially, more than organizationally. They need to be prepared technologically. The role of teacher has always been one of leadership—in the classroom and in the community. To that end, Lindenwood University has taken specific steps to ensure that these educational leaders will be prepared to achieve, succeed, and lead in a technological world.

The SOE pays close attention to changing state certification requirements and the skills and knowledge that its graduates need in order to be successful in the classroom. Such an investigation led to a restructuring of the Educational Program to include a greater emphasis on technology in the classroom. The content of an existing class was augmented, reorganized, rewritten, and divided into two courses to include a greater technology strand that not only complements the traditional teaching methods instruction but also goes a step further. The students now have the opportunity to put their new knowledge of the technology software and hardware options to practical use in demonstration lessons. Technology use is no longer an afterthought or an add-on, but instead it is taught, discussed, practiced, and mentored as a part of teacher preparation.

Why make a change that required an additional methods class for every student, additional preparation for many professors, and an instructional philosophy change for the SOE? The answer is that when under stress, as most new teachers are in their first
few years on the job, they revert back to what they know, which means they revert to how they were taught, not how they learned to teach in their preparatory coursework. Thus, it is incumbent on the SOE to not just teach students about the technology, the resources, and the methods, but also to provide a model that education majors can follow during their first few years in front of a classroom.

One problem faced by the SOE is that very little hardware or software has been specifically developed with K-12 education in mind. For example, PowerPoint, a common staple in many classrooms, was designed for business boardrooms and presentations. However, it was adopted by teachers and adapted to meet their needs. Similarly, while social media was not created for the purpose of allowing teachers to connect with students or their peers or for students to connect with each other or their schools, schools are using programs such as Facebook and Twitter for just these purposes. The SOE is teaching its students how to make use of these programs that may not have been designed for education, but which educators have turned into powerful educational tools.

The truth is, by the time this article is printed, it is possible that a new social media program may be on the market and become the latest and greatest vehicle for connecting people to each other and the institutions that serve them. It is equally likely that the program will not be designed specifically for schools. By the time it is incorporated into SOE syllabi, it might have been replaced by something new in the rapidly developing social media world. The goal of the SOE, then, is to teach a technique for identifying and using existing and emerging technologies in K-12 classrooms, to teach our students how to teach others by embracing current technology, and to achieve these goals by embracing these same tools and techniques while teaching the content vital to student success.
Graduate students in the School Counseling Program at Lindenwood University are learning first-hand how the use of technology can help them develop evidence-based practices to inform their future comprehensive guidance programs. In a world where counseling practices are enhanced by the collection and use of data, school counselors have now begun to ask, “How do we know if the interventions we put in place for struggling clients are effective?”

Technology has reshaped the school counseling field in the past few years, resulting in a different skill set for school counselors. Perhaps one of the most important skills to possess as a school counselor is the ability to use data to determine the needs that exist within the student population, the interventions that should be implemented, and whether the interventions are effective. It is now an implicit requirement that school counselors engage with technology in their field.

Lindenwood University school counseling students are provided the opportunity to use technology to determine whether the interventions employed at their field placement sites are actually working for clients. Counseling students develop methods for evaluating client progress over the course of specific interventions, allowing them to determine the effectiveness of various interventions. They also use statistical applications to collect, analyze, graph, and present data and then use those data and statistical concepts to demonstrate that they have a firm grasp on the meaning of the data while using technology to convey their findings.

The data analyzed by field placement students have demonstrated that the interventions designed for clients have been effective, causing statistically significant outcomes in the affective, attitudinal, and behavioral realms. School counseling student Danielle Merli recently demonstrated such skills during her field placement at Winfield High School. While at Winfield, Merli worked closely with clients by providing individual and small group counseling as interventions to students who were failing multiple high school classes.

Beyond the evidence of fewer failed classes for her clients, Merli determined that through the counseling interventions she provided, the attitudes and behaviors of her clients changed. As a result, Merli was able to demonstrate the results of her interventions through the use of technology to establish the effectiveness of the counseling interventions that helped to improve services to her clients.
“What a computer is to me is the most remarkable tool that we have ever come up with. It’s the equivalent of a bicycle for our minds.” -Steve Jobs

This profound statement by a young Steve Jobs, co-founder of Apple Inc., was made during an interview in 1990, but his recognition of the synergy between technological growth and human productivity remains prophetic. As the tools to communicate evolve and converge to more efficient and dynamic methods for delivering information, instructors must continually reform notions of relationships between media and audiences.

Such advances in technology offer opportunities for innovation. Nowhere is this more evident than in classrooms. The new Communications Center on the Lindenwood University-Belleville campus is rapidly becoming a hub for multimedia production and student-produced media projects. The versatile facility is designed to be a vibrant hive of activity where students gain real-world experience and learn to apply knowledge beyond the classroom to professional careers in the media industry.

At LU-Belleville, students have access to state-of-the-art equipment such as high definition cameras, professional audio gear, and advanced post-production software. In addition, the campus’s new TV studio will be a space for the creation of student productions such as television news, sports, and weather; interview-based programming; dramatic works; and promotional videos. Lindenwood students also have the opportunity to receive hands-on training in radio broadcasting and the hosting of radio shows. The COM Center includes two high-tech classrooms, a post-production video lab, an equipment checkout room, a newly installed overhead lighting grid and console, and a green screen wall for compositing video images and special effects. Also, within the recently retooled Interactive Media and Web Design major, students work with advanced equipment for creating computer graphics and building interactive environments for the web and mobile devices.

It is an exciting time for Lindenwood University-Belleville students. In the brief time the COM Center has been operational, students have already worked collaboratively to produce short dramatic narrative films, PSAs and promotional videos, music videos, and Internet broadcasts of the inaugural season of the Lynx football team. Beyond the classroom, these experiences will assist students in pursuing future career paths and serve the University and the community for years to come.

Professor Brendan Leahy teaches a video production class at Lindenwood University-Belleville.
Use of Technology in the Arts is Thriving

By Dean Joseph Alsobrook, MA, and Chad Snider, MA

The School of Fine and Performing Arts, which includes the departments of Art and Design, Dance, Music, and Theatre, embraces technology and cyberspace to support digital-savvy students and patrons of the arts.

INVESTMENT

The incomparable J. Scheidegger Center for the Arts is home to high-tech safety, security, and climate systems, advanced ticket processing, performance venues with sophisticated lighting and sound, the elegant Boyle Family Gallery for showcasing traditional and multimedia artwork, expansive studios with built-in audio-visual recording technology, and state-of-the-art computer labs, including the AT&T Design Lab for computer-aided fashion and theatrical design, as well as two impressive Mac labs that enable a world of 2D, 3D, and 4D design possibilities.

Most recently, LU graphic design majors launched an app that offers an interactive introduction to the school’s dynamic art and design programs. Also available to students is the AT&T Music Computer Lab—a network of 24 digital audio workstations, each with a full-size keyboard, a computer, headphones, and powerful industry-standard software for creating, editing, and sharing original musical works.

COMMUNICATION

“Call time for the dance concert is 5:30 p.m.”; “Auditions for A Christmas Carol are next Friday”; “There’s a new art exhibit opening at the St. Louis Art Museum.” This is just a sample of the information that students receive through the school’s Facebook

For classes and academic/professional productions, students utilize top-of-the-line equipment such as the EOS lighting console.
Music students have access to Sibelius 7, industry-standard software for writing, playing, printing, and publishing music notation.

and Twitter networks. Many classes are also enhanced through the use of online course delivery applications such as Blackboard. But communication is more than giving out information. To encourage open dialogue, continuous feedback, and scholarly conversations, several instruments of modern communication are used, including text messaging, conference calls, Skype, and synchronous Web-based resources that facilitate collaborations among groups and individuals.

**CURRICULUM**

Within all fine and performing arts degree programs, technology is central to developing creativity, adaptive thinking, and problem-solving skills. To help dance majors become innovative choreographers, for example, the course Dance and Technology introduces a palette of movement, sound, multimedia, and special effects. Students enrolled in this course are also introduced to software such as Adobe Photoshop CS6 to create programs and headshots, Garage Band to edit audio tracks, and Final Cut Pro X to edit video clips for promotion and portfolios.

The new Introduction to Music Production course incorporates Avid’s Pro Tools to help students transform digital bytes of sound into professional quality audio files. To complete course assignments, students have 24-hour access to ArtSTOR, an impressive digital image library, thousands of musical works in the digital Naxos Music Library, and a wealth of artistic resources through Oxford Art Online. For students studying technical theatre, curricula includes hands-on experience with leading production tools such as the Eos Console, which provides over 10,000 digital channels for designing and controlling conventional and intelligent theatrical lighting.

**COMMITMENT**

The timeless and stable power of the arts to communicate, bring people together, and strengthen societies has never been more important. Over time, a university that invests in the arts is a university with diverse resources that support progress and ensure a rich and secure future. By embracing technological advances, fine and performing arts faculty members are empowered to maximize learning, artistry, and support for the University’s student-, community-, and values-centered missions.
Lindenwood University’s School of Humanities has established a track record for thinking creatively about integrating technology with a traditional liberal arts education. One method by which this integration has taken place is through online course offerings. As one of the first academic schools to make online courses available for all of its general education requirements, the School of Humanities has also collaborated with the National Guard to provide a general studies degree (BA) to be conducted online in its entirety for members of the armed forces.

Members of the National Guard asked Lindenwood University to partner with them in establishing this program, and the School of Humanities was happy to adapt its already existing general studies degree for online completion. This relationship will afford American troops a greater opportunity for advancement in rank even while engaged in active service.

“Flexibility” is the watchword in today’s fast-paced global economy, and faculty members and students alike in the Lindenwood University School of Humanities value the flexibility afforded by online courses.

“I enjoy the flexibility and the challenge of online teaching,” says Professor Ana Schnellmann, PhD.

Part of the challenge that comes from an online learning environment’s flexibility is adjusting to the more immersive experience of that environment, where interactions among all those involved in the course must be both more intentional and more free-flowing than in a traditional classroom setting, leading to a sense of deeper personal investment in the course for both faculty and students.

But flexibility results not only in challenges but also in enrichment when the extracurricular lives of those enrolled coalesce to create a unique and vibrant learning environment.

“I have students taking my class from all over the world,” said Associate Professor Rachel Douchant, PhD. “I’ve had classes with students in Europe, South America, and the Ukraine, all discussing Plato together!”

*Humanities faculty members who teach online include Susan Edele, Dr. Rachel Douchant, Dr. Merideth Marsh, and Dr. Ana Schnellmann.*
Film Series Enhances Learning Opportunities, Campus Culture

The School of Humanities has promoted the integration of technology and learning on the Lindenwood University campus through the LU Film Series, which is directed by philosophy professor David Brown, PhD. The Film Series takes seriously the idea that, as its mission statement asserts, “Film is an important, even vital, cultural and educational art form. As such, film can help us understand ourselves and our world” by raising “the perennial questions of human existence.”

Beginning with its debut season in the fall of 2010, the LU Film Series has provided a rare opportunity for students and members of the broader St. Charles community to expand their horizons through this important art form.

Offerings routinely range from classic foreign titles, such as the French La Belle et la Bête (Beauty and the Beast, 1946) to thought-provoking recent releases like Ridley Scott’s Prometheus (2012) or Terrence Malick’s The Tree of Life (2011). Film suggestions are collected from faculty, staff, and students, as well as any other interested parties. These suggestions are then reviewed by a selection committee comprised of faculty from several of Lindenwood’s different academic schools and departments, which ensures that the focus of the Film Series remains academic in nature.

One of the hurdles overcome in establishing the Film Series was securing a suitable location to screen the films, which led to a thorough remodeling of Young Auditorium on Lindenwood’s St. Charles campus, including the installation of a large viewing screen and a high-definition projector.

In addition to housing the LU Film Series, this technologically retooled Young Auditorium has proved to be a unique bridge to the local artistic community. For instance, the auditorium has hosted the St. Louis International Film Festival’s Lifetime Achievement Award event, workshops with noted actors such as Stacy Keach and Malcolm McDowell, screenings of works in progress by local filmmakers, and events in conjunction with local arts centers and associations.
Lindenwood University launched its first fully online degree programs in 2011. Within the School of Human Services, three such degrees are offered: graduate degrees in nonprofit administration and public administration and an undergraduate degree in criminal justice. Together, these programs embrace the notion that students can continue their education while they work, take care of their families, and contribute to a global society that embraces a republic of educational ideals.

“The Lindenwood University online criminal justice program has been a lifesaver for my familial, professional, and educational goals,” said Patrolman Joshua Otey, from the Bristol Police Department in Vermont. “The ability for me to successfully complete necessary coursework through a flexible, interactive, and convenient online program while juggling the rapidly evolving challenges in my schedule as a full-time police officer, husband, and father of two has made working toward my college degree a positive experience [as I seek] upward mobility in the field of law enforcement.”

The program provides a solid foundation as well as skills and credentials for advancement. Criminal Justice faculty members, including Professor Darren Marhanka, not only have solid academic credentials but also years of work experience in the field. They bring this combination into the virtual classroom to provide students with practical ideas and the latest research.

“When I compared Lindenwood’s nonprofit administration degree program to others in the region, the choice became clear due to the institutional belief in truth and Judeo-Christian values, the rigor of coursework, the availability of both online and on-campus classes, and the accessibility and commitment of professors,” said Tim Kyellesvik, Associate director of the Teen Leadership Program at the Wyman Center, based in...
St. Louis. “For my career trajectory, [an MA] is becoming increasingly necessary. I feel confident that my investment in a degree from Lindenwood is time and money well spent.”

The graduate program in nonprofit administration is designed to prepare students for leadership positions in youth and community service and nonprofit management fields, as well as enhance the career paths of students already in the workplace. The recent demands on nonprofit organizations have created a need for skilled and knowledgeable managers at all levels. The graduate program in nonprofit administration provides education in those areas of competency deemed necessary for effective agency leadership and fosters the career advancement of those already in the field.

In this graduate degree program, innovation is key. Julie Turner, PhD, developed a “volunteer placement” tool that has been instrumental in volunteer efforts, online research for development offices, and targeted marketing via email. P.D. Walker, JD, utilizes social media to promote nonprofit education, advocacy, and networking with professionals across the world. The faculty members also provide regular online career assistance, résumé review, and mock telephone interviews.

Employers almost unanimously agree that they want employees who are well rounded and knowledgeable in a variety of areas, and with the Lindenwood online MPA degree, students can achieve just that. The program prepares individuals to serve as managers in the executive arm of local, state, and federal/national government and international organizations or agencies.

“While deployed to Baghdad Iraq in 2007, I was offered few options in the way of academic improvement,” said Dana Valley, a student enrolled in the graduate degree in public administration (MPA) program. “Thankfully, with Lindenwood University, I was able to start my graduate degree with emphasis in public administration while overseas. This continued education allowed me to grow not only as a student, but also as a valuable member of the armed forces. I was able to finish my education and am currently serving on the Board of Aldermen for the City of Greendale.”

Faculty members like Joseph Cernik, PhD, understand that a master’s degree is the new bachelor’s degree. In a time when education is so heavily valued by employers, these programs can help propel students over the top in a competitive job market. The School of Human Services’ highly educated staff gives students real-world experience in the field, and the small class sizes give them a personal connection with the professor.
The Lindenwood University School of Sciences has a cutting-edge Instrumental Analysis Facility available for undergraduate student use, providing students the opportunity to work on the same kind of equipment they would find in professional settings. The facility contains a Gas Chromatograph/Mass Spectrometer (GC/MS), an Ultraviolet/Visible Spectrometer (UV/Vis), an Infrared Spectrometer (IR), an Atomic Absorption Spectrometer (AA), and a High-Pressure Liquid Chromatography System (HPLC).

In particular, the GC/MS allows students to identify chemical compounds within a sample. By implementing a test, students are able to identify the family of chemicals by mass. A library of chemical masses then provides a statistical match as to which chemical is likely found in the sample. The GC/MS is an industry standard in arson investigation and drug detection, as well as environmental analysis and quality control.

In recent years, experience working with GC/MS has given students an advantage when applying to graduate school as well as medical and dental school. These instrumental experiences have also allowed recent graduates to secure positions right after graduation at companies such as Anheuser-Busch, Sigma-Aldrich, Covidien, and Monsanto.

Instruments, such as those available through the science programs, provide students with an opportunity to get hands-on experience not common among other liberal arts institutions, are in use in many of the undergraduate courses at all levels, and give students majoring in the sciences a step up when entering the job market. Over a hundred students get the opportunity to work with these instruments each year.
The labs in Young Hall are outfitted with the latest equipment so students like Widler Casy, chemistry major, use the same devices they will encounter in professional settings.

Technology in the Mathematics Classroom

While students at Lindenwood University are strongly encouraged to complete mathematical computation without technology in order to learn the theory behind the arithmetic, a number of electronic resources are also encouraged in order to deepen student understanding. Students have access to graphing calculator emulators, Geogebra, SPSS, and homework problems in Blackboard, among others.

One program in particular, Mathematica, provides students with a wide range of visual and numerical examples in mathematics and statistics. Creator Dr. Stephen Wolfram needed software that could not only handle high-level computation but also support his theoretical work in cellular automata. Since then, Mathematica has become a vital tool in education, engineering, physics, and finance. What makes Mathematica special is not only its versatility, but also its ease of use.

In the Lindenwood University classroom, Mathematica is being used to illustrate mathematical concepts at all levels, including graphing polar and parametric equations, illustrating the Central Limit Theorem, estimating functions with Taylor polynomials, graphing functions of multiple variables, solving large matrix equations, and demonstrating the difference between a beat and pure resonance. Students also have an opportunity to observe how Mathematica can be used to illustrate higher level mathematical concepts such as Julia sets and dynamical systems in the mathematics seminar.

In recent years, Mathematica has expanded to include an online answer engine, Wolfram Alpha. Wolfram Alpha is a free site that not only allows students to solve and graph equations ranging from algebra to differential equations but also evaluate a much wider range of topics using quantitative data. As a result, a student can find the weather forecast, get information on a stock, and even compare passing ratings of NFL quarterbacks. For those on the go, there is also an app for the iPhone.
Online Tools Provide Enhanced Support Resources for Students

By Dean Christie Rodgers, MA

The Student and Academic Support Services (SASS) Office strives to support students academically and socially with problem resolution. Supporting the whole student requires understanding student needs. Now, more than ever, students are communicating and using technology to learn and connect with their course colleagues and professors through University email, Blackboard, and interactive websites. These convenient resources have allowed students to look at technology as a typical and familiar part of the learning process.

Students expect technology to be a part of the classroom experience, and they are also beginning to expect the same type of interaction in their support services. SASS is meeting student needs through online tutoring, social media, and live chat available through the University Web site.

While the University still offers face-to-face tutoring, SASS considered the needs of the entire student population and determined that many students could not be available during “normal” business hours. From the traveling student-athlete to the working non-traditional-aged student to the active service member, SASS strives to serve students who need academic assistance where and when it is convenient for them. Also, as the classroom environment changes and more programs are offering classes and degrees through online resources, face-to-face tutoring sessions, though still available, are no longer necessary.
online, on-campus tutoring is not an option for the student who lives long distances from campus. Starting in the 2012 fall semester, Lindenwood students were offered online tutoring services through Smarthinking 24/7; the only requirement for a student to use this service is Internet access. No software program is needed for download, and students are able to access the service through their student portals or Blackboard. This accessibility and availability allowed students to utilize over 143 hours of tutoring assistance in the first eight weeks of its offering.

Students have grown immune to the simple institutional email or flier posted throughout campus; therefore, SASS uses social media to communicate with and engage Lindenwood’s student community, to promote its services, and to communicate engagement opportunities and University deadlines. SASS sponsors student organizations involved in service to the community, and Facebook allows SASS to cross-communicate with other offices and organizations in order to gain participation in school sponsored and community service events.

Additionally, Twitter is used to streamline via text service opportunities or last-minute details about service events to participating students. Social media also allows SASS to serve as a means to early academic intervention when traditional communication, such as emails and phone calls, go unreturned by students who are academically at-risk; the Director of Student Success utilizes Facebook to send private messages to help lead students to available resources and mentoring. This communication allows SASS to contact students where they are.

Many college students struggle with the transition from high school to life in college. People, processes, and options can look foreign to new students, and many attempt to maneuver their way by trial and error, usually leading to misinformation and frustration. SASS strives to ease irritation and supply answers through a one-stop-shop virtual place. The SASS chat is available online through the SASS page on the University website, allowing students to ask for assistance related to their college experience. SASS mentors provide quick responses that allow students to receive efficient and effective answers to their questions. This heightened level of interaction allows SASS to engage students and meet their needs how and when they need them to be met—right now.
Ask most LCIE students which cluster they most dread, and they will respond with the clichéd answer: Math. While many adults returning to school worry about their writing skills or how they will balance attending class and doing homework and their already busy schedules, they become panicky at the prospect of a nine-credit math cluster. In truth, most students (78 percent) do well on the placement test and move directly into the math cluster, but that fact doesn’t alleviate the anxiety that the mere thought of a math class seems to generate.

Whether math should or shouldn’t be scary is a pointless discussion; the anxiety exists, so it must be addressed. One step that Dr. Rita Kottmeyer, Program Director of the Math and Science Clusters, has taken to ease anxiety and improve student performance is to add McGraw Hill’s Connect Program and Stats Portal to the cluster, which allow students to complete homework online and receive instant feedback and the opportunity to complete additional work for further practice. They can also access instructional videos that reinforce the instructor’s lecture and the textbook problems.

The program was piloted in the 2010 fall quarter and is now used in all math clusters. Kottmeyer said that while initially some of the instructors voiced concerns, now the program is “enthusiastically embraced” because of the many benefits. It is too early to document improved student performance, but students seem to appreciate the additional support that Connect and Stats Portal offer.

Two students particularly praised the videos in Stats Portal. Annette Morris states that she appreciates being able to replay the video lecture to refresh her memory. She said that the problems covered in the video mirror those discussed in class. Ray Price agrees. He also feels that the ability to complete the problems and have immediate feedback has improved his understanding of the material. A third student noted that she actually prefers the online portion of the class because it allows her to move at her own speed, repeating the problems that aren’t immediately clear.

While most students do have computer access at home, the University was concerned about those who might not. The result was the installation of computer labs at most campus locations. Students may also use the computer labs on the main campus.

Overall, students say they find the Connect and Stats Portal programs useful and helpful, which doesn’t surprise Kottmeyer. She said she hopes the additional support may even serve to lessen that commonly held math anxiety.
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Joseph Alsobrook, MA
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Keith Russell, PhD
Cynthia Schroeder, PhD
Chad Snider, MA
Patrick Walker, JD
Michael Wall, MA
Nicolas Wintz, PhD

CONTACTS

Dean of Academics-Belleville
Dr. Keith Russel
618-239-6021
krussel@lindenwood.edu

Dean of American Studies
Dr. David Knotts
636-798-2166
dknotts@lindenwood.edu

Dean of Business & Entrepreneurship
Dr. Roger Ellis
636-949-4839
rellis@lindenwood.edu

Dean of Communications
Professor Mike Wall
636-949-4880
mwall@lindenwood.edu

Dean of Distance Learning
Dr. Edward Perantoni
636-949-4705
everantoni@lindenwood.edu

Dean of Education
Dr. Cynthia Bice
636-949-4618
cbice@lindenwood.edu

Dean of Fine and Performing Arts
Professor Joe Alsobrook
636-949-4164
jalsobrook@lindenwood.edu

Dean of Humanities
Dr. Michael Whaley
636-949-4561
mwhaley@lindenwood.edu

Dean of Human Services
Dr. Carla Mueller
636-949-4731
cmueller@lindenwood.edu

Dean of LCIE
Professor Dan Kemper
636-949-4501
dkemper@lindenwood.edu

Dean of Library Services
Elizabeth MacDonald
636-949-4396
emacdonald@lindenwood.edu

Dean of Sciences
Dr. Ricardo Delgado
636-949-4735
rdelgado@lindenwood.edu

Dean of Student Academics and Support Services
Christie Rodgers
636-949-4697
crodgers@lindenwood.edu

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