The Lindenwood EDGE
Educated | Disciplined | Global | Effective

LINDENWOOD University
St. Charles, Missouri
Founded 1827
“Values-centered liberal arts education—preparing students for life.”
Our annual academic booklet has adopted a name, which we will use henceforth: The Lindenwood EDGE. The University has a timeless mission that governs everything we do: to provide values-centered programs leading to the development of the whole person – an educated, responsible citizen of a global community.

We implement that mission on the basis of several core premises, the most important being that all of our decisions and actions shall be in the best interests of the student.

We refer to the results of our mission-based work as the Lindenwood EDGE, the personal and professional traits of our graduates. The acronym represents the unique configuration of the outcomes of a Lindenwood education. It means Educated, Disciplined, Global, and Effective.

Lindenwood graduates are Educated: During their time at Lindenwood, they are immersed in a liberal arts and sciences curriculum, which is what defines the durable core of “higher education” – the greatest ideas, insights, findings, and conceptual creations of humankind. Since our excellent professors make a point of linking humanity’s great ideas to the world of technology, work, and human relations, our grads are prepared for a professional career. They also derive a commitment to lifelong learning from their meaningful relationships with professors.

. . . and Disciplined: They become more values-focused in thought and action because we emphasize principled decision making and consciously nurture the development of ethical lifestyles. The character structure we promote makes self-starters who are others-centered in their daily activities.

Lindenwood alumni are Global: Exposure to intellectual and developmental experiences imbued with diversity, as well as interacting with hundreds of classmates from more than 90 countries, enables our students to become both inter-culturally aware and internationally networked during their college years. A result is that they are capable of being open-minded about human differences and new perspectives.

. . . and Effective: They learn to be compellingly expressive in how they write and speak. Versed in analytical problem solving and the application of higher learning to job tasks and human relations, Lindenwood’s grads are workplace proficient and destined for leadership.

We hope you like this concept. This edition of our academic booklet will show you some of the many ways through which Lindenwood helps her students gain the EDGE. Please take a few minutes to sample the bounty!

A Message from President James D. Evans
“Know thyself,” said Aristotle, advice that goes to the heart of the humanities, that family of disciplines embracing language and literature, history and political science, philosophy and religion, whose common goal is not only to increase knowledge but show how increased knowledge can lead to wisdom.

“In the beginning was the word.” This statement speaks not only of our Judaeo-Christian heritage but of the central importance of language, without which we would not be human. At Lindenwood, students learn to master the speaking and writing skills that are essential to success in whatever future careers they may pursue. They learn, while developing critical thinking skills, how the lessons of history and the vicarious life experiences that constitute literature can lead to a mature understanding of their own lives.

“The unexamined life is not worth living.” Socrates reminds us again of the vital importance of self-reflection. The humanities give us not only factual knowledge but familiarity with the language of emotion, thus helping to fulfill Lindenwood’s mission of developing the whole person, intellectually, emotionally, and spiritually. Because of their central focus on the human person, the various disciplines of the humanities complement each other, history deepening our understanding of literature, for example. Philosophy and religion complement each other equally in pondering the purpose of human life.

Many ask what practical skills the humanities teach. The skills they teach are most practical and basic: how to survive and not only survive but thrive in an ever-changing, ever smaller growing, ever more unpredictable world. Adaptability, flexibility, the capacity to integrate knowledge from a variety of sources, to exercise sound judgment, and above all to know that whole person that is oneself—these are skills that no one can afford to be without.
The School of Sciences at Lindenwood plays a central role in helping students become informed and well-educated. While some science is abstract, esoteric, and beyond the grasp of most people, much science has immediate and direct relevance to our everyday lives – a prominent example is the recent explosion of interest in the field that has been dubbed “behavioral finance,” which uses science to identify psychological and even neurological factors that affect our spending, saving, and investing behavior.

Scientific knowledge is often useful in the conduct of daily life. But perhaps even more broadly useful is an awareness of the process by which such knowledge is generated – the process of scientific reasoning. This kind of thinking is a crucial component of what enables people to make informed decisions about issues that affect society and the environment, as well as individual behavior.

Laboratory science courses provide technical training in the use of experimental instruments and techniques; at a broader level, such experience also involves training and practice in problem solving. Hands-on experience with instruments such as LU’s Gas Chromatograph Mass Spectrometer often enhances the employability of students who go on to work in jobs in applied chemistry, for example. Personalized medicine is a clinical approach that has emerged from recent discoveries in genetics and the biomedical sciences. It combines family medical history with information on a patient’s individual genetic variations to determine how best to prevent or treat serious conditions such as diabetes, heart disease, and cancer. Exposure to such cutting-edge thinking helps our students become broadly educated.

The scientific sophistication acquired by Lindenwood students helps them to make good decisions and to live their lives in ways that are satisfying and productive.
While visiting Lindenwood’s School of Communications, the most often-asked question by a prospective student is, “Are there really any jobs out there?” In light of the reported demise of newspapers, the decline in network viewing, and the overall economy, this is an intelligent inquiry.

Despite these downsides, when one considers the number of cable and satellite channels, the fact that virtually every radio frequency is occupied, the exponential escalation of the Internet, and companies’ growing dependencies on public relations, it becomes apparent that there are “jobs out there” – and lots of them. These media-related industries are in constant need of creative innovators, talented writers, skilled production people, hardworking artists, and the variety of professionals that it takes to be competitive in our over-communicated culture.

Who gets these jobs?

To secure these jobs – these careers – one must begin with education. Lindenwood’s courses are taught in labs with cutting-edge computer hardware and the most recent releases of software. The hands-on experience of working in LUTV’s HD studios prepares students to go to graduate school, to go to work in any TV studio, and to not miss a beat.

KCLC-FM just upgraded all its studios, installed a new transmitter, and added HD capabilities to the student-run facility. The Legacy, LU’s student newspaper, defies the trends and continues to print hardcopies. All of Lindenwood’s communications facilities have an important online presence generated by students.

Applied learning needs to be augmented by a classroom experience. This process develops critical thinking skills, which equip people to develop new ideas and business models. When coupled with the technological training, this amalgam of understanding propels Lindenwood students towards exciting career goals in communications.
The Lindenwood EDGE

Historically, a truly civilized society is one in which the Arts and Sciences are allowed to flourish as equal partners in enriching the human experience. The twenty-first century challenges Lindenwood students to make sense of the explosive nature of a world propelled by exponential leaps of technology accompanied by an often stunning array of visualization contexts. It is then a tremendous opportunity and responsibility for the Fine and Performing Arts faculty to equip these eager minds with fundamental tools they will employ through a lifetime of meaningful engagement with this “brave new world.”

Each discipline — Theatre, Dance, Art, Music, Fashion Design — has deliberately at its core the most important source for successful work: critical thinking. Students are required to, beyond exposure to fundamental methods and ideology, examine the sources, analyze different points of view as to their ultimate effectiveness, and form their own views and opinions having weighed such evidence. They learn to see foundational connections among ideas that are not apparent to the casual observer. In other words, they are taken through the steps of scholarship and appraisal to decide whether a particular theorem of civilization has merit or “truth” of some kind.

Empowered by critical thinking, each department provides exercises to improve student situational awareness. Dance training creates poise and kinesthetic control of one’s environment. Artprovokes the imagination and validates the conceptual realm. Theatre tests every level of personal communication. Design stimulates abstraction and the development of graphic social metaphors. Music provides a sonic language for spiritual passions. Each area of concentration, then, offers skills that will support any number of modern and successful careers.

Lindenwood theatre students have the opportunity to work on visiting professional productions at the Scheidegger Center, such as the touring Broadway production of *Grease* in October 2010 (below).
Lifelong learning is a central concept in the adult learning theory underlying Lindenwood’s LCIE program. The lifelong learner is intellectually alive, curious, open to new perspectives and knowledge, and self motivated. The LCIE program welcomes its lifelong learners. The program further affirms and encourages lifelong learning in all programs but specifically by the Credits for Life Experience and the Colloquium programs.

The Credits for Life Experience or Experiential Learning program, available to undergraduates, offers a process through which up to 24 college credits may be awarded based on the acquisition of knowledge or skills commonly taught in college courses but acquired in non-collegiate contexts like jobs, community service, or hobbies.

The Colloquium, an LCIE program requirement, is defined as “an out of class learning experience.” Each term he or she is enrolled in an LCIE cluster, the student is expected to attend a formal learning experience outside of class. The Lindenwood Speakers Series and speakers presenting in other venues are typically applied as colloquia, as are Special Exhibits in museums, panel discussions, workshops, guided tours, cultural festivals, and arts events. The Colloquium is intended to round and broaden the student’s Lindenwood learning experience. The intent is also to familiarize the student with ongoing learning opportunities available in the community and beyond and to habituate the student to partaking of such experiences in the hopes that learning will not end once a degree has been achieved.

In our rapidly changing digital age, lifelong learning is a requirement for growth and success. Lindenwood’s LCIE program seeks to exemplify, affirm, and promote continual learning.
In the Lindenwood University School of Education Department of Educational Leadership, two new emphasis areas for the Doctorate in Education degree, Andragogy and Higher Education Administration, are offered.

Andragogy has been a part of adult learning since 1833 and may be defined as the scientific discipline centered on the research, theory, processes, technology, and practice that facilitates and brings adults to their full degree of self-actualization.

Andragogy is one part of the broader international field of adult education, human resource development, and lifelong learning. The Ed.D. program was expanded to include an Andragogy emphasis in the fall of 2010 in response to a growing need for professional educational leaders to receive a doctoral degree serving the needs of adult learners in areas such as higher education, business, military, corporate training, healthcare, executive leadership, and human resource development. The Andragogy track is a 48 credit hour program.

Lindenwood University also offers its Doctor of Education degree in Instructional Leadership with an emphasis in Higher Education Administration. Students interested in obtaining this type of degree would focus on the principles and practice of administration in higher education systems, applied research study of higher education, and preparation to function as administrators in higher education settings.

The Higher Education Administration track is a 48 credit hour program beyond the Master of Arts degree that prepares students to be faculty members, higher education administrators, and institutional researchers.

Students who select an emphasis area in Andragogy or Higher Education Administration are those whose priority is lifelong learning.

Left photo: Teacher education students participate in an educational activity. Right photo: A graduate of the Doctor of Education program waits to receive her diploma.
Disciplined

The value of the School of Humanities is in the humanities themselves. Dedicated members of our faculty are a means to an end. They switch on a light that exposes the richness, depth, and endurance of vital humanistic works. The goal of a liberal arts education is to foster and cultivate a discipline of the mind that will allow us to confront any problem, think through any dilemma, and avoid being prey to those thoughts, however initially attractive, that are often found, upon further reflection and consideration, to be ill-founded or illogical.

The eight departments in the School of Humanities—English, English Preparation, Foreign Languages, History and Geography, International Studies, Philosophy, Political Science and Public Administration, and Religion—work together to ensure our students cultivate this discipline of the mind, a discipline that in Cardinal Newman’s words can be considered “a habit of order and system, a habit of referring every accession of knowledge to what we already know, and of adjusting the one with the other; and, moreover, as such a habit implies, the actual acceptance and use of certain principles as centres of thought, around which our knowledge grows and is located” (A Discipline of Mind, Evening Lectures).

Apart from the aesthetic and intrinsic value that studies in the humanities offer, this course of study can also be considered a true commodity that perfectly meets the wide-ranging needs of today’s students and tomorrow’s workers as it, in part at least, addresses a serious economic reality – the need for workers to possess and utilize at any given time a broad array of social, communication, and technical skills, in addition to the qualities of flexibility, cultural sensitivity, adaptability, and continued learning.

We can all benefit from the current circumstances, which shine a particularly flattering light on the School of Humanities. The centers of thought, the discipline of mind, the linking of knowledge are concepts taught and emphasized in the Humanities. Further, they are eternally relevant concepts that have and will continue to aid our students in whatever vocations or majors they may choose. These concepts certainly help our students in obtaining the Discipline in the Lindenwood EDGE.

English Professor Dr. Ana Schnellmann is one of the many talented and learned faculty members in the School of Humanities.
The word “discipline” originally meant to teach or instruct. It conveys the idea of providing training that molds or perfects (makes complete) the mental faculties or moral character. It was accepted that all instruction was based on an ordered system of beliefs or behaviors. In essence, education must be values-based. Lindenwood University was founded on the premise that a solid education was founded on and grounded in Judeo-Christian values, not just passing information and facts on to the next generations but rather creating and instilling in them a genuine understanding of where they have come from and where they might go.

Our founding fathers believed that hard work builds strong character. Lindenwood University’s School of American Studies provides an environment that encourages full immersion in the early American skills and lifeways that form the foundation of the American Character. This approach goes far beyond the theory of history and a litany of facts; students make an intimate connection with those who have gone before us and helped build this country.

In keeping with the principles of interpretation defined by Freeman Tilden, the School of American Studies leads its students to “the revelation of the truth that lies behind any statement of fact.” The values that are at the base of who we are as a people go deeper than simple honesty, punctuality, loyalty, and courtesy. Integrity, as exemplified by men like Daniel and Nathan Boone, is more than honesty in dealing with others; it is honesty with one’s self and thus with all others.

The School of American Studies puts into practice what it preaches by administering its program with the highest possible commitment to integrity. Our students come to embrace that in teaching others about our culture, it is imperative to present the right idea at the right time in the right way. Rather than tolerance, we strive to instill compassion, which leads beyond tolerance to acceptance. Compassion allows the acknowledgement of differences and the possibility to seek out and find common ground upon which to stand.

Dr. David Knotts, Dean of the School of American Studies, explains a glade restoration project currently underway at the University’s Boone Home campus.
Disciplined

LCIE Students Take the Initiative to Succeed

Lindenwood’s LCIE program, designed to serve the educational needs of working adults, is a haven for self-starters committed to the internal and external enrichments that completing their education brings. The adult learner who has chosen to return to his/her education after a brief or lengthy hiatus is assumed to be a self-motivated “self-starter.” The accelerated format of the LCIE program that the returning student has chosen demands motivation to learn; willingness to take on the challenging workload of a nine credit course, often while balancing family and employment responsibilities; and the skills of time management and lifestyle adaption that commitment to LCIE learning often involves.

A great deal of work is expected of the LCIE student outside of the classroom. Self-starting is required in order to keep abreast of assignments on a week-to-week basis so that the student can be actively engaged in discussions in the small class seminar environment. Self-starting is required to initiate and complete written assignments on time, to research and plan oral presentations, and to prepare for tests by reviewing the already-studied, rather than reading material the night before for the first time.

The LCIE program seeks to deepen and broaden knowledge, promote analytical thinking and problem solving, and enhance communications skills in a community of learners in which both faculty and students are learning resources. The program’s success depends on a student body made up of self-motivated, self-starters.

In the LCIE program, students attend classes that meet one night per week, such as Professor Charlene Engleking’s (left) Creative Writing for the M.F.A. class.
One of the most popular people on campus is Lindenwood football player Billy Clark. The popularity comes not from his exploits on the gridiron, though, but rather from being a self-starter.

A team captain and the starting offensive center, Clark is a gravitating figure on a team full of personalities. Head Coach Patrick Ross lists Clark as one of the top figures who has helped turn the program into a national contender. Clark did that not only with his talent, but also with his positive and caring attitude.

In 2009, one of Clark’s teammates was diagnosed with cancer. While other teammates coped with the news, Clark took action by starting an on-campus fundraising program called “Lions Take a Bite Out of Cancer.” Each Lindenwood residential hall sold paper Lion heads for $1, competing to see which could sell the most. The Lion heads were also sold at home games. In addition, Clark organized a 5k run/walk for Lindenwood students and faculty and sold t-shirts. In all, his efforts helped raised more than $1,500 for the American Cancer Society.

Clark’s self-starting role extends away from football as well. For two years he has served as the residential director in Lindenwood’s Flowers Hall, a dorm for freshmen who view Clark as a strong role model.

Because of all of Clark’s work on and off the playing field, he was named to the 2010 Allstate AFCA Good Works Team, one of the most prestigious off-the-field honors in college football. Clark was selected by a panel that included some of the top football media in the country, and he was one of just 22 players from every level of football to be named to the team. The award was the perfect honor for someone with Clark’s playing ability and self-starting accomplishments within and outside of football.
Disciplined

Education Programs Stress Servant Leadership

The Lindenwood University School of Education’s Department of Teacher Education offers many disciplined programs that demonstrate servant leadership. There are several summer camps offered each year designed to meet the goal of serving others. Two of these camps are Camp Invention and Camp Read-A-Lot. Both camps utilize paid and volunteer staff, as well as undergraduate and graduate students who serve as role models to young children. Both camps offer school-aged students opportunities for enrichment and further learning in order to hone academic skills.

Through Camp Read-a-Lot, children have the opportunity to experience literacy strategies individualized to their needs and interests. A portion of the instruction for the children centers on the use of games and physical activity as it relates to cognitive improvement and interest in reading and writing. Students have the opportunity to experience authentic instruction, learning, and development under the direct supervision of the professors.

Camp Invention provides excellent science instruction and methodology to help academically advanced children tap into their potential, solve real-world challenges, and work as a team, using creative problem solving through inquiry-based learning. Camp Invention is utilized as the capstone experience for graduate students earning a Master of Arts in Education with an emphasis in Gifted Education. Being mentored in a relaxing, productive environment by experienced teachers of the gifted, practicum students have the opportunity to help children prepare for the 21st century.

The School of Education hosts summer camps for kids, such as Camp Read-A-Lot and Camp Invention (pictured), which provide a service to the community and experience for teacher education students.
Empathy—the ability to truly understand the other—is derived from the Greek word "empathia" meaning "passion." Lindenwood has the edge in helping others—a passion we put into action through our commitment to service to the community. From the practica and internships that are requirements of most programs in the School of Human Services to the University commitment to honor students who complete 500 hours of community service with special recognition at graduation, Lindenwood University is truly others-centered.

Social Work majors are placed in social service agencies to test that others-centered commitment. As an example, clients at Connections to Success include women leaving prison and re-entering the community. To assist in the difficult return to the workforce, many of the women realize they don't have "the look" to convince potential employers that they can be trusted. In the Dress for Success program, women are transformed from blue jeans to business suits with the assistance of practicum students who "dress" them.

Nonprofit Administration majors are involved in service projects ranging from annual blood drives with the Red Cross to course projects that enrich nonprofit organizations.

Dawn Thornton, a founder of The Gifted Wedding, an organization devoted to ensuring that terminally ill clients have their dream weddings, states, "The Lindenwood professors and students provided ideas and information with recommendations for our strategic plan. It made a difference as our business grew." As both a nonprofit administration graduate student and an agency developer, Dawn is able to utilize the help of her professors and fellow students as her caring and compassionate organization expanded.

Christian Ministry Studies students are actively involved in ministry with internships at Christian youth camps, the military, and missions work. By helping others in faith, CMS students are able to flourish in their Christian beliefs and values, providing the empathia the School of Human Services professes.
The Student Counseling Resource Center (SCRC) is supported by dedicated members of the Department of Professional and School Counseling faculty and offers a range of services on the St. Charles, North County, and Bellville campuses of Lindenwood University. The SCRC promotes holistic wellness and fosters self-starting, disciplined behavior that aids students in the achievement of their academic and personal goals. Ideally, students may reflect on ways to focus on their own success, while also developing an others-oriented system of values. Students dealing with home sickness, stress, anxiety, test anxiety, depression, and more serious impairments may be referred to the SCRC, or students may choose to seek assistance on their own. The SCRC provides screening for mental health issues by faculty members who are licensed professional counselors. Students in need of ongoing services are assigned to skilled professional counseling interns. These interns are carefully selected and supervised by licensed, full-time faculty members, and through internship coursework, interns also receive further supervision by licensed faculty. For students experiencing more severe issues, LPC licensed faculty members provide services, maintaining a caseload throughout the academic year. Referrals may also be offered to those in need of services from mental health providers in the community. Students who may have intellectual or learning deficits may utilize the SCRC’s testing services, provided by Dr. Holly Karraker, who is in charge of the Psychological Examiner certification program. At the Belleville campus, SCRC services incorporate career information and counseling, helping students who may otherwise feel less hopeful about careers learn more about career options.
“We may have different religions, different languages, different colored skin, but we all belong to one human race. We all share the same basic values.”

— Kofi Annan, the seventh Secretary General of the United Nations and 2001 Nobel Peace Prize co-winner

To Americans, looking someone in the eye is a sign of telling the truth; in Asian cultures, it is a sign of disrespect. This is one of the many differences human services teaches in courses designed to increase students’ knowledge of human diversity.

We also add, however, that human beings similarly share the needs for honesty and respect. At Lindenwood, we strive to be inter-culturally informed as citizens of the world. In courses offered by the School of Human Services such as *Human Diversity* and *Intercultural Communication*, students often have their eyes opened to the largeness of the world—its similarities and differences. Dr. Gary Behrman, Assistant Professor of Social Work, states, “Society today is interacting with people from all over the planet; it is important that we embrace this interaction and expose our students to cultural diversity from a global perspective.”

Beyond the classroom, students can travel for course credit though the Criminal Justice study abroad program. By visiting the prison systems and interviewing police officers and judges in countries where English is not fluently spoken, these Lindenwood students of the world expand their cultural focus and worldview.

At Lindenwood, we value diversity. We embrace and appreciate difference. We work toward defining common human needs by learning about cultural variations. We teach diversity to open the doors of the world and to recognize that we all share the same basic values.

Criminal Justice students and Professor Debra Johnson (center) on the 2010 J-Term trip to Europe pose in front of Buckingham Palace in London. The students examined criminal justice systems in other countries.
The Center for International and Global Studies (CIGS) at Lindenwood University promotes the development of inter-culturally informed students at both the undergraduate and graduate levels. Academically, students are exposed to the concept of globalization and its impact on different societies throughout the world in addition to their own personal experience at Lindenwood. Globalization refers to the broad-scale change resulting from the emergence of an interconnected global economy that coincides with worldwide communication networks among different societies into what is sometimes referred to as a “global village.”

In their everyday life, Lindenwood students experience globalization in their educational settings because of the many students from every area of the world within our University. Understanding globalization and providing a venue for making students become more inter-culturally informed is one of the primary goals of CIGS.

CIGS is involved in producing the online bi-annual multidisciplinary Journal of International and Global Studies. Graduate students in the International Studies program are involved in the production of the journal and become more inter-culturally informed through their introduction to various scholars from around the world who write essays and reviews relevant to globalization issues. CIGS facilitates the enhancement of a more inter-culturally informed student at Lindenwood, an integral aspect of the mission of the University.

The Journal of International and Global Studies and the International Speaker Series are two initiatives of the Center for International and Global Studies that make Lindenwood a world community.
Butler Library supports students in their academic endeavors by providing the resources, knowledge, and skills necessary to succeed not only in their college program, but also in their post-graduate careers and lives. It is imperative that Lindenwood students gain a thorough competence in information literacy and the ability to apply those skills as they engage in lifelong learning outside the walls of their University.

With technology advancing in society by leaps and bounds, researchers can easily be inundated by countless bits of useless or even conflicting information. Evaluating sources of information to determine the quality, relevancy, and accuracy of their content is just one skill that Lindenwood students will continue to lean upon throughout their lifetime.

While at Lindenwood University, students gain proficiency in the intricacies of researching Butler Library’s ample collections and databases. A business student might learn to procure profiles on companies, or an art student might search out pertinent details on color theorists. While the topics studied vary, the methods used to conduct research remain consistent. Lindenwood graduates will continue to utilize these methods throughout their lifetime in order to participate and prosper in a competitive job market. That same business student might later open up her own company after graduation and employ her research skills while writing her business plan. The art student might continue to explore new methods in his chosen medium and learn how to market himself in the industry.

Butler Library understands that the educational journey does not end at graduation.
Stephen Colbert, on his popular Comedy Central show *The Colbert Report*, introduced us to the concept of “truthiness.” It refers to our tendency to believe or not believe something, not based on facts, evidence, or logic, but by whether it “feels” true. Colbert parodies the too-human tendency to be swayed by emotional appeal, to favor arguments that resonate with what we already believe, and to give credence only to those information outlets that are non-threatening to our preconceptions. This is a formula for entrenching biases, rather than for pursuing truth. The most effective antidote to this is science.

It is through the use of the scientific method of inquiry that we are best able to minimize the chance that our conclusions are biased by our hopes or expectations. At the core of scientific inquiry is the humble notion that even our most cherished viewpoints are subject to revision if and when the evidence disconfirms them. A central characteristic of educated people is the ability to gather evidence, size it up, and use it to reach informed conclusions and to make good decisions. Science education, such as that provided at Lindenwood University, is a key contributor to this ability.

The scientific method explicitly encourages looking at phenomena from multiple perspectives and giving serious consideration to any phenomena that disconfirm one’s expectations. Such open-mindedness allows for revision and refinement of understanding, allowing one to reach increasingly closer approximations of the truth.

Several Biology and Chemistry courses require the student to wrestle with complex environmental issues and their local, global, and/or political ramifications. Most of the Social Science course offerings feature explicit consideration of competing theoretical models and highlight the importance of being able to view issues from more than one point of view. Also helping to expand students’ horizons are the Natural Science Club and Psychology Interest Club at Lindenwood; these clubs often bring in speakers who share their perspectives with students about various career paths and experiences beyond school.

Exposure to, and training in, the sciences fosters the development of open-mindedness in students. Rigidly narrow points of view and constrained perspectives don’t often lead to scientific discovery or to nuanced understandings of natural phenomena. Open-mindedness is a valuable quality that contributes to an educated citizenry.
Since as early as the 1920s, Lindenwood has had a tradition of providing opportunities for its students to hear notable speakers. Not only have these events augmented what is taught in the classroom, but they have also been used to open the minds of students to ideas they may have never previously considered.

These guests have encompassed top names from their fields:

- Social activists (Jane Addams, Thurgood Marshall, Lee Weiner, Julian Bond)
- Writers (Thornton Wilder, Arthur C. Clarke)
- Statesmen (Henry Kissinger, Jack Danforth, Patrick Moynihan)
- The media (Leslie Stahl, Dan Rather, Charles Osgood)
- Business people (Nelly Don, Ted Wetterau, Sanford McDonnell)
- Actors (Malcolm McDowell, Charles Laughton)

In 2007, Lindenwood revitalized this tradition with a formal Speaker Series. The goal of the Academic Speaker Series is to bring accomplished and knowledgeable individuals to Lindenwood so that our students, faculty, and community can be exposed to a broad range of topics and events.

Beginning in 2011-2012, Lindenwood plans on adding a “student-choice” speaker who will be chosen by the full student body from three or four candidates selected by the Lindenwood Student Government.

Ultimately, Lindenwood’s Speaker Series aims to encourage participants to achieve academic excellence and become better global citizens.

Speakers since the first official Series in 2008-2009:

- Dr. Peter Raven (director of the Missouri Botanical Garden)
- Dr. Michael Trimble (forensic witness in the war crime trial of Saddam Hussein)
- Jodi Cobb (National Geographic photographer who spoke on 21st Century Slavery)
- John Dau (Sudanese refugee speaking on his country’s civil war)
- David Meltzer and Michael Rothenberg (Beat poets)
- Arun Gandhi (peace activist and grandson of Mohandas Gandhi)
- Anya Kamanetz (financial expert for college students)
- Eric Greitens (Navy SEAL, Rhodes scholar, humanitarian)
- Dr. James McLurkin (roboticist and inventor from Rice University)
- Dr. David Walton (medical doctor involved in providing health care in third world countries)

Arun Gandhi, grandson of Mohandas Gandhi, and noted philanthropist Eric Greitens were highlights of the 2009-2010 Lindenwood University Speaker Series.
The School of Business & Entrepreneurship, by its very nature, reflects the international connectedness of its student body. The school’s 1,300 undergraduate students and 300 graduate students include representation from over 91 countries worldwide. Students from the four corners of the globe arrive at the St. Charles campus for the unique experience of receiving a bachelor’s or master’s degree from a U.S. institution with a truly multinational population. The result of this diversity is that students in attendance directly and dynamically shape the classroom experience. In effect, the Lindenwood business classroom, at both the graduate and undergraduate levels, represents a microcosm of global society, creating a classroom environment in which very real opportunities for intercultural, international, and interethnic dialogue and discussion exist.

The School of Business & Entrepreneurship further enhances the international and global connectedness of its students through its very mission and curriculum. All graduate and undergraduate classes offered through the School of Business & Entrepreneurship include an international component. Additionally, at the graduate level, the core curriculum includes a course in international business operations. In this way, the school ensures that all students are equipped with a basic level of understanding of international business issues.

For students who wish to pursue international studies in greater depth, both graduate and undergraduate students may select a major in the area of international business. The coursework in the international business area includes topics ranging from international business operations and issues of cross cultural communication to those of
• international marketing,
• international management,
• international finance,
• international risk and politics, and
• international business development.
Indeed, the school’s own international population makes such coursework appear both more real and more relevant to students of all nationalities.

Business classes at Lindenwood, like this one taught by Dr. Renee Porter, are often comprised of an ethnically and culturally diverse group of students.
Lindenwood Supports a Diverse International Community

The Office of International Students and Scholars upholds the highest professional standards and meets the needs of students and scholars with cultural sensitivity and awareness. We advise, counsel, and advocate on behalf of the University’s international students; we also ensure regulatory compliance and create both learning and community involvement opportunities through programs and events.

Members of the international students and scholars community (over 850 individuals in total) receive guidance in the areas of interpreting immigration regulations; understanding American employment options; and creating cultural, educational, and personal development opportunities. Specifically, international students and scholars undergo a comprehensive orientation program, and many participate in the International Student Club, which sponsors local cultural and historical excursions, volunteer activities in the community and abroad, and opportunities for students to share their own cultures at the Spring International Festival.

The Office of International Students and Scholars also supports academic partnerships abroad (in Azerbaijan, China, Costa Rica, France, Germany, Panama, and Thailand) in order to build a stronger global academic community. This objective is achieved through semester, J-Term, and summer trips abroad, collaborative research activities with major research institutions and organizations, and faculty exchange programs. It is in this capacity that the Office of International Students and Scholars seeks not only to welcome international students to the Lindenwood campus, but also to broaden the scope of global opportunities available to American students. In short, it is the aim of the Office of International Students and Scholars to connect, guide, and enhance the intercultural experiences of both international and domestic students.

Lindenwood’s student body has more than 900 members from over 90 countries throughout the world.
While the 21st century continues to promise a dazzling array of means of business, social, and entertainment expression through electronic media, the magnificent innate abilities of the human mind and body often become “endangered species” in the face of the plethora of simulated experiences available. There is but a handful of primitive tribes globally that continues to espouse a daily routine that addresses mankind’s need to reveal itself through art, dance, crafts, and living reenactment.

The School of Fine and Performing Arts at Lindenwood recognizes the value of educating the whole person, especially as it refers to the potential of the imagination, non-verbal levels of communication, and exploring the emotional life through sound, movement, and visualization. Major opportunities for creativity exist in the studio requirements attached to each of the areas of dance, art, music, theatre, and design. Students learn to extend the boundaries of their talents in formal exercises in expression and when mastered, ultimately before live audiences in a complete cycle of enrichment.

Each facility is specifically engineered to give free reign to its discipline. Fully mirrored and appropriately floored dance studios let students experience rehearsals in professional conditions. New Studio West and East spaces beckon to future sculptors, painters, and potters. The all Steinway pianos in the music rooms are designed to motivate every student either taking private lessons or sitting with a symphonic orchestra or chorus. The Broadway–rivaling Bezemes Theater and Emerson Black Box were designed to train both the aspiring sound or lighting technician and performer with state-of-the-art technology, space, and audience intimacy. Several CAD programmed computer suites accelerate student learning and satisfaction in graphics and fashion.

The talented professors at Lindenwood push students to their highest potential with passion, vigor, and professional methodologies. By being physically as well as mentally engaged, Lindenwood students absorb a spirit of total learning, setting a tempo for success they can rely on in their career areas.
Daniel Pink’s 2005 book, *A Whole New Mind*, describes a future where jobs that involve tasks done by rote will no longer be essential in our country. He explains that these jobs will be exported to third-world countries or automated. Pink believes that America’s economic future will be in the hands of people who can create and design.

How does one teach creativity? The first step is to provide an environment where people are encouraged to experiment and develop their personal expression. Since 1827, Lindenwood University has been that place for hundreds of thousands of young women and men. The school has demonstrated that delicate balance of allowing students to express themselves without fear of repression and, at the same time, teaching them to accept feedback from faculty members who have proven themselves deserving of trust.

The School of Communications at Lindenwood exists to help students explore their own talents for presenting new or redesigned ideas in effective ways. A scriptwriter learns the value of a well-developed vocabulary, which gives him or her more colors in the creative palette. The Web-page designer finds the significance of white space, that occasionally, “no color” is more expressive. A videographer discovers that the way a subject is framed in the shot influences the viewer’s perception of that subject. By simply changing the musical background, an audio editor realizes she can turn the meaning of a scene upside down.

None of this takes place without proper guidance or the right surroundings. Lindenwood is dedicated to the birth of ideas and serves as an incubator for ingenuity and inventiveness.

As a result, Lindenwood’s young people will be the ones who eventually bring about the world of creation and design that Daniel Pink envisioned.

*(from left) Holly Hoechstenbach, Micah Woodard, and Natasha Sakovich work on an edition of Lindenwood University’s student newspaper, *The Legacy*. (See page 3 for caption.)*
SB&E Grads are a Force in the Workplace

The School of Business and Entrepreneurship ensures that its students are prepared for the workplace by providing an academically rigorous and relevant curriculum through which students learn about and navigate the theories, practices, responsibilities, opportunities, and decision-making strategies of business leaders and owners. The business program offers students the opportunity to investigate ten major areas of business including accounting, business administration, economics, finance, international business, entrepreneurial studies, management, human resources, retail merchandising, marketing, and sport management.

The School of Business and Entrepreneurship also provides its students with opportunities for direct connection to professional environments through its internship program. Over 100 business organizations in the Saint Charles area welcome and mentor Lindenwood interns as a part of an internship program aimed at enhancing the academic and professional expertise and workplace proficiency of the University’s brightest and most talented undergraduate students.

Finally, the School of Business and Entrepreneurship, through its Sport Management program, prepares students for the workplace by requiring that they complete a 150 hour practicum, through which students gain practical experience in the sport industry as well as an understanding of the skills and proficiencies they will need upon completion of their academic programs.

(Bottom) Dr. Ed Morris, Dean of the School of Business and Entrepreneurship, introduces Pfoodman Founder and CEO Ralph Pfremmer (above) at a School of Business program for students in October 2010.
Student-athletes at Lindenwood University learn many skills that they use long after their playing days are over. One of the most important skills is leadership, which makes them effective when they enter the workplace.

One of the top examples of a leader in the Athletics Department is women’s lacrosse player Katie Griffin. Griffin was a member of the 2010 Lady Lions team, the top squad in school history. Lindenwood went 21-4 and was ranked as high as second in the nation during the season. The lone dark cloud was a loss in the national semifinals.

Instead of sulking after the loss, Griffin did what all good leaders do; she found a way to make the best out of a bad situation. In previous years, the team printed signs that hung in the locker room that created visions of winning a national championship, but Griffin felt her teammates needed something more. Griffin had bracelets made for each girl on the squad inscribed with the word BANC, short for “Be a National Champion.” The bracelets are a constant reminder for the team to stay focused and work every day towards the goal of a national championship.

Last season the team incorporated a Big Sister, Little Sister program that paired upperclassmen with underclassmen. Griffin played a large role in jumpstarting the program and helping upperclassmen realize that they are mentors and leaders to the younger players.

Accomplishments such as the bracelets and the Big Sister, Little Sister program are what have made Griffin the first three-year captain in program history.

Away from lacrosse, Griffin serves as the vice president of Lindenwood’s NCAA Division II Student-Athlete Advisory Council (SAAC). In addition to her responsibilities on the council, Griffin is on the board for St. Jude’s Children Hospital through Lindenwood’s “Up ‘til Dawn” program.

The leadership skills that Griffin developed on the lacrosse field have benefitted Lindenwood in many different areas and will continue to benefit those around her after she walks across the commencement stage with her diploma.

Katie Griffin (left) in a lacrosse match at Harlen Hunter Stadium.
Leaders are not a product of chance or birth. Great leaders are forged by their experiences and the values that act as their moral compass. Lindenwood University’s School of American Studies encourages students to discover within themselves the uncommon values exemplified by early American pioneers such as Nathan and Daniel Boone.

Students in the AST program become intimately connected with those who were sought out by their contemporaries to lead them in every conceivable situation: politics and government, warfare, migration, and social change. Through the interdisciplinary and experiential approach of American Studies, students learn the skills and values that all great leaders possess.

The American frontier, by its daily labors and constant uncertainty, fostered a strength and fortitude that we still seek out in those we look to for leadership. The School of American Studies exposes students to the skills, trades, lifeways, and experiences of those who pushed into new frontiers; they learn about blacksmithing, hearth cooking, black powder firearms, construction techniques, and other pioneer skills.

Students become grounded in the important skills of communication that allow them to inspire, instruct, motivate, encourage, and guide those around them. Freeman Tilden defined the field of interpretation and verbalized the principles on which it functions. The fourth of Tilden’s six principles states, “The chief aim of Interpretation is not instruction, but provocation.” Provocation is a mental process that asks a question and then answers that question; this answer engenders additional questions that are deeper and broader in nature. The AST program strives to provoke its students; seeing all of the potential that life has to offer and effectively searching out all of the promise that guarantees success in all situations. Students who are grounded in an understanding of the past, who speak from experience, see all prospects, and inspire others to see all possibilities are destined for leadership.

Grady Manus, Chief of Interpretation at University’s Boone Home campus, and Angela da Silva, Adjunct Professor in the School of American Studies, perform a dialog as a slave woman and her master.
The Work and Learn program is designed to support the stated goals of Lindenwood’s mission by “focusing on the talents, interests, and futures of students” and by “promoting ethical lifestyles leading to the creation of responsible citizens.” This program, which requires ten hours of service to Lindenwood University per week, is offered to all resident students, regardless of their financial need, and the services result in funds being directly applied to student room and board, up to $1200.

Students may hold jobs in every office and department on campus. Jobs vary from being a cafeteria worker, to being an administrative assistant to the Executive Offices, to being in charge of a dormitory. The Work and Learn Office attempts to place students in positions that enhance and support their academic major and interests. As students progress in the program, they are encouraged to seek diverse jobs that challenge them and give them knowledge in other aspects of the workplace. Juniors and Seniors are offered the opportunity to participate in Community Service and further develop their workplace and leadership skills by working in settings that are less structured. Experienced upper-level students are also assigned as team leaders in various departments to further develop their leadership skills.

Supervisors have extensive workplace experience and provide Work and Learn students with job knowledge, academic skills, and advice on how to be effective employees when they join the workforce after graduation. When students graduate from Lindenwood, they have the knowledge and experience to be leaders in the workplace.

In Lindenwood’s Work and Learn program, students provide support roles throughout the campus.
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Check us out on
89.1-The Wood, 89.1 HD2-The Experience, and LUTV
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.
Having the Lindenwood *EDGE* means to be …

**EDUCATED**
Informed by the liberal arts and sciences  
Prepared for a modern career  
Engaged in lifelong learning

**DISCIPLINED**
Principled and values-based  
Self-starting  
Others-centered

**GLOBAL**
Inter-culturally informed  
Open-minded  
Internationally connected

**EFFECTIVE**
Compellingly expressive  
Workplace proficient  
Leadership destined