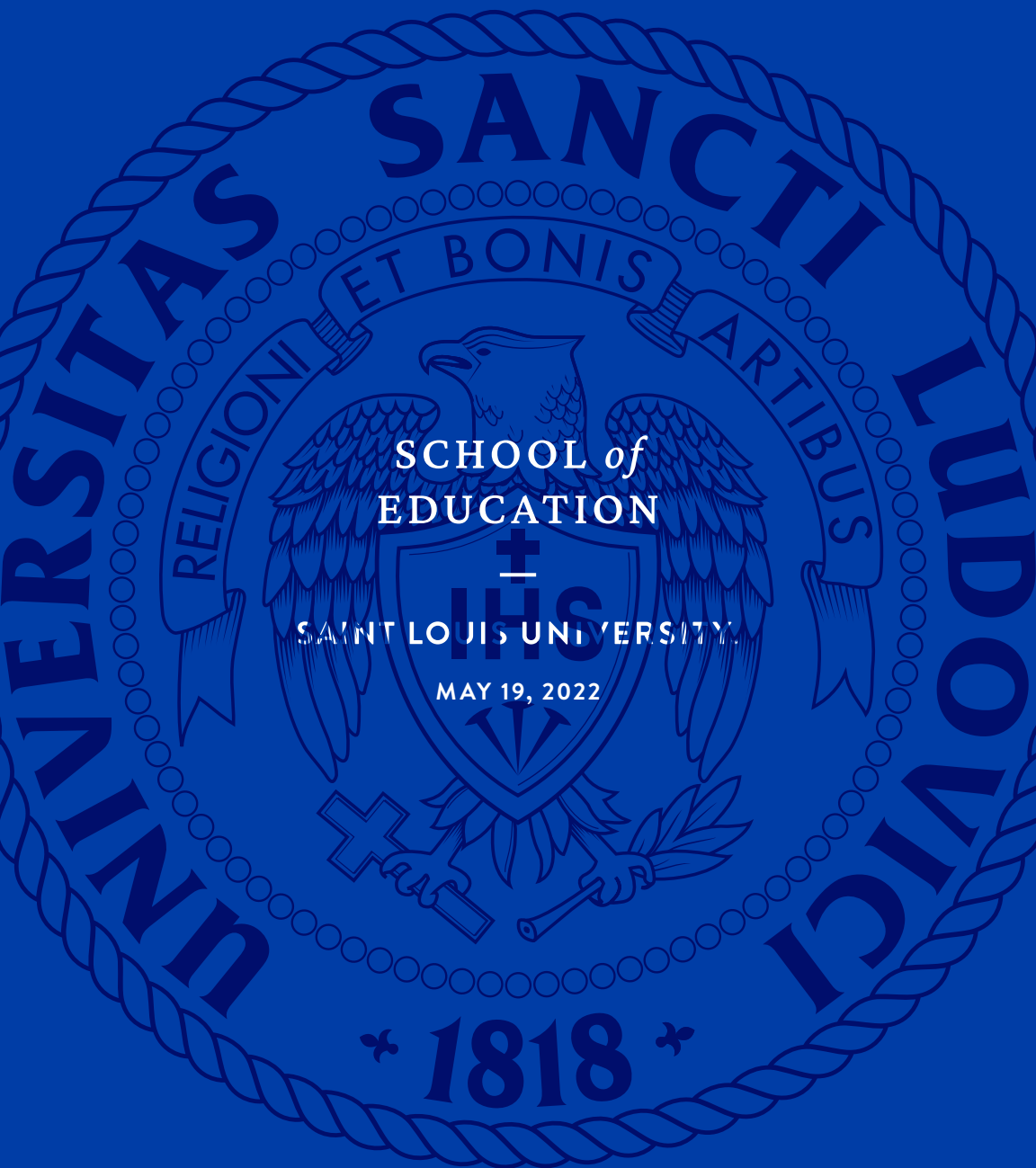


PRECOMMENCEMENT



SCHOOL of
EDUCATION

—
SAINT LOUIS UNIVERSITY

MAY 19, 2022

ACADEMIC ATTIRE

The colorful attire worn by graduates, faculty, trustees and officers of the University has historic roots in the distant medieval past. Dressed in cap and gown, the graduates and their professors are part of a long tradition that dates back to Paris and Bologna, Italy, to Oxford and Cambridge, England, in the days of their Catholic glory.

The exact origins of several parts of the academic garb are a bit of a mystery. Because medieval students enjoyed the status of cleric during their university years, one might guess that their attire found its inspiration in the clerical dress of medieval times. The gown seems to be an adaptation of the robe of friar or priest; the hood, of the monk's or friar's cowl; and the mortarboard cap of today recalls the skullcap of days when tonsured heads needed protection against the drafts of medieval classrooms.

Academic attire began to appear on U.S. campuses in the late 1890s. Since that time, its use has become universal for solemn university functions, and its pattern is highly uniform.

THE GOWNS

The gowns are three in number and styling. That of the bachelor is a yoked, closed-front garment with long pointed sleeves; that of the master has sleeves long and closed but slit just above the elbow to allow the forearms to protrude; the gown of the doctor has full, bell-shaped sleeves. Only the doctor's gown is trimmed — with velvet panels down the front and three velvet bars on each sleeve.

THE HOOD

The hood at first seems to have been worn over the head and attached to the gown. When the skullcap was introduced, the hood was retained but detached and worn much as it is today. Each degree (bachelor's, master's, doctoral) has its special hood, which varies in length and, for the doctor, also in pattern. The color or colors lining the hood are those of the college or university that granted the wearer's degree. For example, Saint Louis University is known by blue chevron on a field of white. The colored velvet binding or edging of the hood, in different widths for bachelor, master and doctor, is determined by the field of study.

THE CAP

The cap, or mortarboard, has become the universally accepted style for colleges and universities in the United States. Many European institutions still retain distinctive forms of academic headdress.

THE TASSEL

The tassel is perhaps the most iconic souvenir of academic attire. The doctor, following graduation, has the right to wear a gold tassel on the mortarboard; black, however, is perfectly proper and perhaps more common. A tolerated practice of varying the color of the tassel on the others has gained acceptance: arts, white; science, gold-yellow; philosophy, dark blue; education, light blue; business, drab; nursing, apricot; technology and engineering, orange; hospital administration, salmon; public administration, peacock blue; social work, citron; law, purple; medicine, green; theology, scarlet; and allied health professions, mint green.

ORDER OF EVENTS

ANNOUNCER

Sally Beth Lyon, Ed.D.

PROCESSION OF THE GRADUATES AND FACULTY

THE NATIONAL ANTHEM

Elise Naval

INVOCATION

Michael Caruso, S. J.

WELCOME

Gary Ritter, Ph.D., Dean

PRE-COMMENCEMENT ADDRESS

Tamiko Armstead

President, Cardinal Ritter College Prep

HONORS AND AWARDS

Molly Schaller, Ph.D., Associate Dean

RECOGNITION OF RETIRING FACULTY MEMBER

Jo Nell Wood, Ed.D.

Recognition of Graduates

BENEDICTION

Ronny O'Dwyer, S.J.

RECESSIONAL

John Haack, Bagpiper

HONORS AND AWARDS

JAMES F. GILSINAN, PH.D. COLLEGE OF EDUCATION AND PUBLIC SERVICE DISTINGUISHED UNDERGRADUATE STUDENT AWARD

The James F. Gilsinan Award is given to a graduating senior in the School of Education whose actions exemplify the ideals set forth in the mission of the College: educating, guiding, and transforming individuals and communities through teaching, research or community engagement. This award was established to honor Dr. James F. Gilsinan, who served as the first Dean of the College of Public Service from 1998 to 2006. This year's recipient is:

Sumaya Naji

J.J. O'BRIEN AWARD FOR OUTSTANDING GRADUATE STUDENT

Dr. John J. "J.J." O'Brien taught for 46 years at Saint Louis University. He was a professor of education and American studies when he retired in 1993. After his retirement, he served as an adjunct instructor of education and director of the Graduate School's teaching resource room. In 1967, he received the University's Nancy McNeir Ring Award for outstanding teaching. In 1992, the University's alumni center was named in his honor. He contributed many articles on education to magazines and professional journals. This year's recipients are:

**Stephanie Hendel
Wendy Owens**

CARL A. HANGARTNER AWARD

The Carl A. Hangartner Award is given in memory of Carl A. Hangartner, S.J. whose career as a Saint Louis University Professor of Education was a tribute to the highest standards of scholarship and integrity. He is remembered for his wisdom and generosity, both as a teacher and a friend. His presence and his leadership in teacher education immeasurably enriched the lives of the people whom he touched. This undergraduate student award is based on scholarship, leadership and service, and is presented annually to graduating students who best exemplify the ideas for which he stood. This year's recipient is:

Tory Christian

THE GRADUATES

DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP

Lydia P. Bullock

I Don't Feel No Ways Tired: A Multi-Site Case Study That Focuses on the Mental Health and Faith-Based Resources to Expand the Circle of Care for African American College Students

Lisa R. Bumback

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Stacy G. Carlock

An Exploration of the Opportunity Gap and Collective Teacher Efficacy

Matthew J. Chaney

An Exploration of the Opportunity Gap and Collective Teacher Efficacy

Brandi L. Emory Gump

A Project Investigating Whether Human Resource Departments in one Mid-western State Ensure They Have Effective, Diverse Teachers in Their Schools

Sharon L. Lenger

Parent Engagement in the Catholic Elementary School: A Study of the Archdiocese of Saint Louis

Caleb A. McCandless

A Project Investigating Whether Human Resource Departments in one Mid-western State Ensure They Have Effective, Diverse Teachers in Their Schools

Michelle McDaniel

School Leadership and Teacher Retention

Margaret Meisinger

A Project Addressing Hiring School Leaders With Emotional Intelligence

Jyssaka R. Meyers

A Project Addressing Hiring School Leaders With Emotional Intelligence

Terrae M. Parham Morris

A Project Investigating Whether Human Resource Departments in one Mid-western State Ensure They Have Effective, Diverse Teachers in Their Schools

Wendy Young Owens

An Exploration of the Opportunity Gap and Collective Teacher Efficacy

David T. Quanz

A Project Addressing Hiring School Leaders With Emotional Intelligence

Raul Munoz Rodrigo

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Amy L. Schroff

Parent Engagement in the Catholic Elementary School: A Study of the Archdiocese of Saint Louis

Hannah E. Stout

A Project Addressing Hiring School Leaders With Emotional Intelligence

Justavian D. Tillman

I Don't Feel No Ways Tired: A Multi-Site Case Study That Focuses on the Mental Health and Faith-Based Resources to Expand the Circle of Care for African American College Students

Shantay R. Wakefield

School Leadership and Teacher Retention

Joseph Willis

School Leadership and Teacher Retention

Andrea R. Wilson

School Preparedness in a Time of Crisis: A Study of the COVID-19 Pandemic and How Urban, Suburban, and Rural Schools Responded in one Midwestern State

DOCTOR OF PHILOSOPHY IN CURRICULUM AND INSTRUCTION

Saleh L. Alanazi

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Luz A. Berrios

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Jingyun Gu

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Stephanie A. Hendel

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Jillian L. Baldwin Kim

Fostering Professional Learning With Mainstream Teachers for Inclusive English Learner Instruction: An Autobiographical Self-Study

DOCTOR OF PHILOSOPHY IN EDUCATIONAL FOUNDATIONS

Min Zhuang

Perspectives on Being Bullied Among Chinese International LGBTQ Undergraduate Students: A Phenomenological Study

DOCTOR OF PHILOSOPHY IN EDUCATIONAL LEADERSHIP

Yuan Cao

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Mary E. Herbst

The Alignment Between University Teacher Preparation Program Descriptions Focusing on Cultural Proficiency and the Cultural Proficiency Concepts Included in School District Documents Guiding Primary Teachers' Special Education Placements of Students

Michael L. Peoples

The Degree to Which Documents that Guide Teacher and Principal Practices in The Missouri Model for Trauma-Informed Schools Include Cultural Proficiency Concepts

Julia V. Robinson-Burke

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ADMINISTRATION**

James A. Barker

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Amanda L. Barnard

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Taylor A. Cheatham

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Yoon Jung Groves

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Victoria L. Denny Long

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Anthony D. Parker-Gills

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Mina Y. Sagan

Accelerated College Credit Programs in Missouri and Their Impacts on College Outcomes: A Spatial and Correlational Analyses

**DOCTOR OF PHILOSOPHY IN
SPECIAL EDUCATION**

Saleh A. Alalyani

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Suliman M. Alrubian

Gifted Education Teachers' Knowledge and Skills in Using Technology With Gifted Students in Saudi Arabia

Robyn L. Lewis

Employment Practices that Sustain the Competitive Employment for Individuals With Intellectual Disabilities: Employers' Perceptions

**MASTER OF ARTS IN
EDUCATIONAL LEADERSHIP**

Nicole Adams

Alhanouf A. Alabdulkarim

Katherine M. Compton

Eric Couto

Joshua R. Green

Troy Ruckman

Megan K. Wade

Courtney Young

**MASTER OF ARTS IN HIGHER
EDUCATION AND STUDENT
AFFAIRS ADMINISTRATION**

Hope A. Allchin

Hailey J. Diestelkamp

Lisa Le Maire

Sydney J. Papadopoulos

Shane B. Smeed

Montana L. Sutton

Carlie S. West

**MASTER OF ARTS IN
STUDENT PERSONNEL
ADMINISTRATION**

Nicole H. Mispagel

**MASTER OF ARTS IN
TEACHING**

Richard L. Beemer II

Logan N. Bosquet

Patrick N. Casey

Ahmah I. Gladney

Evelyn V. Haynes-Levett

Brendan Heins

Ingrid M. Herrenbruck

Sybol Hill

Ellen M. Hoerner

Brandon A. Hutchison

Fatima K. Kamara

Alicia Meehan

Chloe Li Mellon

Thomas Neiers

Jacob C. Noe

Camris M. Owens

Colleen M. Ray

Ruth A. Reese

Daniel L. Schmitz

Traron L. Shivers

Jake R. Toyota

Zachary J. Wisniewski

THE GRADUATES

SPECIALIST IN EDUCATION

Megan B. Agnor

Malia R. Cummings

Rebecca R. Dalton

Amanda P. Ganey

Kelsey S. Grammer

Julie Madsen

Kathleen M. Molina

Jason W. Steliga

Shruti Upadhyay

Amanda Wiesner-Groff

BACHELOR OF ARTS IN EDUCATION

Alyssa V. Buena **

Concentration: Elementary with
Special Education for Mild/Moderate
Disabilities

Tory E. Christian ***

Concentration: Early Childhood with
Early Childhood Special Education

Brianna M. Hatfield

Concentration: Elementary

Allison M. Horn **

Concentration: Elementary with
Special Education for Mild/Moderate
Disabilities

Katherine R. Llanes-Smith **

Concentration: Early Childhood with
Early Childhood Special Education

Kaylin E. Meyers **

Concentration: Elementary with
Special Education for Mild/Moderate
Disabilities

Sumaya Noor Naji ***

Concentration: Early Childhood with
Early Childhood Special Education

Elise K. Naval **

Concentration: Elementary

Mia Ileana Santilli

Concentration: Elementary

Rachel M. Timperman *

Concentration: Secondary
Mathematics

Katelyn M. Wiseman **

Concentration: Early Childhood

*** **summa cum laude** (G.P.A. 3.9 – 4.0)

** **magna cum laude** (G.P.A. 3.7 – 3.89)

* **cum laude** (G.P.A. 3.5 – 3.69)

Graduation honors for candidates appearing in this book are
calculated based on the Grade Point Average at the end of the Fall 2021 semester.

University honors will be officially calculated when final grades
have been submitted and the degrees are conferred.

This program is not an official document.

FULL-TIME FACULTY

FULL-TIME FACULTY

Cameron Anglum, Ph.D.

Jennifer Buehler, Ph.D. *

Michael Caruso, S.J., Ed.D.

Amrita Chaturvedi, Ph.D.

Mary Chittooran, Ph.D.

Dannielle Davis, Ph.D.

Merlene Gilb, Ed.D.

Karen I. Hall, Ed.D.

Kelly Ivy, M.Ed.

Christa Jackson, Ph.D.

Donna Jahnke, Ph.D.

John T. James, Ed.D. *

Jessica Leonard, Ph.D. *

Sally Beth Lyon, Ed.D.*

Retha Meier, Ph.D.

Joseph Nichols, Ph.D.

Takako Nomi, Ph.D.

Ronny O'Dwyer, S.J.

Kathryn Mitchell Pierce, Ph.D.

Mark Pousson, Ph.D.

Diane Richter, Ph.D.

Gary W. Ritter, Ph.D.

Molly A. Schaller, Ph.D. *

Karen Tichy, Ed.D.*

Jonathan Turk, Ph.D.

Jaime E. Welborn, Ph.D.

Maureen Wikete Lee, Ph.D.

Jo Nell Wood, Ed.D.

** indicates program director*

CONGRATULATIONS TO OUR RETIRING FACULTY MEMBER:

Retha Meier, Ph.D.

Faculty in the School of Education share a common mission of community outreach and service. Our faculty, students and staff are making a difference in communities throughout the St. Louis area.

Working with schools, government agencies and local community groups, the school supports innovative teaching and learning through service to others.

School of Education Vision

Inspired by the Jesuit conviction that the world is good and human beings can make it a better place for all to live and grow, the School of Education educates, guides and transforms individuals and communities through its teaching, research and community engagement.

SPECIAL THANKS TO

FACULTY MARSHALS

Christa Jackson, Ph.D.
Joseph Nichols, Ph.D.
Mark Pousson, Ph.D.
Maureen Wikete Lee, Ph.D.

READERS

John T. James, Ed.D.
Kathryn Mitchell Pierce, Ph.D.

SCHOOL OF EDUCATION STAFF

Brianna Anderson	Jordyn Hale
Joslyn Bland	Misti Jeffers
Atrall Bobenhouse	Julie King
Ashley Donaldson Burle	Anitra Laktzian-Brown
Amanda Butler	Angela Moret
Amy Clark	Elizabeth Nutt
Vivian Garcia Cruz	Evan Rhinesmith
Carolyn Dubuque	Carmelita Spencer
Meredith Feher	Vasilika Tsichlis
Josh Goldman	Maureen Wangard
Galia Guerrero	Ryan Wilson

Congratulations Graduates!

The School of Education welcomes you as a new alumnus or alumna of Saint Louis University. We want to keep you informed about all the exciting events and opportunities happening on campus and in your program.

Please join us on social media to stay connected to your peers.

Twitter: @SLU_SOE

Facebook: facebook.com/SLUSOE

Instagram: @SLU.Education

LinkedIn: SOE



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