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
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

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

DOCTOR OF EDUCATION IN CURRICULUM AND INSTRUCTION

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
Best Collaborative Practices to Develop Proper Mental Health Programs Within the Schools in the Nine Counties of One Midwestern State That Adopted the State’s Children’s Services Fund

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

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

Luz A. Berrios
An Investigation of Middle School Cyberbullying Using Social-Ecological Theory (SET): Children’s Experiences, Parents' Awareness of those Experiences, Demographic Characteristics, and Mitigating Strategies Used at Home

Jingyun Gu
College English in China: From Curriculum Formation to Implementation Reality

Stephanie A. Hendel
Suburban Elementary Teacher Perceptions Regarding STEM Education: A Mixed Methods Study

Jillian L. Baldwin Kim
Fostering Professional Learning With Mainstream Teachers for Inclusive English Learner Instruction: An Autobiographical Self-Study

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

DOCTOR OF PHILOSOPHY IN CURRICULUM AND INSTRUCTION

Saleh L. Alanazi
Saudi Arabian Social Studies Elementary School Teachers’ Level of Awareness of Vocational Knowledge and the Relationship Between Their Level of Awareness of Their Perspectives and Their Self-Reported Classroom Instructional Performances

DOCTOR OF PHILOSOPHY IN EDUCATIONAL LEADERSHIP

Yuan Cao
An Investigation of Public Middle-School Leaders’ Perceptions of Educational Practices Regarding Prevention of School Bullying in Northwest China Schools

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  
Teacher Traits that Foster Positive Relationships with Students and the Degree to Which School Districts Include Those Traits in Their Recruitment, Hiring, and New-Teacher Orientation Documents

DOCTOR OF PHILOSOPHY  
IN HIGHER EDUCATION ADMINISTRATION

James A. Barker  
Financial Aid Literacy of Latino Students in Higher Education

Amanda L. Barnard  
The Effects of Resilience and Burnout on Wellness in Medical Residents

Taylor A. Cheatham  
Social Media and the Social Identity of College Sophomores

Yoon Jung Groves  
Why They Persisted: A Qualitative Study of Sophomore Women’s Persistence in STEM Majors

Victoria L. Denny Long  
Factors Predicting Graduation From An Education Doctoral Program Within Five Years of Entry At A Midwestern University

Anthony D. Parker-Gills  
Black Male Excellence: The Academic and Social Experiences and Perceptions of Professional Identity of Black Male McNair Scholars During Their Doctoral Studies at Predominantly White Institutions

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

Salesh A. Alalyani  
Faculty Members’ Attitudes Toward College Students With Learning Disabilities and Their Willingness to Provide Reasonable Accommodations in a Saudi Public Four-Year Postsecondary Institution

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.
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.

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Angela Moret
Elizabeth Nutt
Evan Rhinesmith
Carmelita Spencer
Vasilika Tsichlis
Maureen Wangard
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.

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