

# SLU

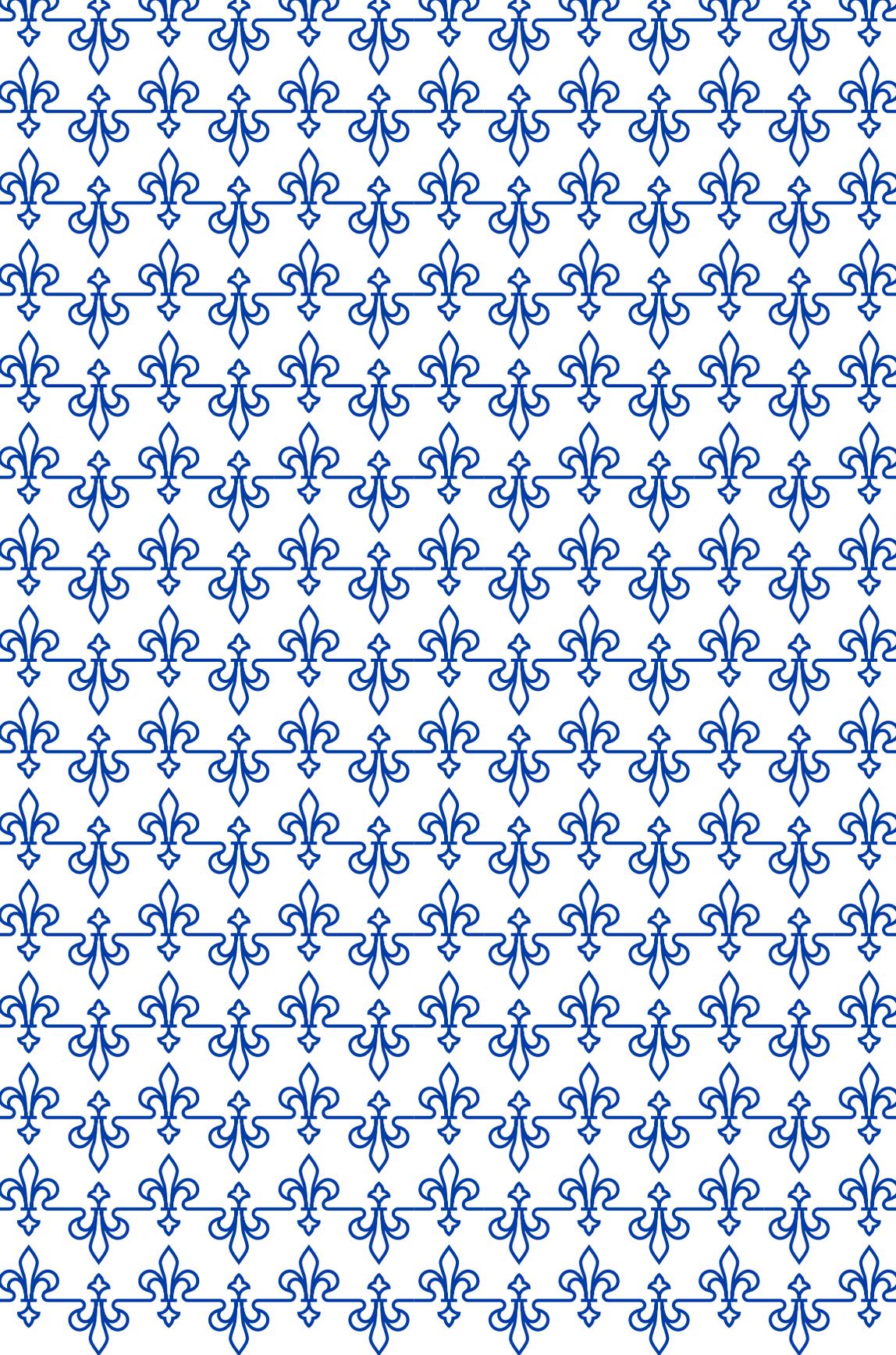
2024 PRECOMMENCEMENT



**SCHOOL OF EDUCATION**

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Thursday, May 16  
St. Francis Xavier College Church  
St. Louis, Missouri



## 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, France 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

**May 16, 2024**

ANNOUNCER

**Karen I. Hall, Ed.D.**

*Assistant Professor of Educational Leadership*

PROCESSION OF THE GRADUATES AND FACULTY

INVOCATION

**Ronny O'Dwyer, S.J., Ed.D.**

*President, De Smet Jesuit High School*

WELCOME

**Gary W. Ritter, Ph.D.**

*Dean*

PRE-COMMENCEMENT ADDRESS

**Ian P. Buchanan, Ed.D.**

*CEO of Nia Education Group*

HONORS AND AWARDS

**Molly A. Schaller, Ph.D.**

*Associate Dean*

RECOGNITION OF RETIRING FACULTY MEMBER

**Kathryn Mitchell Pierce, Ph.D.**

*Director of Graduate Programs and*

*Associate Professor of Educational Studies*

**Recognition of Graduates**

BENEDICTION

**Ronny O'Dwyer, S.J., Ed.D.**

RECESSIONAL

**John Haack**

*Bagpiper*

## HONORS AND AWARDS

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### 2024 ALUMNI MERIT AWARD WINNER

#### **Flint Fowler, Ph.D. (Grad Ed '97)**

*Each year, Saint Louis University recognizes outstanding graduates of each school or college through the Alumni Merit Awards. The award is bestowed on alumni for notable achievements in their profession, community involvement, and dedication to a life that embodies the Saint Louis University mission.*

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#### **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:

**Patrick McGinnis**

#### **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 a graduating student who best exemplifies the ideas for which he stood. This year's recipient is:

**Shalaia Vaughn**

#### **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:

**Beth Ann Burau**

**Mirtha Alicia Peralta**

## THE GRADUATES

### **DOCTOR OF PHILOSOPHY IN CURRICULUM AND INSTRUCTION**

#### **Madeleine Bailey**

*Ready or Not: A Narrative Inquiry  
Study of Kindergarten Readiness  
Amidst the COVID-19 Pandemic*

#### **Ha Young Choi**

*The Influence of International  
Students' Intercultural Interactions  
on Intercultural Learning and  
Intercultural Competence*

#### **Panayiota Georgiou**

*Gamification in the L2 Greek  
Classroom in Cyprus*

#### **Andreas Papadakis**

*COVID-19's Effects on Cypriot  
Teachers Based on the Shutdown  
and the Lasting Effects on Cypriot  
Education Following the Return to  
School*

#### **Chrysanthi Nicodemou Pasiardi**

*Portfolios for Assessment for  
Learning in EFL: The Barriers of,  
Needs for, and Pathway Toward  
Introducing Portfolios*

#### **Zachary Ranger Rogers**

*Viewing the High School  
Curriculum: A Phenomenological  
Study of English Teachers'  
Selection and Use of Film  
Within the Classroom*

#### **Paraskevi Vassiliou**

*Framing the Levels of Language  
Assessment Literacy of L2 Greek  
Teachers in Cyprus*

### **DOCTOR OF PHILOSOPHY IN EDUCATION POLICY AND EQUITY**

#### **Andrew R. Diemer**

*Academic Achievement from Post-  
secondary Career and Technical  
Education: Evidence from Missouri*

#### **Amy Shelton**

*Segregated by Choice: Examining  
the Relationship Between Charter  
School Type, Charter School Siting,  
and School and Neighborhood  
Segregation*

### **DOCTOR OF PHILOSOPHY IN EDUCATIONAL LEADERSHIP**

#### **Rachael M. Caballero**

*Perceptions and Reported  
Experiences of Special  
Education Teachers and School  
Leaders Regarding Special  
Education Case Management:  
A Mixed Method Study*

#### **Daniel A. Jones**

*Investigating A Midwestern State's  
Public School Principals'  
Perceptions of their  
Experiences with Arts-Based  
Professional Learning:  
Understanding its Utilization and  
Impact on Leadership Behavior and  
with Teacher Professional Learning*

#### **Helen Marissa Moore**

*A Study of School Leaders'  
Experiences Regarding Barriers  
and Challenges to Family-School-  
Community Engagement in Urban  
Public Schools*

#### **Ashley E. Osborne**

*Exploring the Implementation of  
the Partnership Principles through  
Documents Guiding Instructional  
Coaching at the Secondary Level*

#### **Amanda J. Wiesner-Groff**

*Middle School Teachers'  
Perceptions of Principal Practices  
Which Influence Collective Teacher  
Efficacy in a Highly Efficacious,  
High Achieving Middle School*

### **DOCTOR OF PHILOSOPHY IN HIGHER EDUCATION ADMINISTRATION**

#### **Solangel L. Alvarado**

*A Study on the Experience of  
Belizean College Students on  
Academic Probation*

#### **Christopher J. Barlow**

*Medical Practitioner Perceptions  
of Professional Development  
Opportunities as Mechanisms to  
Support the Institution's  
Educational Mission*

#### **William R. Bowey Jr.**

*Interim Leadership in Student  
Affairs*

#### **Ashley Donaldson Burle**

*The Effects of the Covid-19  
Pandemic on Undergraduate  
Students' Academic Progress in  
Higher Education: A Study of  
Saint Louis University*

#### **Katherine L. Devany**

*Assessing Undergraduate Student  
Perceptions of Service Quality  
in Jesuit Higher Education  
Institutions: A Mixed-Methods  
Study*

#### **Stephanie A. Dugo**

*What are the Outcomes of  
Implementing a Test-Optional  
Admission Policy?: The  
Magnitude, Make-Up, and Success*

## THE GRADUATES

### **LaShone M. Gibson**

*Coming Soon to a College Near You: A Critical Quantitative Assessment of Campus Racial Crises on Admissions, Enrollment, and Rankings*

### **Kelly D. Hawthorne**

*Physical Therapy Students' Attitudes Toward Older Adults*

### **Cristina C. Fleener McGoarty**

*The Lived Experience of Jesuit Baccalaureate Nursing School Graduates Meaning Making of Their Professional Practice*

### **Andrew J. Molnar**

*Theory X/Theory Y Leadership in Higher Education and Student Success*

### **Mirtha A. Peralta**

*Belizean College Faculty Members' Attitudes Toward Junior College Students with Disabilities and Accommodations*

### **Shelley S. von der Lancken**

*The Transition to Practice Experience in a Post Pandemic Health Care Environment for Gen Z Nursing Graduates*

### **Meng Zhang**

*A Narrative Inquiry Into Learner Well-Being: Negotiating Dis/Abilities in College Learning*

### **DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP**

#### **Beth A. Burau**

*Catholic School Culture and Teacher Burnout: A Study of Catholic Secondary Schools in Texas*

#### **Kendra L. Burke**

*What is the Relevance of Social Emotional Learning for Students with Disabilities?*

#### **Laura D. Cain**

*Perceptions of Leaders in Catholic Microschools: A Study of the Opportunities and Challenges Moving from a Parish School to a Microschool*

#### **Jacque M. Cook**

*Perceptions of Leaders in Catholic Microschools: A Study of the Opportunities and Challenges Moving from a Parish School to a Microschool*

#### **Owen M. Dabek**

*Current Practices and Perceived Needs of Catholic School Leaders Related to High-Quality Mentoring Programs*

#### **Samantha A. Dane**

*What is the Relevance of Social Emotional Learning for Students with Disabilities?*

#### **William E. Darter**

*What is the Relevance of Social Emotional Learning for Students with Disabilities?*

#### **Jonathan C. DeLoach**

*An Investigation of How School Leaders Equitably Engage Families in the School Community*

### **Erica J. Edwards**

*An Investigation of How School Leaders Equitably Engage Families in the School Community*

### **Kristie L. Farris**

*An Investigation of How School Leaders Equitably Engage Families in the School Community*

### **Cassie E. Fogel**

*Equity Focused School Funding*

### **Juliana M. Gates**

*Current Practices and Perceived Needs of Catholic School Leaders Related to High-Quality Mentoring Programs*

### **Todd B. Gungoll**

*Perceptions of Leaders in Catholic Microschools: A Study of the Opportunities and Challenges Moving from a Parish School to a Microschool*

### **Thomas E. Hadfield**

*An Investigation of Principal Perceptions on the Preparation and Professional Training Needed to Build Their Capacity as Instructional Leaders*

### **Michelle L. Hartmann**

*A Policy Analysis of Parental Leave Policies in Catholic Secondary Schools*

### **Katie A. Helfer**

*Current Practices and Perceived Needs of Catholic School Leaders Related to High-Quality Mentoring Programs*

### **Guillermo Hernández-Ching**

*The Effects of COVID-19 on Teacher Departures in Catholic Schools*

## THE GRADUATES

### **Susan E. Hill**

*An Investigation of Principal Perceptions on the Preparation and Professional Training Needed to Build Their Capacity as Instructional Leaders*

### **Emem E. Ituen**

*An Investigation of Principal Perceptions on the Preparation and Professional Training Needed to Build Their Capacity as Instructional Leaders*

### **Rebecca E. Valentino Kaelin**

*Analysis of National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools Operational Vitality Standard 10: An Ethnographic Case Study*

### **Dominic A. Key**

*A Policy Analysis of Parental Leave Policies in Catholic Secondary Schools*

### **Kristina B. Mantych**

*The Integration of Faith in the Science Classrooms of Catholic Schools in the Midwest*

### **Jordan H. McGaughey**

*An Investigation of the Comparison of Principal Perceived Strategies for Teacher Retention and Effective Research Based Strategies for Teacher Retention*

### **Andrew L. Miller**

*An Investigation of the Comparison of Principal Perceived Strategies for Teacher Retention and Effective Research Based Strategies for Teacher Retention*

### **Tricia F. Molnar**

*A Study of Educator and Administrator Perspectives on Inclusive Education in Catholic Schools*

### **Angela T. Moret**

*Current Practices and Perceived Needs of Catholic School Leaders Related to High-Quality Mentoring Programs*

### **Anthony M. Nipert**

*An Investigation of the Comparison of Principal Perceived Strategies for Teacher Retention and Effective Research Based Strategies for Teacher Retention*

### **Kathleen O. O'Sullivan**

*A Policy Analysis of Parental Leave Policies in Catholic Secondary Schools*

### **Dustin A. Pearson**

*Equity Focused School Funding*

### **Vera Sue-Lorraine Racine**

*A Study of Educator and Administrator Perspectives on Inclusive Education in Catholic Schools*

### **Tammi C. Rohman**

*The Integration of Faith in the Science Classrooms of Catholic Schools in the Midwest*

### **Thomas G. Romano**

*Catholic School Culture and Teacher Burnout: A Study of Catholic Secondary Schools in Texas*

### **Andrew V. Schaeperkoetter**

*The Integration of Faith in the Science Classrooms of Catholic Schools in the Midwest*

### **Matthew Showman**

*Equity Focused School Funding*

### **Carrie L. Tomc**

*An Investigation of Principal Perceptions on the Preparation and Professional Training Needed to Build Their Capacity as Instructional Leaders*

### **Paul P. Tramel**

*Elementary Principals' Perceptions of Barriers and Behaviors that Influence School Culture*

### **Marlene V. Traub**

*Principal Perceived Strategies to Support Teacher Retention Throughout the Teacher's Career*

### **Matthew K. Tucker**

*Analysis of National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools Operational Vitality Standard 10: An Ethnographic Case Study*

### **Kathy Vandegriffe**

*Principal Perceived Strategies to Support Teacher Retention Throughout the Teacher's Career*

### **Erica C. VanNess**

*What is the Relevance of Social Emotional Learning for Students with Disabilities?*

### **Shelly K. Woodworth**

*Principal Perceived Strategies to Support Teacher Retention Throughout the Teacher's Career*

## THE GRADUATES

### SPECIALIST IN EDUCATION

Hannah L. Behr

Kendra L. Burke

Jonathan C. DeLoach

Erica J. Edwards

Austin W. Ferguson

Thomas E. Hadfield

Tricia F. Molnar

Camris M. Owens

Matthew Showman

Amber E. Smith

### MASTER OF ARTS IN EDUCATIONAL LEADERSHIP

Waleed Saad F. Alhojaili

Kaylyn R. Breitbach

Jason D. Brown

Sarah C. Stevenson Draper

Erick Alvarez Gil

Ke-La M. Harris

Patrick Lambert

Morgan D. Lannen

Audrey G. Merck

William M. Sabor

Shannon M. Sonderman

Sha Wang

Kristen H. Young

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

Cordell R. Billups

Maxwell J. Medley

Bryce C. Pettiford

Isabella R. Principe

Ahmaad J. Wallace

### MASTER OF ARTS IN TEACHING

Nicholas J. Barrett

Patricia A. Bell

Andrew M. Ficken

Shaneil S. Gowe

Elizabeth A. Hansen

John P. Higgins

Daniel M. Hopkins

Patricia A. House

Juliette S. Hughes

Kathryn M. Frawley Kacura

Megan L. Kraus

Claire E. Lambert

Yu Shin Lee

Daniel E. Park

Lauryn Patrick

Geraldine R. Peal

Hayleigh J. Robinson

Jayna C. Timpe

Meghan E. Tinkham

Sophia A. Tracy

Benjamin M. Vitoux

Emily F. White

Christina M. Zaso

### POST-BACCALAUREATE CERTIFICATE IN ADVANCED LITERACY METHODS

Karissa J. Sywulka

### POST-BACCALAUREATE CERTIFICATE IN EDUCATIONAL EQUITY

Kristin Davis

### BACHELOR OF ARTS IN EDUCATION

**Mackenzie J. Axford \*\*\***  
*Concentration: Elementary*

**Nicole S. Bean**  
*Concentration: Secondary: English  
Second Major: English*

**Jesse M. Blaschuk \***  
*Concentration: Secondary: Social  
Science*

**Molly G. Craig \*\*\***  
*Concentration: Elementary with  
Special Education for  
Mild/Moderate Disabilities*

**Joshua A. G. Declaro \***  
*Concentration: Elementary*

**Kelly E. Edwards \*\***  
*Concentration: Elementary*

**Drew T. Gillum \***  
*Concentration: Secondary:  
Mathematics  
Second Major: Mathematics*

## THE GRADUATES

**Sofia Hsieh \***

*Concentration: Elementary*

**Matthew W. James**

*Concentration: Elementary with  
Special Education for Mild/Mod-  
erate Disabilities*

**Jordan C. Martinez \***

*Concentration: Elementary  
Minor: Women's & Gender Studies*

**Patrick McGinnis**

*Concentration: Elementary*

**Abigail K. McNeill \*\*\***

*Concentration: Elementary*

**Catherine T. Murphy \*\*\***

*Concentration: Early Childhood  
with Early Childhood Special  
Education*

**Paige A. Payne \*\*\***

*Concentration: Secondary: English  
Second Major: English  
Minor: Theater*

**Mary J. Poss \*\***

*Concentration: Elementary  
with Special Education for  
Mild/Moderate Disabilities  
University Honors Program*

**Adriyanna L. Salameh \*\***

*Concentration: Elementary*

**Catherine M. Santhuff \***

*Concentration: Elementary*

**Emily R. Slocum \*\*\***

*Concentration: Early Childhood*

**Elizabeth F. Sodetz \***

*Concentration: Elementary*

**Ethan M. Stasiak \*\***

*Concentration: Elementary*

**Shalaia A. Vaughn \*\***

*Concentration: Early Childhood*

**Alexander C. Venneman \*\*\***

*Concentration: Secondary: English  
Second Major: English*

**Ana Villa**

*Concentration: Elementary*

**Christina M. Viramontes**

*Concentration: Early Childhood*

**Rainey E. White \***

*Concentration: Early Childhood*

**Maeve A. Wolff \***

*Concentration: Secondary: Social  
Science*

**Jenna M. Woods \*\*\***

*Concentration: Elementary*

**Samantha G. Zak \*\*\***

*Concentration: Secondary: Social  
Science  
Minor: Psychology*

\*\*\* *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 2023 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

<b>Cameron Anglum, Ph.D.</b>	<b>Donna Jahnke, Ph.D.</b>	<b>Gary Ritter, Ph.D.,</b> <i>Dean</i>
<b>Benton Brown, Ph.D.,</b> <i>Assistant Dean</i>	<b>John James, Ed.D.</b>	<b>Molly Schaller, Ph.D.,</b> <i>Associate Dean</i>
<b>Jennifer Buehler, Ph.D.</b>	<b>Jessica Leonard, Ph.D.</b>	<b>Karen Tichy, Ed.D.*</b>
<b>Jeannine Butler, Ed.D.</b>	<b>Sheldon McAfee, Ed.D.</b>	<b>Jonathan Turk, Ph.D.</b>
<b>Amrita Chaturvedi, Ph.D.</b>	<b>Joseph Nichols, Ph.D.</b>	<b>Robert Vogelaar, Ed.D.</b>
<b>Mary Chittooran, Ph.D.</b>	<b>Takako Nomi, Ph.D.</b>	<b>Jaime E. Welborn, Ph.D.</b>
<b>Dannielle Davis, Ph.D.</b>	<b>Carolyn O'Laughlin, Ph.D.</b>	<b>Jo Nell Wood, Ed.D.*</b>
<b>Merlene Gilb, Ed.D.</b>	<b>Kristi Baker Patterson, Ph.D.</b>	<i>* indicates program director</i>
<b>Karen I. Hall, Ed.D.</b>	<b>Kathryn Mitchell Pierce, Ph.D. *</b>	
<b>Christa Jackson, Ph.D.</b>	<b>Mark Pousson, Ph.D. *</b>	
	<b>Diane Richter, Ph.D.</b>	

## CONGRATULATIONS TO OUR RETIRING FACULTY MEMBER:

**Merlene Gilb, Ed.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.

## SPECIAL THANKS TO

### FACULTY MARSHALS

**Christa Jackson, Ph.D.**  
**Joseph Nichols, Ph.D.**  
**Kristi Baker Patterson, Ph.D.**

### FACULTY MARSHALS

**Jonathan Turk, Ph.D.**  
**Robert Vogelaar, Ed.D.**  
**Jaime E. Welborn, Ph.D.**

### READERS

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

### SCHOOL OF EDUCATION STAFF

<b>Joslyn Bland</b>	<b>Meredith Feher</b>	<b>Abigail Medler</b>
<b>Atrall Bobenhouse</b>	<b>Josh Goldman</b>	<b>Melissa Molloy</b>
<b>Alexandra Boyd</b>	<b>Jordyn Hale</b>	<b>Angela Moret</b>
<b>Ashley Donaldson Burle</b>	<b>Collin Hitt</b>	<b>Elizabeth Nutt</b>
<b>Naomi Carranza</b>	<b>Skylah Hunter</b>	<b>Carmelita Spencer</b>
<b>Amy Clark</b>	<b>Jeanette Katic</b>	<b>Karissa Sywulka</b>
<b>Kathryn Coleman</b>	<b>Lybrya Kebreab</b>	<b>Vasilika Tsihchlis</b>
<b>Karen Collins-Adams</b>	<b>Jane Kincaid</b>	<b>Mei-Ling Tung</b>
<b>Vivian Garcia Cruz</b>	<b>Julie King</b>	<b>Courtney Vahle</b>
<b>Carolyn Dubuque</b>	<b>Matthew Kowalski</b>	<b>Ryan Wilson</b>

### **School of Education Mission**

The mission of the Saint Louis University School of Education is to improve our world by inspiring educators as leaders of change, with and for others, through intentional relationships and responsive action. Our learning, teaching, research, service, and advocacy is focused on the greater good so that all can flourish.

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### **School of Education Vision**

Inspired by an unrelenting pursuit of a hope-filled future, we will work with and for others to transform schools and systems to ensure belonging, learning, justice, and equity.

# CONGRATULATIONS GRADUATES!

## **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.

**X: @SLU\_SOE**

**Facebook: [facebook.com/SLUSOE](https://facebook.com/SLUSOE)**

**Instagram: [@slu.education](https://instagram.com/slu.education)**

**LinkedIn: [School of Education – Saint Louis University](https://www.linkedin.com/company/slu-education)**

*Please be advised that this event is being photographed, videotaped and live-streamed. Attendance at this event grants permission to Saint Louis University to use, release, publish, exhibit or reproduce an attendee's image or likeness.*

# ABOUT SAINT LOUIS UNIVERSITY



Saint Louis University is one of the oldest and most prestigious Catholic universities in the United States. Founded in 1818, the University is recognized nationally for world-class academics, life-changing research and a strong commitment to faith and service.

Guided by its enduring Jesuit mission, Saint Louis University offers students a highly rigorous and deeply transformative education that empowers them to become bold, confident leaders.

In 2023, Saint Louis University educated more students than ever before and experienced unprecedented international enrollment: 15,204 students, from all 50 states and 96 countries. SLU's campus in Madrid, Spain, enrolled 1,104 students last fall.

A dedication to values-based education and social justice has earned Saint Louis University widespread acclaim and bolstered its status as a character-building college. Eighty percent of SLU students volunteer each year, nearly triple the national average among college students.

SLU is also a catalyst for urban renewal in the heart of a vibrant city. More than \$1.2 billion in housing, retail and business development is underway in Midtown St. Louis, and the University is in the center of the neighborhood's growth.

Inspired by its pioneering history while focused on its promising future, Saint Louis University continues to move forward with an unwavering commitment to serve a higher purpose while always seeking the greater good.

## ACADEMIC EXCELLENCE

One of the country's top colleges (The Princeton Review, *The Wall Street Journal* and *Forbes* magazine) – and one of the country's top-10 Catholic colleges (Niche)

## RESEARCH

Among the fastest-growing private research universities in the country, SLU had a 96% increase in research expenditures over the last seven years.

## SERVICE

1.6 million hours of service completed by the SLU community annually

## ENDOWMENT

\$1.8 billion, an increase of 88% over the last decade

## ATHLETICS

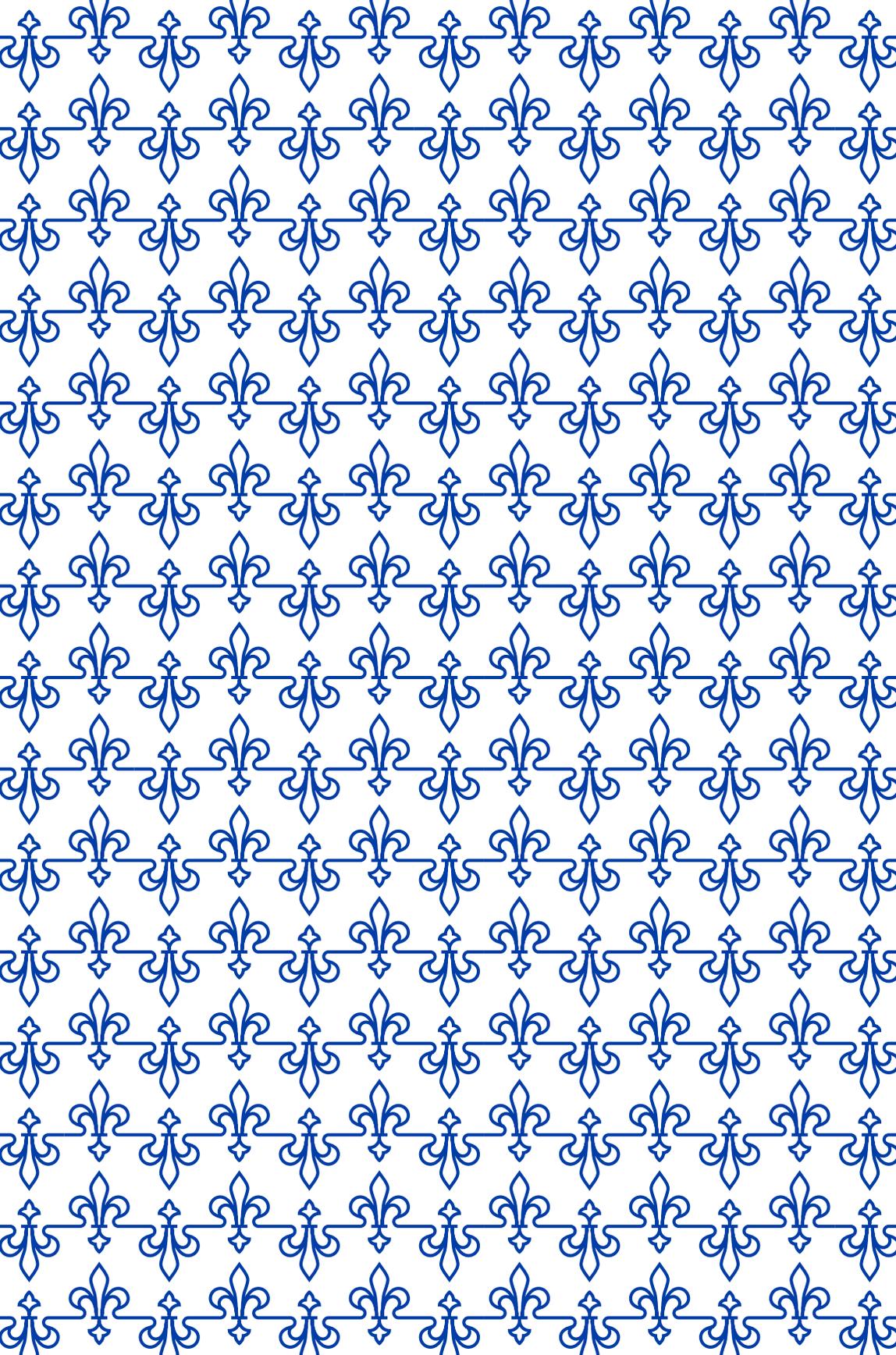
NCAA Division I, Atlantic 10 Conference

## MASCOT

The Billiken, a mythical good-luck figure who represents “things as they ought to be”

## ALUMNI

137,364 alumni in 50 states and 154 countries





**SAINT LOUIS**  
**UNIVERSITY™**

— EST. 1818 —