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2017 Spring Graduate Commencement

Lindenwood University

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GRADUATE COMMENCEMENT

Friday, May 5, 2017

ST. CHARLES FAMILY ARENA

LINDENWOOD
LIKE NO OTHER



LINDENWOOD UNIVERSITY COMMENCEMENT

Welcome to Lindenwood University and to one of the most important ceremonial occasions of the academic year. Lindenwood's Commencement ceremony is filled with symbolism and tradition that remind us of the noble purpose of colleges and universities. The academic dress worn by the students, faculty, boards, and platform party is described later in this program. Students wearing blue gowns and black and white medallions are members of Linden Scroll, an honorary society comprised of students who excel academically and have a dedication to serving the university and the community. Students wearing blue gowns and gold medallions are members of Lindenwood Student Ambassadors, a select group of students dedicated to the positive promotion of Lindenwood University. Their duty as marshals is to direct the processional and seating of students, faculty, board members, and administrators.

Academic customs originated within the medieval Church, and the order of procession follows ecclesiastical custom with the most honored members of the procession at the end. The Linden Scroll flag bearers and the graduating students lead the procession. The faculty follows the students in the processional, and members of the Alumni Board, the University Board of Directors, and the platform party follow them. The president, preceded by the university marshal, is the last person to enter the Commencement area. The mace carried in the

academic procession by the university marshal symbolizes the authority of the president. A staff of linden wood, surmounted by a silver cup, is used. The mace originally belonged to President John Roemer, who served Lindenwood from 1914 to 1940. It is used only on occasions when the faculty and president march in formal procession. The mace, flanked by the United States flag and the Lindenwood University flag, is proudly displayed at the foot of the platform.

At university graduations, three types of Latin honors are typically bestowed. In order of increasing level of honor, they are as follows: Cum Laude, "with praise"; Magna Cum Laude, "with great praise"; and Summa Cum Laude, "with highest praise." Three additional forms of recognition offered at Lindenwood are University Honors, recognition of students who graduate with a cumulative grade point average of at least 3.3 and complete at least 24 credits with an Honors distinction; Community Service Honors, recognition of students who complete 500 hours of qualified community service; and Veteran Honors.

During Lindenwood's Commencement ceremony, the candidates for degrees are presented to the president by the provost, then each student's name is read, and the president presents the diploma to that student and congratulates the new graduate. The students are also congratulated by the deans of their academic schools. Once all the degrees have been

conferred, the flag bearers lead the recessional in reverse order of entry with the newest alumni at the end of the procession.

We hope that you enjoy our Commencement ceremony and that you will respect our protocol for the enjoyment of all concerned. Please remain in your seats during the ceremony. During the conferring of degrees, please refrain from prolonged cheering until all of the graduates have been presented. Please stand for the processional, invocation, national anthem, and recessional.

LINDENWOOD HISTORY

Lindenwood was founded in 1827 by Mary Easton Sibley (1800-1878) and George C. Sibley (1782-1863), making it the second oldest institution of higher learning west of the Mississippi River, and the institution was incorporated by the Missouri Legislature in 1853. The Sibleys deeded the Lindenwood property to the St. Louis Presbytery on February 24, 1853, the start of a formal affiliation with the Presbyterian Church that lasted over a century.

While Lindenwood is fully independent today, the University enjoys a historical relationship with the Presbyterian Church and remains true to its founding values. The first commencement ceremony was held in 1858, and Lindenwood became coeducational in 1969. Evening programs were established in 1972, and graduate studies were instituted in 1975. Lindenwood became a university in 1997, a regional university in 2003, and a doctoral institution in 2007.

The university has experienced dynamic growth over the past two decades. Not only did Lindenwood College evolve into a university, but it also experienced dramatic enrollment growth. Today the St. Charles campus is more than 500 acres. In 2003, Lindenwood established its Belleville location, which became a thriving full-service residential campus in 2009.

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;
- 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.

PARTICIPANTS

MICHAEL D. SHONROCK
Lindenwood University
System President

JIM J. SHOEMAKE
Lindenwood University
Chairman, Board of Directors

NICHOLE TORBITZKY
Assistant Professor, Religion

MARILYN S. ABBOTT
Lindenwood University
Provost and Vice President
for Academic Affairs

MIRA EZVAN
Lindenwood University Marshal
Professor of Management and
Management Information Systems

STEPHANIE AFFUL
Chair, Faculty Council

RITA KOTTMEYER
Professor, Mathematics
Emerita Candidate

RECOGNITION

The Class of 2017
Family and Friends

We express our thanks to the members of the Linden Scroll and Lindenwood Student Ambassadors for serving as today's ushers and marshals.

PROGRAM

*PROCESSIONAL

“Pomp & Circumstance” composed by Sir Edward Elgar

University Marshal I Mira Ezvan, Professor of Management and Management Information Systems

GREETINGS AND
INTRODUCTIONS

Marilyn S. Abbott, Provost and Vice President for Academic Affairs

*INVOCATION

Nichole Torbitzky, Assistant Professor, Religion

*STAR SPANGLED BANNER

Voices Only, Lindenwood’s Premier A Cappella Ensemble, Pre-recorded

WELCOME

Michael D. Shonrock, Lindenwood University System President

GREETINGS FROM THE
BOARD OF DIRECTORS

Jim J. Shoemake, Chairman, Lindenwood University Board of Directors

PRESENTATION OF
EMERITA CANDIDATE

Stephanie Afful, Chair, Faculty Council

PRESENTATION OF
DEGREE CANDIDATES

Provost Abbott

*Audience please stand

PROGRAM

CONFERRING OF DEGREES

President Shonrock

Dean Cynthia J. Bice | School of Education

Associate Dean Michael Wall | School of Arts, Media, and Communications

Dean Cynthia A. Schroeder | School of Health Sciences

Dean Michael J. Whaley | School of Humanities

Dean Roger Ellis | Robert W. Plaster School of Business & Entrepreneurship

Dean Gina Ganahl | School of Accelerated Degree Programs

CLOSING

President Shonrock

VOCAL SELECTION

“Oh Lindenwood”

Voices Only, Pre-recorded

*RECESSIONAL

“Procession of the Nobles” by Nikolai Rimsky-Korsakov

*Audience please stand

LINDENWOOD UNIVERSITY GRADUATES

ALLISON LEIGH BEARDEN

St. Charles, MO
EDD-INSTRUCTIONAL LEADERSHIP
 MA & BA-Lindenwood University

DANA LEIGH BURNS

St. Charles, MO
EDD-INSTRUCTIONAL LEADERSHIP
 EDS & MA-Lindenwood University
 BS-Illinois State University

MELISSA MARIE COOK

Taneyville, MO
EDD-EDUCATIONAL ADMINISTRATION
 EDS & MA-Lindenwood University
 BA-College of the Ozarks

AEDRYAN NATHANAEL COX

Columbia, MO
EDD-INSTRUCTIONAL LEADERSHIP
 MA & BS-Lindenwood University

JAMES KENT DRURY

Florissant, MO
EDD-INSTRUCTIONAL LEADERSHIP
 MA-Covenant College
 BA-Christian Life College

COLETTE HIGGINS EDSON

St. Louis, MO
EDD-EDUCATIONAL ADMINISTRATION
 MS-Canisius College
 MA & BA-Fordham University

CHERYLLYNN BOZE HALL

Springfield, MO
EDD-EDUCATIONAL ADMINISTRATION
 MA, MAE, & BS-Missouri State University

CONNIE JO LINDEMANN-LITZSINGER

Wentzville, MO
EDD-EDUCATIONAL ADMINISTRATION
 MA-Lindenwood University
 BSED-University of Missouri-Columbia

MELISSA ANN LUCAS

Springfield, MO
EDD-EDUCATIONAL ADMINISTRATION
 MS-William Woods University
 BS-Columbia College

BOB ELLSWORTH LYNCH

Springfield, MO
EDD-INSTRUCTIONAL LEADERSHIP
 MA & BA-Missouri State University

MARGARET A. MATHUS

Woodward, MO
EDD-INSTRUCTIONAL LEADERSHIP
 MA-Lindenwood University
 BS-Southeast Missouri State University

SHERRY ANN SMITH MCMASTERS

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EDD-EDUCATIONAL ADMINISTRATION
 EDS, MS, & BS-Arkansas State University

SARAH A. PADBERG

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 MA-Lindenwood University
 BS-University of Missouri-Columbia

RYAN JAMES PERSINGER

Cedar creek, MO
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 MA-William Woods University
 BS-Southwest Missouri State University

STEWART F. PRATT

Van Buren, MO
EDD-EDUCATIONAL ADMINISTRATION
 EDS & MS-Missouri State University
 BS-Southwest Baptist University

ROSALIND SENA PRIDE

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EDD-INSTRUCTIONAL LEADERSHIP
 MBA & MA-Webster University
 BS-Columbia College

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 EDS, MS, & BS-Southwest Baptist University

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 BS-College of the Ozarks

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 BS-Missouri State University

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 BS-College of the Ozarks

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 BS-Missouri State University

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 MAT-Fontbonne University
 BA-San Francisco State University

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ZACK OWENS

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 MA & BA-Lindenwood University

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STUDENT NAME**TITLE OF DISSERTATION****ACCOMPANIED BY****ALLISON LEIGH BEARDEN**

Exploring the Congruency between Mission and Practice in a Pre-K-12, Midwestern, Christian School

DR. ROBERT STEFFES**DANA LEIGH BURNS**

Measuring the Outcome of At-Risk Students on Biology Standardized Tests When Using Different Instructional Strategies

DR. LYNDA LEAVITT**MELISSA MARIE COOK**

An Examination of the Proportion of Special Education Students in Single Parent Homes in Comparison to Regular Education Students in Similar Households

DR. TERRY REID**AEDRYAN NATHANAEL COX**

Identification of Instructional Strategies within Athletic Training Curricula and the Impact of Best-Practices on First-Attempt Board of Certification Pass Rate

DR. PAUL WRIGHT**JAMES KENT DRURY**

Case Study: Exploring the Presence of Trust in One Suburban Christian School Climate

DR. JOHN HENSCHKE**COLETTE HIGGINS EDSON**

A Mixed-Method Investigation on Contributing Factors to the Political Efficacy of Eighth Grade Students in a Suburban School District in Missouri

DR. KEVIN WINSLOW**CHERYL LYNN BOZE HALL**

Student Achievement versus Technology in the Catholic Classroom: Correlation or Added Bonus

DR. KATHY GROVER**CONNIE JO LINDEMANN-LITZSINGER**

Investigating the Possible Relationship between Participation in High School Athletics and First-Generation College Student Persistence to College Graduation

DR. STEPHEN SHERBLOM**MELISSA ANN LUCAS**

Bridging the Gap Between Schools and Families Through Teacher Home Visits

DR. SHERRY DEVORE**BOB ELLSWORTH LYNCH**

Higher Education Perspectives: The Role Magic the Gathering Plays in Whole-Person, Academic, and Career Development

DR. RHONDA BISHOP**MARGARET A. MATHUS**

The Relationship Between Teacher Evaluation Ratings and Student Achievement in a Rural, Midwest School District

DR. TERRY STEWART**SHERRY ANN SMITH MCMASTERS**

High School Administrators' Perception of Zero Tolerance

DR. JULIE WILLIAMS**SARAH A. PADBERG**

Effects of Teacher Preparation and Support on Retention

DR. TERRY STEWART**RYAN JAMES PERSINGER**

The Effects of One-to-One Technology on Students in Schools with a High Population of Students from Low-Socioeconomic Households

DR. TERRY REID

STUDENT NAME

STEWART F. PRATT**ROSALIND SENA PRIDE****JACK LOWELL RANDOLPH****STACI JANELLE RAY****AMY MICHELLE ROSS****LINDSAY NICOLE SUTHERLIN****JOELLYN MARIE TRAVIS****LARA JEAN WILBUR****ROGER ALLEN WOODS****MEGAN ELIZABETH ZACHEIS**

TITLE OF DISSERTATION

Teacher and Administrator Perceptions of One-to-One Technology Device Implementation

Call to Action: Quantitative Study of Minorities' Performance on the School Administration Assessments required for Certification by the Missouri Leadership Assessments

A Study of High School Improvement Initiatives and the Impact on School Achievement

Departmentalized Classroom Environments Versus Traditional Classroom Environments in Second through Fourth Grades: A Quantitative Analysis

An Examination on Poverty: A Case Study of One Rural Missouri School Attempting to Meet the Needs of All Students

A Mixed-Methods Investigation of an Attendance Program in a Missouri School District

Student Choice and Student Engagement

Perceptions of Missouri Public School Early Childhood Teachers and Administrators in Regard to Technology and Current Practices

Missouri Legislator and Administrator Perceptions of Federal Government Involvement

A Quantitative Exploration of Higher Education, Nontraditional Student Retention Demographics, and Success Predictors at a Midwest Private University

ACCOMPANIED BY

DR. SHERRY DEVORE***DR. JODI ELDER******DR. JULIE WILLIAMS******DR. SHERRY DEVORE******DR. JULIE WILLIAMS******DR. ROBYN ELDER******DR. KATHY GROVER******DR. SHERRY DEVORE******DR. JULIE WILLIAMS******DR. LYNDA LEAVITT***

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ACADEMIC DRESS

The caps, gowns, and hoods worn by the faculty and students at this graduation are today's formal dress of the worldwide academic community. While now worn only on festive occasions such as commencement, such dress was originally the normal garb of academics as they went about their daily business. Originating in Europe more than a thousand years ago, like universities and colleges themselves, academic dress first developed within the church, as all academics were once in at least minor orders. The robes and hoods are stylized versions of these ecclesiastical robes. In Europe, each institution seems to have its own variant of costume, but in the United States, academic costume follows a uniform code drawn up by a special commission in 1895. The code has three main parts, dealing with caps, gowns, and hoods.

The Oxford-type cap or mortarboard seems to have evolved from the square biretta of Renaissance clergy. It is always black and may be of any appropriate material except that velvet is reserved for doctors. Many faculty members wear the Cambridge-style cap. The tassel worn with the cap has three variations. It may be black for any degree or it may be the color of the academic area in which the degree was granted. Doctors and governing officials of institutions wear tassels made of gold metallic thread. The tassel is fastened to the middle of the top

of the cap and lies as it will thereon. The academic robes are all black, except for certain doctoral robes. The style of robe indicates the highest degree earned by the wearer. Bachelor's sleeves are pointed, and the robe is plain. Students who have achieved honors display a cord. Students who graduate with University Honors wear a purple double cord; students who graduate with Community Service Honors wear a cardinal red and silver-gray double cord; students who graduate with Veteran Honors wear a red, white, and blue double cord; students who graduate Cum Laude (with praise) wear a white double cord; students who graduate Magna Cum Laude (with great praise) wear a gold double cord; and students who graduate Summa Cum Laude (with highest praise) wear a gold and white triple cord. Master's robe sleeves are oblong and longer. The doctoral robe features velvet bands in the front, and the robe sleeve also has velvet bands and is gathered at the wrist. The doctoral robe itself is cut much more fully than the other two gowns.

The hoods indicate the academic area of degree, the level of the degree, and the school that granted it. The level of the degree is shown by the size and shape of the hood and the width of the velvet trimming. The master's, the specialist's, and the doctor's hoods are three and one-half feet, three and three-quarters feet, and four feet long, respectively.

The velvet trimming, in the same respective order, is three, four, and five inches wide. The outer band of the hood indicates, by color, the degree; the bright, silken interior of the hood, by its colors and design, indicates its source. Each university and college has a distinct hood. The Lindenwood University-St. Charles hood is lined with white and yellow silk, representing the University's original colors.

The colors of the mortarboard tassels worn by today's degree recipients, as well as the hoods worn by faculty and graduate students, indicate the major fields of study.

ACADEMIC DRESS

APRICOT	Allied Health Leadership, Nursing, Public Health
BROWN	Acting, Dance, Directing, Musical Theatre, Performing Arts, Stage Management, Studio Art, Tech Theatre/Design, Theatre
CITRON	Social Work
COPPER	Business Economics, Economics
CRIMSON	Journalism
DARK BLUE	Philosophy
GOLD	Anthropology, Biological Sciences, Biology, Chemistry, Counseling, Environmental Biology, Fire and Paramedic Science, Gerontology, International Relations, International Studies, Psychology, Sociology
NUGGET OR DRAB	Accountancy, Accounting, Administration, Business Administration, Business Systems Development, Entrepreneurial Studies, Finance, General Business, Healthcare Administration, Health Management, Human Resource Management, International Business, Leadership, Management, Marketing, Mortuary Management, Music Business, Nonprofit Administration, Personal Financial Planning, Retail Management, Retail Merchandising, Sport Management, Supply Chain Management
PEACOCK	Political Science, Public Administration
PINK	Music, Music-Instrumental, Music Performance, Music-Vocal/Choral
PURPLE	Criminal Justice, Criminal Justice Administration
SAGE GREEN	Exercise Science, Human Performance, Physical Education, Recreation Administration
SCARLET	Religion
SKY BLUE	Athletic Training, Autism Spectrum Disorders, Behavior Analysis, Character Education, Early Childhood Education, Early Childhood Special Education, Early Interventions in Autism and Sensory Impairments, Education, Educational Administration, Educational Leadership, Educational Studies, Educational Technology, Elementary Education, Elementary/Special Education, English for Speakers of Other Languages, Gifted Education, Health Education, Higher Education, Instructional Leadership, Interpretation, Library Media, Literacy Education, Mathematics Specialist, Middle School Education, School Administration, Special Education, Special Reading, Teaching, Technology and Engineering Education
WHITE	Advertising, Public Relations: Corporate Communications, Advertising and Media, Art History, Arts and Entertainment Management, Arts Management, Business Systems Development, Chinese Studies, Cinema and Media Arts, Communications, Computer Information Systems, Computer Science, Corporate Communications, Cyber Security, Digital Cinema Arts, English, Fashion Design, French, General Studies, Graphic Design, History, Information Technology, Interactive Media and Web Design, Liberal Studies, Management Information Systems, Managing Information Security, Managing Information Technology, Managing Virtualization and Cloud Computing, Mass Communications, Mathematics, Spanish, Teaching English to Speakers of Other Languages, Virtualization and Cloud Computing, Writing

President Shonrock and the Lindenwood community gratefully acknowledge the commencement ceremony design contributions of Associate Professor Emily Jones and Assistant Professor Stuart Hollis.



O' LINDENWOOD

Near the banks of ole' Missouri upon a hillside green,
Where the Linden trees sway gently our mighty gates are seen.
First ladies and now gentlemen we will hold your values high,
And we vow to keep traditions of scholarship and pride.

Lindenwood o' Lindenwood proudly do we sing,
Honor, truth, and dignity in our hearts shall ring.

Lindenwood o' Lindenwood loyalty to you,
Solid as our gates we stand, alma mater true.

Lyrics by: Marsha Parker

Vocal Arrangements: Jeffrey Heyl

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