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2021 Winter Graduate Commencement

Lindenwood University

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2021
GRADUATE
COMMENCEMENT

FRIDAY, DECEMBER 10, 2021 • 7 P.M. • ST. CHARLES FAMILY ARENA



LINDENWOOD
UNIVERSITY

As a participant or audience member at Lindenwood University's Commencement ceremony, you may be photographed and those photographs may be used on the Lindenwood website and for promotional efforts by the university.

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LINDENWOOD UNIVERSITY COMMENCEMENT

Welcome to Lindenwood University and to one of the most important ceremonial occasions of the academic year. Filled with tradition and symbolism, Lindenwood's commencement ceremony reminds us of the noble purpose of colleges and universities and foreshadows our graduates' future successes. The academic dress worn by the students, faculty, boards, and platform party is described later in this program. Students wearing blue gowns 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. The order of procession follows ecclesiastical custom with the most honored members of the procession at the end. The flag bearers and the graduating students lead the procession. The faculty follows the students in the processional, and the University Board of Trustees and the platform party follow them. The president, preceded by the university marshal, is the last person to enter the Commencement area. Another tradition, the academic mace, symbolizes the president's authority. President John Roemer, who served Lindenwood from 1914-1940, commissioned the mace proudly displayed at the front of the stage. The mace is a staff of linden wood surmounted by a silver cup, and Lindenwood only brandishes it on special occasions where the faculty and president are conducting a formal proceeding. To complete the rich blend of time and community, the mace is flanked on the platform by the flag of the United States of America and by the Lindenwood University flag.

Honors offer another example of classic symbolism. At commencement, a university typically bestows three types of Latin honors. In order of increasing honor, they are as follows: Cum Laude, "with praise"; Magna Cum Laude, "with great praise"; and Summa Cum Laude, "with highest praise." Lindenwood offers three additional forms of recognition. University Honors recognizes students who graduate with a cumulative grade point average of at least 3.3 and complete at least eight courses with Honors distinction, Community Service Honors recognizes students who complete 500 hours of qualified community services, and Veteran Honors recognizes graduates who served in the U.S. Armed Forces.

During Lindenwood's Commencement ceremony, the candidates for degrees are presented to the president by the university's executive administrative officers. Each student's name is read, and the president presents the diploma to that student and congratulates the new graduate. The student is also congratulated by the academic dean of their program. 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.

Today is a momentous occasion, and we appreciate your participation in honoring today's graduates. To ensure all guests and participants have a safe, enjoyable experience, we ask that you respect the protocols we have in place. Please wear a mask at all times and 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. Finally, once the ceremony has concluded, please exit the facility to celebrate with your graduate.

Thank you again for joining us for today's celebration. You are a valued member of the Lindenwood community, and our graduates would not have made it here without you.

BRIEF 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 co-educational 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 three decades. Lindenwood not only evolved into a university but also grew from a student population of 800 residential students to more than 2,000 today, a total annual enrollment of more than 10,000, and a St. Charles campus of approximately 250 acres.

The Sibley Crest, as reproduced on the program cover, was adopted as the official seal of Lindenwood sometime before the institution's centennial anniversary in 1927. The griffin represents vigilance and eagerness in pursuit. The crescent moons signify one who has been enlightened and honored by the Sovereign. The two halves of the shield represent loyalty and truth, fortitude, and magnanimity.

MISSION STATEMENT

REAL EXPERIENCE. REAL SUCCESS.

Enhancing lives through quality education and professional preparatory experiences.

OUR VISION

Lindenwood University, a nationally recognized institution of higher learning, delivers comprehensive student-centric learning and community engagement through innovative, relevant, and forward-thinking academic and experiential programs.

OUR VALUES

EXCELLENCE

We are committed to providing quality and excellence in all our endeavors.

DEDICATION

We are committed to developing a high-performance work ethic and dedication to discipline or vocation.

INTEGRITY

We are committed to ensuring trust and respect for all persons in an environment that cultivates individual and institutional integrity.

CREATIVITY

We are committed to the development of original ideas, knowledge, and innovative approaches to solving complex problems.

TEAMWORK

We are committed to creating a connected, diverse community of team players who are humble, motivated, and smart; committed to working together to advance the university's mission.

PARTICIPANTS

JOHN R. PORTER

Lindenwood University President

DONALD E. TUTTLE

Lindenwood University Board of Trustees,
Chairman

NICHOLE TORBITZKY

Lindenwood University Chaplain and
Assistant Professor, Religion

BETHANY ALDEN-RIVERS

Lindenwood University Provost and
Vice President, Academic Affairs

MIRA EZVAN

Lindenwood University Marshal
Professor, Information Systems

MERI MARSH

Faculty Council Chair
Professor, Geography

RECOGNITION

The Class of 2021

Family and Friends

Send a message or thank-you note to your favorite Lindenwood faculty or staff member.



PROGRAM

***PROCESSIONAL** “Pomp & Circumstance” composed by Sir Edward Elgar
University Marshal | Mira Ezvan, Professor,
Information Systems

GREETINGS AND INTRODUCTIONS Bethany Alden-Rivers, Lindenwood University
Provost and Vice President, Academic Affairs

***INVOCATION** Nichole Torbitzky, Lindenwood University Chaplain
and Assistant Professor, Religion

***STAR SPANGLED BANNER** Austin Shariff

WELCOME John R. Porter, Lindenwood University President

GREETINGS FROM THE BOARD OF TRUSTEES Donald E. Tuttle
Lindenwood University Board of Trustees, Chairman

PRESENTATION OF DEGREE CANDIDATES Provost Alden-Rivers

CONFERRING OF DEGREES President Porter
Dean Anthony Scheffler | College of Education and
Human Services
Dean Cynthia A. Schroeder | College of Science,
Technology, and Health
Dean Kathi Vosevich | College of Arts and Humanities
Dean Molly Hudgins | Plaster College of Business
and Entrepreneurship

CLOSING Provost Alden-Rivers

***RECESSIONAL** “Procession of the Nobles” by Nikolai Rimsky-Korsakov

****AUDIENCE PLEASE STAND***

COLLEGE OF EDUCATION AND HUMAN SERVICES

BRIGID EILEEN BRIGHT
EDD-INSTRUCTIONAL LEADERSHIP

THOMAS PATRICK BUTLER
EDD-EDUCATIONAL ADMINISTRATION

BRANDI LEIGH COMPASS
EDD-INSTRUCTIONAL LEADERSHIP

JOSHUA COLBY FLORA
EDD-EDUCATIONAL ADMINISTRATION

RANDOLPH CHRISTOPHER HELMS
EDD-EDUCATIONAL ADMINISTRATION

RACHEL SUZANNE HODGES
EDD-EDUCATIONAL ADMINISTRATION

DANIEL JAMES KANIA, JR.
EDD-EDUCATIONAL ADMINISTRATION

CHARLES KELLEY
EDD-INSTRUCTIONAL LEADERSHIP

KATIE CLAIRE KENSINGER
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WILLIAM JOSEPH LANCASTER
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EDD-EDUCATIONAL ADMINISTRATION

STEPHANIE LIZETTE LOVETTE
EDD-EDUCATIONAL ADMINISTRATION

KEVIN GENE LOWERY
EDD-EDUCATIONAL ADMINISTRATION

JENNIFER LEE MACALADY
EDD-EDUCATIONAL ADMINISTRATION

KEVIN AUSTIN MANLEY
EDD-INSTRUCTIONAL LEADERSHIP

CHRISTOPHER L. McNEIL
EDD-INSTRUCTIONAL LEADERSHIP

DAWN S. MEDLEY
EDD-INSTRUCTIONAL LEADERSHIP

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EDD-INSTRUCTIONAL LEADERSHIP

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CHRISTOPHER HOWARD CAMPBELL
EDS-SCHOOL ADMINISTRATION

KIMBERLY SUE DANNEGGER
EDS-SCHOOL ADMINISTRATION

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CRYSTAL LACHELLE SPEARMAN
EDS-SCHOOL ADMINISTRATION

MONTANNA ALTMIX
MA-HIGHER EDUCATION

ANGELA MARIE BACKER
MA-SCHOOL ADMINISTRATION

ALLEGRA SIOBHAN BARLOW
MA-TEACHING

GRACE KATHRYN BISAGA
MA-EDUCATIONAL TECHNOLOGY

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O'LISA APRILI BROWN
MA-COUNSELING

SHERRY LANE BROWN
MA-COUNSELING

ALISON BYRD
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MA-COUNSELING

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MA-HIGHER EDUCATION

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MA-EARLY INTERVENTION IN AUTISM
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MA-SCHOOL ADMINISTRATION

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MA-COUNSELING

LANA NICOLE HUGHEY
MA-TEACHING

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ARMIN MUHAMEDAGIC
MBA-MANAGEMENT

ELENA NOBLE
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JUN WU
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KIMBERLY L. WYATT
MBA-HEALTHCARE ADMINISTRATION

RYAN DOUGLAS YARBER
MBA-MANAGEMENT

2021 DOCTORAL STUDENTS

STUDENT NAME

Title of Dissertation

BRIGID EILEEN BRIGHT

Does the Input Equal the Outcome for Students with Emotional and Behavioral Disabilities?

THOMAS PATRICK BUTLER

A Quantitative Content Analysis on K-12 Public Education in the News Media: An Analysis of Word Sentiment and Tone in Different Media from 2015 to 2020

BRANDI LEIGH COMPASS

Academic Intensive Care Units: What is the Impact on Student Achievement?

JOSHUA COLBY FLORA

The Impact of Advisory Programs on Student Achievement, Attendance, and Behavior

RANDOLPH CHRISTOPHER HELMS

Applying a Positive Psychology Teaching Model to Delivering Physical Education Programs in an 8th Grade Class and its effect on Grades, Attendance and Discipline

RACHEL SUZANNE HODGES

A Case Study of Professional Learning Communities at the Middle School Level

DANIEL JAMES KANIA, JR

The Impact of Technology Centered Instruction and Implementation Measures on Student Performance

CHARLES KELLEY

Professors' Perceptions of Academic Entitlement and Student Consumerism

KATIE CLAIRE KENSINGER

Perceptions of Southwest Missouri Public School K-12 Teachers and Building Principals in Regard to Preparedness of Culturally Responsive Teaching

WILLIAM JOSEPH LANCASTER

An Investigation of a Teacher Education Program and the Hiring of Newly Certified Teachers in At-Risk and Non-At-Risk Schools

KRISTIE J. LEHDE

A Mixed Method Study Investigating a Gap in Ethical Knowledge Training, Supports, and/or Practices for Current Elementary Administrators

STEPHANIE LIZETTE LOVETTE

The Marginalization of Social Studies in Missouri: An Analysis of Elementary Instructional Time and High School Standardized Assessment Scores

KEVIN GENE LOWERY

Teacher Perceptions of the Curricular Viability of Missouri Learning Standards as Correlated to Student Outcomes on End of Course Assessments

JENNIFER LEE MACALADY

The Impact of Personality Type on Co-Teaching Pairs

KEVIN AUSTIN MANLEY

You've Got Mail: A Sequential Mixed Methods Linguistic Investigation of Faculty and Advisor Email

CHRISTOPHER L. McNEIL

A Mixed Method Investigation of Industry Recognized Credentials and Academic Achievement Among Urban Schools in the State of Missouri

DAWN S. MEDLEY

Case Study on Debt Mitigation and Student Persistence to Degree

CHRISTIAN SCOTT MEIER

The Response of a Rural Missouri Middle School to the COVID-19 Pandemic: A Case Study on Instruction, Communication, and Access to Technology

SHAWNA MARIE OLNEY

Social-Emotional Learning: Effects on Teacher Attrition, Retention, and Self-Efficacy

ELAINE MELANIE RAGLAND

A Mixed-Methods Investigation of First-Year Learning Communities in a Private, Midwestern University

PATRICIA JEANNETTE RODRIGUEZ

Teacher Efficacy, Burnout, and Retention: An Examination of Instructional Coaching and the Implications as Measured by the Maslach Burnout Inventory

AMBER JOANNA SAINZ

The Leader in Me and Its Effects on School Culture and Leadership

TARA N. STRICKLAND

The Self-Directed Goal Theory Experiment: A Mixed Methods Study of Personal Development Goal-Setting Programs and Self-Efficacy

PAMELA ERIN SWOFFORD

The Use of Flexible Seating in the Elementary Classroom

BRANDY NICOLE WILLIAMSON

A Tale of Two Schools: A Study of Student Risk Factors and Exclusionary Suspension Incidents

SHELLY WIMS

Coping with Addiction: A Case Study Exploring the Needs of Struggling Substance Abuse Addicts

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 having served as one of the president's ambassadors wear a black and gold intertwined single cord; students who are the first member of their family to graduate from a college or university wear a golden stole embossed with the First-Generation Collegians emblem; 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 college 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 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, Stage Management, Studio Art, Technical Theatre/Design, Theatre

CITRON Social Work

COPPER Business Economics, Economics

CRIMSON Journalism

DARK BLUE Philosophy

DARK BLUE/SCARLET Philosophy and Religion

GOLD Anthropology, Biological Sciences, Chemistry, Counseling, Environmental Biology, Environmental Science; Fire and Paramedic Science, International Relations, Psychology, Sociology

KELLY GREEN Paramedicine

NUGGET OR DRAB Accountancy, Accounting, Administration, Business Administration, Business Systems Development, Entrepreneurial Studies, Fashion Business and Entrepreneurship, Finance, General Business, Health Management, Healthcare Administration, Human Resource Management, International Business, Leadership, Management, Marketing, Nonprofit Administration, Retail Management, Sport Management, Supply Chain Management

PEACOCK Political Science, Public Administration

PINK Music, Music Business, Music Performance, Music Performance-Instrumental, Music Performance-Vocal

PURPLE Criminal Justice, Criminal Justice Administration, Criminology and Criminal Justice

SAGE GREEN Exercise Science, Health Promotion and Wellness Management, Health Sciences, Human Performance, Physical Education, Recreation Administration; Recreation, Sport, and Tourism Management; Therapeutic Recreation

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 Studies, Educational Technology, Elementary Education, English for Speakers of Other Languages, Gifted Education, Higher Education, Instructional Leadership, Integrated School Library Media and Technology, Middle School Education, Music Education, School Administration, Special Education, Special Reading, Teaching, Technology and Engineering Education

WHITE Advertising, Public Relations: Corporate Communications, Advertising and Strategic Communications, Art and Design, Art History and Visual Culture, Arts and Entertainment Management, Broadcast Communications, Business Systems Development, Cinema and Media Arts, Cinema Arts, Communications, Computer Information Systems, Computer Science, Creative Writing, Cyber Security, Cybersecurity Management, Data Science, Digital Art, Digital and Web Design, Digital Cinema Arts, Digital Content Strategy, Digital Marketing, English, English Literature, English Studies, Fashion Design and Technology, French, Graphic Design, Game Design, Historical Studies, Information Security Management, Information Technology, Information Technology Management, Interactive Media and Web Design, Interdisciplinary Studies, Management Information Systems, Managing Information Security, Managing Information Technology, Managing Virtualization and Cloud Computing, Mass Communications, Mathematics, Pre-Art Therapy, Social Media and Digital Content Strategy, Spanish, Teaching English to Speakers of Other Languages, Virtualization and Cloud Computing, Writing

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