

SAINT LOUIS UNIVERSITY™

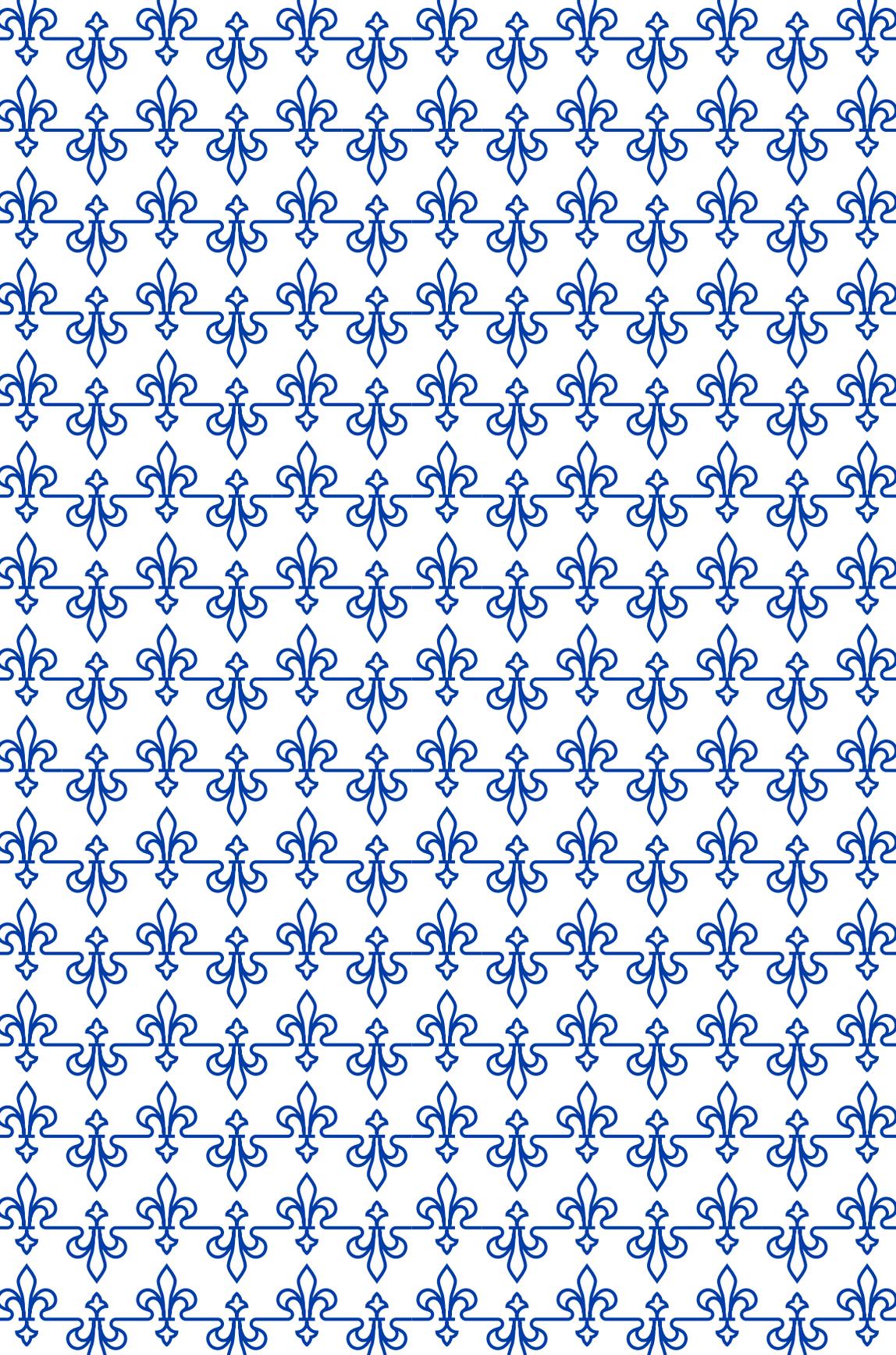
PRECOMMENCEMENT

SCHOOL OF EDUCATION



20
25

THURSDAY, MAY 15
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 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 as a separate piece 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 U.S. colleges and universities. Many European institutions still retain distinctive forms of academic headdress.

THE TASSEL

The tassel is perhaps the most iconic souvenir of academic attire. The doctoral graduate can wear a gold or black tassel on the mortarboard. However, varying the color of the tassel based on the field of study has gained acceptance throughout academia.

Colors include:

Allied health professions: Mint green

Arts: White

Business: Drab

Education: Light blue

Hospital administration: Salmon

Law: Purple

Medicine: Green

Nursing: Apricot

Philosophy: Dark blue

Public administration: Peacock blue

Science: Gold-yellow

Social work: Citron

Technology and engineering: Orange

Theology: Scarlet

ORDER OF EVENTS

May 15, 2025

ANNOUNCER

Karen I. Hall, Ed.D.

Assistant Professor, 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

Charles Robinson, Ph.D.

Chancellor, University of Arkansas

HONORS AND AWARDS

Molly A. Schaller, Ph.D.

Associate Dean

Recognition of Graduates

BENEDICTION

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

RECESSIONAL

John Haack

Bagpiper

HONORS AND AWARDS

2025 ALUMNI MERIT AWARD WINNER

Susan W. Nall, Ph.D. '75

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.

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:

Katherine Houck

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:

Grace LeBlance

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:

Anna Knox

Orlando Williams

**DOCTOR OF PHILOSOPHY IN
CURRICULUM AND
INSTRUCTION**

Maria Christofi

Evaluation of Water Education in Cypriot Universities in Relation to Water Professional Demands

Debra Goldstein

Core Teacher Experiences with Instructional Coaching and the Potential Influence on Retention

Melinda D. Nadler

Faculty Perceptions of Generative Artificial Intelligence in Higher Education: A Phenomenological Study

Maria Pelecanou

Successful Cypriot Women: An Exploration of Gender Equity and The Conditions Influencing Women's Advancement in Educational Leadership in Cyprus

Christine A. Pickett

Authentic Research Experiences: A Pathway to STEM Identity, STEM Positionality, and a Sense of Belonging

Kevin A. Roach

Children's Literature Featuring Queer Protagonists of Color: Trends, Identities, and Visions of Self

Zachary Rogers

Viewing the Highschool Curriculum: A Phenomenological Study of Why English Teachers Decide to Use Film in the Classroom

Haydee L. Taylor-Arnold

The Role of Latino Teachers' Lived Experiences in Shaping their Retention in Midwestern Schools: A Phenomenological Study

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

Abigail Burrola

Does Rurality Matter? Examining Charter School Support Among Missouri Voters

Erna Kadic

Application of Social Emotional Learning in Two Missouri High Schools: A Case Study

Paula D. Langley

Two-Generation Approaches to Addressing Poverty: Supporting Parents and their Children to Increase Economic Mobility and Harness Human Potential

**DOCTOR OF PHILOSOPHY IN
EDUCATIONAL LEADERSHIP**

Aeshah Alharbi

Enhancing Educational Leadership Through Effective Training and Development of Life-long Learning in Elementary Schools in Saudi Arabia

Anbar S. Alharbi

Enhancing Educational Leadership Through Effective Training and Development of Life-long Learning in Elementary Schools in Saudi Arabia

Natalie E. Gerke

Cultivating Student Civic Engagement and Agency: The Role of Teacher Civic Ideology, Instructional Practices, and Perceived Administrator Support

Joshua A. Jimison

Elementary School Principals' Knowledge and Implementation of Behavior Management Strategies Rooted in the Principles of Applied Behavior Analysis

Kelley A. Krejnik

The Meaning of School Leadership in the Era of Climate Change

Steven Revelian

Impact of Principals' Behavior in Promoting Inclusive School Culture

Joseph R. Williams

High-school Leadership Attributes that Influence Women to Pursue a STEM Baccalaureate Degree

**DOCTOR OF PHILOSOPHY IN
HIGHER EDUCATION
ADMINISTRATION**

Bridgette N. Carnes

A Narrative Inquiry Study on Novice Nurses' Experiences with the Death of a Patient: Lessons for Nursing Schools

Eboni Chism

Navigating Authenticity: A Narrative Inquiry Study About the Experiences of Black and African American Women Student Affairs Professionals Working at Predominantly White Institutions

Jamie J. Doss

Solidarity in the Academy: A Phenomenological Exploration of the Lived Experiences of Black Undergraduate Women at Predominantly White Institutions

Troy P. Hargrove

How Adult Learners in Online Baccalaureate Programs Understand and Describe Their Journeys to Graduation: A Narrative Inquiry Study

Janie Henderson

STEM Transitions and Persistence: A Narrative Inquiry into HBCU Graduates' Lived Experiences at PWIs

Ivy R. Love

Assessing the Impact of the Access Missouri Financial Assistance Program on State Need-Based Grant Receipt and First-Year College Persistence

Jasmin Patel

A Quantitative Analysis of Gender Equity and Institutional Prestige in Senior Faculty Positions at Doctoral-Degree Granting Institutions

Nichol Reeves

Lived Experiences of Persistence amongst Post-Graduate African American Nursing Students: A Narrative Inquiry Study

Meng Zhang

Narrative Inquiry Into Learner Well-Being: Negotiations Dis/Abilities in College Learning

Quan Zhang

An Analysis of How Institutional and Regional Factors Relate to Undergraduate International Student Enrollment at Higher Education Institutions in the United States

Yuan Zhou

International Student Engagement and Retention: A Quantitative Analysis from NSSE Data within American Higher Education

**DOCTOR OF EDUCATION IN
EDUCATIONAL LEADERSHIP**

Stephanie R. Alexander

Teacher Recruitment and Retention

Cetera Altepeter

Teacher Recruitment and Retention

Barbara E. Ballard

Multi-Tiered Systems of Support (MTSS) State Policy: An Analysis of State Policies and Alignment with Best Practices

Michael Bowe

Sources of Collective Teacher Efficacy in Professional Development

Emily Brockhaus

An Investigation of the Barriers that Impact Leadership in Rural School District

Brandy Burke

The State of State Standards on Social-Emotional Learning

Angela Caracciolo

Sources of Collective Teacher Efficacy in Professional Development

Bridget R. Carter-Magee

The State of State Standards on Social-Emotional Learning

Christopher P. Cole

Catholic Identity of Schools: Perceptions of Catholic School Administrators on Subjects Related to Catholic Anthropology and their Willingness to Include These Subjects in the Professional Formation of Faculty in the High Schools of Texas

Shana Druffner

Evangelizing Leaders: A Study of the Characteristics and Behaviors of Evangelizing Catholic School Leaders Using the Assessment for Religious Knowledge (ARK)

Megan Drummond

An Investigation of the Barriers that Impact Leadership in Rural School District

Jami L. Edwards

Investigating Collective Teacher Efficacy in Educational Leadership: A District Leader's Perspective

Erika D. Ellis

Teacher Recruitment and Retention

Austin W. Ferguson

Teacher Recruitment and Retention

THE GRADUATES

Grant M. Guevel

The Effects of Open Enrollment on Superintendent Levels of Readiness: A Problem-Based Leadership Approach to Change Management

Erin M. Gunn

The Relationship Between Collective Efficacy and Commitment to Mission in Catholic Education

Thomas E. Hadfield

An Investigation of Principals' Perceptions on the Preparation and Professional Training Needed to Build their Capacity as Instructional Leaders

Frances L. Hanson

The Relationship Between Collective Efficacy and Commitment to Mission in Catholic Education

Victor Hugo Hernandez Ramirez

Catholic Identity of Schools: Perceptions of Catholic School Administrators on Subjects Related to Catholic Anthropology and their Willingness to Include These Subjects in the Professional Formation of Faculty in the High Schools of Texas

Bryan Hoover

The Effects of Open Enrollment on Superintendent Levels of Readiness: A Problem-Based Leadership Approach to Change Management

Terrance D. Jordan

Multi-Tiered Systems of Support (MTSS) State Policy: An Analysis of State Policies and Alignment with Best Practices

Anna Knox

An Investigation of the Barriers that Impact Leadership in Rural School District

Amanda R. Malixi

Catholic Identity of Schools: Perceptions of Catholic School Administrators on Subjects Related to Catholic Anthropology and their Willingness to Include These Subjects in the Professional Formation of Faculty in the High Schools of Texas

Kristina B. Mantych

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

James P. Mitchell

Evangelizing Leaders: A Study of the Characteristics and Behaviors of Evangelizing Catholic School Leaders Using the Assessment for Religious Knowledge (ARK)

Aliscia Payne

Investigating Collective Teacher Efficacy in Educational Leadership: A District Leader's Perspective

Jeremy Reuther

Evangelizing Leaders: A Study of the Characteristics and Behaviors of Evangelizing Catholic School Leaders Using the Assessment for Religious Knowledge (ARK)

Carol L. Schwarz

The Relationship Between Collective Efficacy and Commitment to Mission in Catholic Education

Nimrod Shabazz

Equity-Focused Funding in Missouri: Addressing Systemic Disparities

Evelyn L. Shields Benford

The Lived Experiences of Student Affairs Leaders Regarding

Amber Smith

Investigating Collective Teacher Efficacy in Educational Leadership: A District Leader's Perspective

Courtney Southard

The State of State Standards on Social-Emotional Learning

Maureen Stabler

Multi-Tiered Systems of Support (MTSS) State Policy: An Analysis of State Policies and Alignment with Best Practices

Rebecca R. Stehn

Sources of Collective Teacher Efficacy in Professional Development

Haidee T. Todora

The Relationship Between Collective Efficacy and Commitment to Mission in Catholic Education

Kelly M. Wilson

Educational Leaders' Preparedness to Support LGBTQ+ Youth Mental Health in Residential Settings

SPECIALIST IN EDUCATION

Kelly Ann Brown

Andrea S. Carpenter

Megan Drummond

Jami L. Edwards

Hillary H. Fiala

Franklin Fleming

Resul Geyik

Bethany L. Jasper

Clifton L. Kinnie

Leah McClure

Deonta Palmer

Aliscia Payne

Ronica J. Rivers

Justin Robinson

Amber Smith

Courtney Southard

Earl R. Williams

MASTER OF ARTS IN EDUCATION PRINCIPLES & PRACTICES

Bailey N. Hanson

Glenda T. Nelson

Vedaste Nkeshimana

Shabi Zehra

THE GRADUATES

MASTER OF ARTS IN EDUCATIONAL LEADERSHIP

Valentina D. Bumbu

Emily C. Dana

Jacob R. Ferguson

Ndeye Gueye

Christina Hurley

Matthew Ortiz

Kwira R. Vickers

Sylvester Williams

MASTER OF ARTS IN HIGHER EDUCATION AND STUDENT AFFAIRS ADMINISTRATION

Aric Hamilton

Kamryn Moore

Rupert B. Munnings

Grace Wang

MASTER OF ARTS IN TEACHING

Tim M. Baumann

Shawn Bosley

Jason E. Brown

Tenelle Bufford

David J. Custis

Charles A. Davis

Tess A. Farrell

Michel M. Krevenas

Jahmouri C. Robinson

Orlando Williams

Paul S. Wunnenberg

Annie Zigman

POST-BACCALAUREATE CERTIFICATE IN EDUCATIONAL EQUITY

Amarylis Silva Frizzo

BACHELOR OF ARTS IN EDUCATION

Nicole E. Ardito*
Concentration: Elementary

Kayla A. Baker***
Concentration: Elementary
Minor: Spanish

Hayley E. Beeler
Concentration: Elementary

Elsa A. Blaszak**
Concentration: Elementary

Camille S. Fuller**
Concentration: Early Childhood

Darleen E. Garcia*
Concentration: Elementary

Katelyn M. Gray*
Concentration: Secondary English
Second Major: English

Rafaela Hajdini
Concentration: Early Childhood
with Early Childhood Special Education

THE GRADUATES

Kevin P. Hickey***

Concentration: Secondary Mathematics
Second Major: Mathematics
University Honors Program

Taylor R. Hochman**

Concentration: Secondary Mathematics
Second Major: Mathematics
University Honors Program

Aurora E. Hofius***

Concentration: Secondary English
Second Major: English

Katherine Houck***

Concentration: Early Childhood with Early Childhood Special Education

Jane L. Hunter**

Concentration: Secondary English
Second Major: English
Minor: Psychology

Grace E. LaBlance***

Concentration: Elementary
University Honors Program

Halie G. Maness

Concentration: Elementary with Special Education for Mild/Moderate Disabilities

Zoe M. Mical*

Concentration: Secondary Social Science

Erin B. Mote***

Concentration: Elementary with Special Education for Mild/Moderate Disabilities

Grace E. Mueller***

Concentration: Early Childhood

Connor C. Niebruegge***

Concentration: Secondary Social Science
Second Major: History

Luke E. Nolan***

Concentration: Secondary Social Science

Nathaniel L. Reyes***

Concentration: Secondary English
Second Major: English
University Honors Program

Summer L. Roselli*

Concentration: Secondary Social Science

Hannah M. Sawyer

Concentration: Early Childhood

Hannah L. Steffens***

Concentration: Elementary
Minor: Sociology

Lily C. Stiegemeier*

Concentration: Elementary

*** **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 2024 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

Madeleine Bailey, Ph.D.

Michael Boyle, Ph.D.

Benton Brown, Ph.D.,
Assistant Dean

Jennifer Buehler, Ph.D.

Jeannine Butler, Ed.D.

Amrita Chaturvedi, Ph.D.

Mary Chittooran, Ph.D.

Dannielle Davis, Ph.D.

Karen I. Hall, Ed.D.

Christa Jackson, Ph.D.

Donna Jahnke, Ph.D.

John James, Ed.D.

Jessica Leonard, Ph.D.

Sheldon McAfee, Ed.D.

Joseph Nichols, Ph.D.

Takako Nomi, Ph.D.

Carolyn O’Laughlin, Ph.D.

Kristi Baker Patterson, Ph.D.

Kathryn Mitchell Pierce, Ph.D. *

Mark Pousson, Ph.D. *

Diane Richter, Ph.D.

Gary Ritter, Ph.D.,
Dean

Molly Schaller, Ph.D.,
Associate Dean

Karen Tichy, Ed.D.

Mei-Ling Tung, Ph.D.

Jonathan Turk, Ph.D.

Robert Vogelaar, Ed.D.

Jaime E. Welborn, Ph.D.

Jo Nell Wood, Ed.D. *

* Indicates program director

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.

STAFF

Joslyn Bland

Alexandra Boyd

Ashley Burle

Amanda Butler

Naomi Carranza

Deanna Childress

Amy Clark

Kathryn Coleman

Vivian Garcia Cruz

Carolyn Dubuque

Josh Goldman

Jordyn Hale

Collin Hitt

Candice Johnson

Matthew Kowalski

Sam Link

Abby Medler

Angela Moret

Elizabeth Nutt

Carmelita Spencer

Karissa Sywulka

Vasilika Tschlis

Courtney Vahle

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.

X: @SLU_SOE

Facebook: facebook.com/SLUSOE

Instagram: @slu.education

LinkedIn: School of Education – Saint Louis University

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.

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.

SPECIAL THANKS TO

FACULTY MARSHALS

Jeannine Butler, Ed.D.

Christa Jackson, Ph.D.

Joseph Nichols, Ph.D.

Kristi Baker Patterson, Ph.D.

Robert Vogelaar, Ed.D.

Jaime E. Welborn, Ph.D.

READERS

Donna Jahnke, Ph.D.

Kathryn Mitchell Pierce, Ph.D.

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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.

As a nationally recognized leader in research and innovation, SLU is a Research-1 (R1) university, advancing groundbreaking discoveries in St. Louis and around the world.

In 2024, Saint Louis University educated more students than ever before and experienced unprecedented international enrollment: 15,334 students, from all 50 states and 100 countries. SLU's campus in Madrid, Spain, enrolled 1,246 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. SLU offers more than 180 community engagement courses, and 75 percent of SLU students volunteer each year.

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 spirit, Saint Louis University continues to move forward, committed to serve a higher purpose while seeking the greater good.

ACADEMIC EXCELLENCE

One of the country's top colleges (The Princeton Review, *The Wall Street Journal* and *U.S. News & World Report* magazine) – and the No. 13 Catholic college in America (Niche)

RESEARCH

SLU's R1 status places the University in an elite group of U.S. research universities. SLU has increased research expenditures by 104% over the last eight years.

SERVICE

1.6 million hours of service completed by the SLU community annually

ENDOWMENT

\$1.9 billion, an increase of 74% over the last decade

ATHLETICS

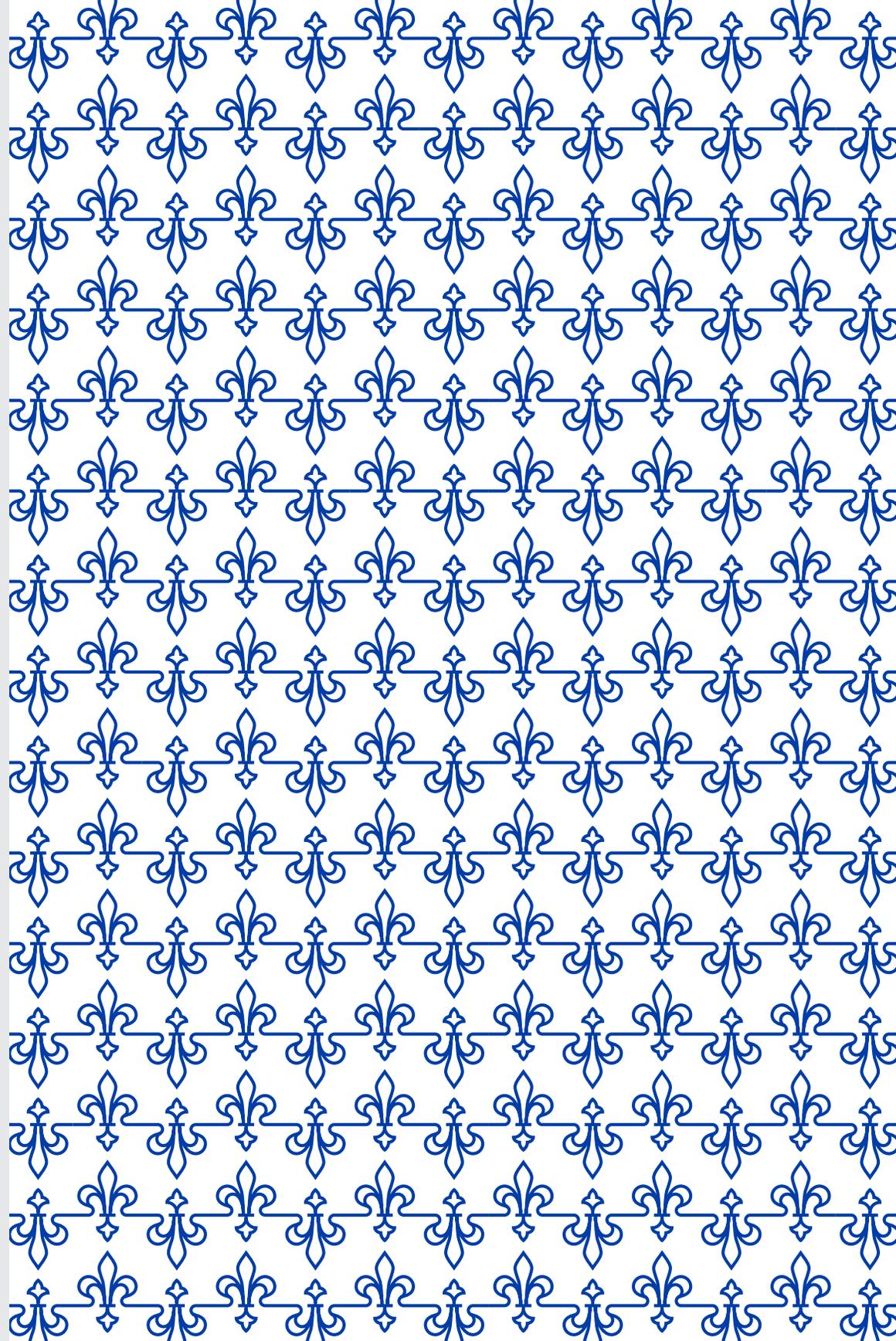
NCAA Division I,
Atlantic 10 Conference

MASCOT

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

ALUMNI

134,336 alumni in 50 states and 154 countries





SAINT LOUIS
UNIVERSITY™

— EST. 1818 —