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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**EX OFFICIO**

JOHN R. PORTER
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.

Academic customs originated within the medieval Church. One such tradition, the academic dress worn by the students, faculty, boards, and platform party, is described later in this program. 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 congratulates the new graduate. The student is also congratulated by the academic dean of their program. Once all degrees have been recognized, the candidates will be released as the newest graduates of Lindenwood University.

Many traditional elements are present in the ceremony, yet we understand Commencement looks different this year due to health concerns surrounding the Covid-19 pandemic. 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 socially distance from other groups of guests. 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.
PARTICIPANTS

JOHN R. PORTER
Lindenwood University President

NICHOLE TORBITZKY
Lindenwood University Chaplain and Assistant Professor, Religion

DONALD E. TUTTLE
Lindenwood University Board of Trustees, Chairman

BETHANY ALDEN-RIVERS
Lindenwood University Interim Provost and Vice President, Academic Affairs

RECOGNITION

The Class of 2021
Family and Friends

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

PROGRAM

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

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

*STAR SPANGLED BANNER
Nadia Maddex

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
Interim Provost Alden-Rivers

CONFERRING OF DEGREES
President Porter
Dean Anthony Scheffler  |  School of Education
Dean Jason Dude Lively  |  School of Arts, Media, and Communications
Dean Cynthia A. Schroeder  |  School of Health Sciences
Dean Ricardo A. Delgado  |  School of Sciences
Dean Kathi Vosevich  |  School of Humanities
Dean Molly Hudgins  |  Plaster School of Business and Entrepreneurship

CLOSING
Interim Provost Alden-Rivers

*AUDIENCE PLEASE STAND
SCHOOL OF EDUCATION

KIMBERLY FRANKLIN BERRY
EDS-EDUCATIONAL LEADERSHIP

JENNIFER MARIE BRADY
EDS-EDUCATIONAL LEADERSHIP

MATTHEW ROBERT DRITT
EDS-EDUCATIONAL LEADERSHIP

BRITTANY DAWN BROWN
EDS-EDUCATIONAL LEADERSHIP

JERRY L. BROWNFIELD
EDS-EDUCATIONAL LEADERSHIP

BERNICE B. BUSH
EDS-EDUCATIONAL LEADERSHIP

DANIELLE NICOLE CARTER
EDS-EDUCATIONAL LEADERSHIP

SUSAN LESLIE DELLASEGNA
EDS-EDUCATIONAL LEADERSHIP

JILL LEIGH DENNISON
EDS-EDUCATIONAL LEADERSHIP

JELENA LACOLE FLEMING
EDS-EDUCATIONAL LEADERSHIP

NATHANIEL BROOKS GILLESPIE
EDS-EDUCATIONAL LEADERSHIP

AMBER DAWN HUNT
EDS-EDUCATIONAL LEADERSHIP

ASHLEY NICOLE KLEIN
EDS-EDUCATIONAL LEADERSHIP

SHERRI LYNN KULPA
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JAVIER LOZANO
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TINA LEA MORSE
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STEPHANIE SCURLARK-BELL
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NORMAN JAMES VICK
EDS-EDUCATIONAL LEADERSHIP

ZEIT T. WALLACE
EDS-EDUCATIONAL LEADERSHIP

EMMY JO ZIMMERMAN
EDS-EDUCATIONAL LEADERSHIP

JEREMY GLENN COFFELT
EDS-EDUCATIONAL LEADERSHIP

GINA ELIZABETH FAGAS
EDS-SCHOOL ADMINISTRATION

MATTHEW JOHN GALGIO
EDS-SCHOOL ADMINISTRATION

PHILIP R. JACOBY
EDS-SCHOOL ADMINISTRATION

JOANNA JOHNSON
EDS-EDUCATIONAL ADMINISTRATION

TARA LAMONT KE
EDS-SCHOOL ADMINISTRATION

AMANDA TALBOT LUBLIEWSKI
EDS-SCHOOL ADMINISTRATION

SARA ANN MEADOWS
EDS-SCHOOL ADMINISTRATION

CAITLIN MUNGUIA
EDS-SCHOOL ADMINISTRATION

VANESSA NOBLE
EDS-EDUCATIONAL ADMINISTRATION

TRACY MICHAEL SCHMIDT
EDS-EDUCATIONAL ADMINISTRATION

LEIGH A. SPENCER
EDS-EDUCATIONAL ADMINISTRATION

MICHAEL STEVEN THOMAS
EDS-INSTRUCTIONAL LEADERSHIP

JOHN RICHARD THOMPSON III
EDS-EDUCATIONAL ADMINISTRATION

NICOLE ALMIRIA WELCH
EDS-EDUCATIONAL ADMINISTRATION

AMBER M. WHITE
EDS-EDUCATIONAL ADMINISTRATION

MICHELLE WILLIAMS
EDS-EDUCATIONAL ADMINISTRATION

JONNETTA LASHAY ALEXANDER
MA-COUNSELING

MARIA MEDITES ALMEIDA
MA-TEACHING

ZACHARY EDWARD ANDREWS
MA-TEACHING

KELLY ALEXIS BAIRD
MA-BEHAVIOR ANALYSIS

MAURINE RENE BAKER-WILLIAMS
MA-TEACHING

NICOLES BATISTO
MA-EARLY INTERVENTION IN AUTISM AND SENSORY IMPAIRMENTS

ABIGAIL MARIE BLUE
MA-COUNSELING

AMANDA MICHELLE BROWN
MA-TEACHING

BRITTNEY DANIELLE BROWN
MA-COUNSELING

MYRON H. BUIR, JR.
MA-HIGHER EDUCATION

TAMMY CALLOWAY
MA-GIFTED EDUCATION

ALLISON NICOLE CAMERON
MA-EDUCATION

AMANDA CASTILE
MA-SPECIAL READING

TORTIE CATANZARO
MA-INTERINTEGRATED SCHOOL LIBRARY MEDIA AND TECHNOLOGY

MARYBETH CHAVEZ
MA-EDUCATION

JAIMESON RACHEL CLEMENT
MA-COUNSELING

ABRAHAM COKKLEY
MA-HIGHER EDUCATION

KATINA COLEMAN
MA-EDUCATION

RAMONA LEA CONNELLY
MA-EDUCATION

KATRINA KAY CONNERS
MA-COUNSELING

JANNELL LEVONIA COOK
MA-TEACHING

LAURA ELIZABETH COOK
MA-COUNSELING

BAILEY MARIE KENDALL COYNE
MA-COUNSELING

RAFFERTY CRAWDOP
MA-COUNSELING

YELITZA NOEMI CRUZ-CUBANO
MA-COUNSELING

CANDYCE DAVIS
MA-BEHAVIOR ANALYSIS

ELEANOR ROSE DETMER
MA-TEACHING

KAYLIN DINKELMANN
MA-COUNSELING

MACKENZIE ELLEN EDWARDS
MA-GIFTED EDUCATION

DIANE ELDREDGE-RUCKER
MA-COUNSELING

SHANNON Ewasko
MA-EDUCATIONAL TECHNOLOGY

ANTHONY FAIR
MA-COUNSELING

QUINTINA A. FISHER
MA-EDUCATION

TAYLOR MACKENZIE GANNON
MA-SPECIAL READING

SABRINA LEE GEARON
MA-COUNSELING

MONICA GILLESPIE
MA-BEHAVIOR ANALYSIS

CHRISTINA SHIRLEY GLOE
MA-COUNSELING

TARKI HAWKINS
MA-TEACHING

MEGAN MARIE HAWKINS
MA-EDUCATIONAL TECHNOLOGY

ABIGAIL ELIZABETH HEALZER
MA-BEHAVIOR ANALYSIS

SARAH GRACE HEITMAN
MA-EDUCATION

BRANDY HENDERSON
MA-COUNSELING

LAUREN NICOLE HOLLIS
MA-SCHOOL ADMINISTRATION

CIARA HOLLOWAY
MA-COUNSELING

LASHONDA D. HUBERT
MA-HIGHER EDUCATION

MARY ALICE JACKSON
MA-BEHAVIOR ANALYSIS

MATTHEW REED JACKSON
MA-COUNSELING

SHANNON ELIZABETH JACOB
MA-SPECIAL READING

BIANCA JASMINE JAMES
MA-TEACHING

GERRICKA M. JOHNSON
MA-COUNSELING

ASHLEIGH ELIZABETH JONES
MA-COUNSELING

HANNAH HEE JOHNSON
MA-COUNSELING

ALONDRA SUTTON
MA-TEACHING

SAMANTHA MARIE WEST
MA-COUNSELING

VICTORIA MARIE WEST
MA-COUNSELING

THELEMA C. WILLIAM
MA-COUNSELING

ROBIN WILLIAMS
MA-EDUCATIONAL TECHNOLOGY

SHERYL K. WILSON
MA-EDUCATIONAL TECHNOLOGY

TERRIGAY WILSON
MA-COUNSELING

AZO VERA WRIGHT
MA-TEACHING

BROOKE ALYN WRIGHT
MA-COUNSELING

MELANIE JEAN WYATT
MA-HIGHER EDUCATION

MA-TEACHING

MELANIE JEAN WYATT
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MELANIE JEAN WYATT
MA-HIGHER EDUCATION

MA-TEACHING
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JENNIFER MARIE BRADY
Embedded Librarianship and Student Success in Graduate Nursing Programs

MATTHEW ROBERT BRITT
A Comparative Analysis of Effective Math Curriculums in the State of Missouri

BRITTANY DAWN BROWN
The Impact of Supervisory Roles on Employee Engagement at a Private Midwest University

JEREMY L. BROWNFIELD
The Effects of Principal Feedback on Instruction and Student Achievement

BERNICE B. RUSHT
Exploring How Anthropological Principles May Enhance Doctoral Students’ Persistence to Dissertation Completion

DANIELLE NICOLE CARTER
Mixed-Methods Study of the Relationship Between Students’ Perceptions of School Climate, Attendance, and Academic Achievement

SUSAN LESLIE DELLASEGA
Technology-Enhanced Interaction, Residency Requirements, and Student Characteristics in Fully Online Programs and their Relationship with Student Connectedness

JILL LEIGHT DENNISON
A Study to Determine the Relationships Among Grit, Engagement, and Student Achievement

KATIE L. EVANS
Performance-Based Evaluations of Special Education Teachers in a Special Education School Setting

JELENA LACOLE FLEMING
A Mixed-Methods Examination of Generational Faculty Perceptions When Developing Online Courses

NATHANIEL BROOKS GILLESPIE
Examining the Impact of Interscholastic State Activity Association Athletics Expansion at the Middle School Level in a Large Urban School District

AMBER DAWN HUNT
Effects of a Culture and Climate Initiative at a Rural Missouri High School

ASHLEY NICOLE KLEIN
Effect of Instructional Support Structures on Novice Teachers’ Efficacy and Job Satisfaction

SHERI LYNN KULPA
An Investigation of Success Factors in a High School Algebra I Program

JAVIER LOZANO
The Effects of Character Education Programs on School Climate and Student Discipline in Grades 6-8 Through the Eyes of Substitute Teachers

TINA LEA MORSE
Perceptions Regarding the Benefits of Social and Emotional Learning

STEPHANIE SCURLARK-BELT
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NORMAN JAMES VICK
A Mixed-Methods Investigation of Recidivism Among Ex-Offenders in Missouri

ZEB T. WALLACE
An Examination of Recruitment and Retention Strategies of High Performing Public School Districts in Missouri

EMMY JO ZIMMERMAN
An Examination of Indicators Regarding Student Choice in Social Media Marketing and Platforms of Higher Education Institutions in Missouri

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 black. 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 with 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 robes 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 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.

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The Impact of Supervisory Roles on Employee Engagement at a Private Midwest University

The Effects of Principal Feedback on Instruction and Student Achievement

Exploring How Anthropological Principles May Enhance Doctoral Students’ Persistence to Dissertation Completion

Mixed-Methods Study of the Relationship Between Students’ Perceptions of School Climate, Attendance, and Academic Achievement

Technology-Enhanced Interaction, Residency Requirements, and Student Characteristics in Fully Online Programs and their Relationship with Student Connectedness

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An Investigation of Success Factors in a High School Algebra I Program

The Effects of Character Education Programs on School Climate and Student Discipline in Grades 6-8 Through the Eyes of Substitute Teachers

Perceptions Regarding the Benefits of Social and Emotional Learning

Mixed-Methods Investigation of a Truancy Intervention Program in a Midwest Urban Public School District

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An Examination of Recruitment and Retention Strategies of High Performing Public School Districts in Missouri

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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


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


OH 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 oh Lindenwood proudly do we sing,
   Honor, truth, and dignity in our hearts shall ring.
   Lindenwood oh Lindenwood loyalty to you,
   Solid as our gates we stand, alma mater true.

Lyrics by: Marsha Parker
Vocal Arrangements: Jeffrey Heyl