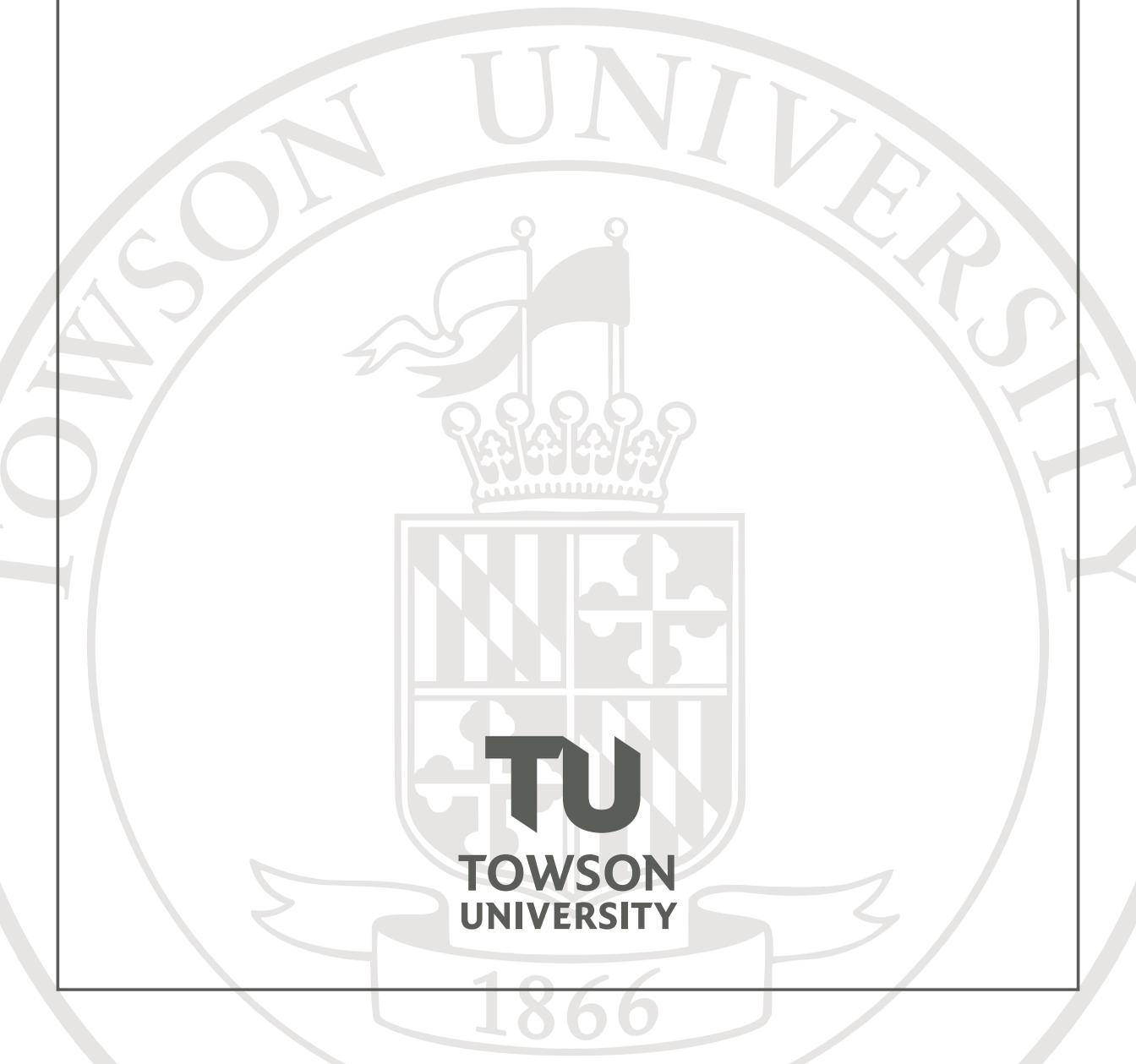


DOCTORAL HOODING CEREMONY

FALL 2021 / SPRING 2022



TU

**TOWSON
UNIVERSITY**

1866

TOWSON UNIVERSITY ALMA MATER

MUSIC BY J. KYLE RICHARDS
ORCH. BRIAN BALMAGES

LYRICS BY: A. ASHMAN,
P. COLLISTER, M. KEMPER,
D. SACHS, ET AL.

Andante (♩ = 72)

Melody

Oh Tow-son, our Al-ma Ma-ter set up on the hill, Where bells of our Ste-phens Hall ring

Piano

proud-ly e-ver still. Make more than your me-mo-ries, Take the les-sons learned, They give us each our sto ry, as the pa-ges turn. From

dif-ferent paths we've come, Down dif-ferent paths we'll go, With change and through time Our spi-rits grow. Oh

Tow-son, our Al-ma Ma-ter Make your sto-ry told, And find mo-ments to look back to days of black and gold.

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WELCOME FROM PRESIDENT KIM SCHATZEL



On behalf of Towson University, I congratulate you on your momentous achievement. We are excited to celebrate your many accomplishments, and today you become members of a distinguished group: Towson University alumni. To get this far, you have had to exhibit discipline, commitment, resolve and leadership. These qualities will serve you well in any endeavors you may tackle. The presence of our regents, faculty and staff at Commencement reflects the immense pride that our university has in its outstanding graduates.

Towson University works hard to ensure its students emerge well prepared for their professions and ready to make intellectual contributions and discoveries within their respective fields. Our faculty and staff feel privileged to have played a part in educating such an extraordinary group of students. We know that as our newest graduates, you will make notable contributions to the greater Baltimore region and to the world.

We also extend an especially warm welcome to the family members and friends who are joining our students on this special day. We know your presence means so much to them and we thank you for the support and encouragement you have given them throughout their time at Towson University.

Graduates, as you enter the next chapter of your lives, I want to remind you that you will always be a part of the Towson University family. I challenge you to show the world your capabilities by using the knowledge you have gained.

Be a shining example of why TU graduates matter to Maryland!

A handwritten signature in cursive script that reads "Kim Schatzel".

Kim Schatzel, Ph.D.
President

GREETINGS FROM THE BOARD OF VISITORS



On behalf of the Towson University Board of Visitors, the advisory board to President Kim Schatzel, it is a privilege for me to extend heartfelt congratulations and well wishes to you, our 2022 graduates. You should be incredibly proud of all you have accomplished, and you should know that we are extraordinarily proud of you. This milestone is the first of many as you embark on journeys of personal and professional exploration and achievement.

You have charted your own unique course during your time at Towson University, and while the past few years have presented us all with challenges, you persevered, bringing us together on this day—a day to celebrate you! I commend your tenacity and commitment, traits that will serve you well as you venture out into the world.

Whether today is a milestone or a capstone in your educational journey, we are proud that Towson University has been a catalyst for the opportunities and experiences that have shaped your success. Carry forward the knowledge, perspective, relationships and experiences from your time at TU; they will help shape your future.

The world awaits you, and as Towson University graduates, you have the tools to be good stewards of your education. Use them to make a difference locally and globally. Stay connected, stay informed and stay involved at TU. This university is strengthened by you, our alumni, and the impact of your individual and collective achievements. We wish you the very best on your personal and professional journeys and look forward to seeing you back on campus often.

On behalf of the board of visitors, I commend, congratulate and celebrate you on this wonderful occasion. Wherever life takes you, continue to seek out opportunities to lead, serve and learn. We are so proud of you and wish you all the best in your future endeavors.

A handwritten signature in cursive script that reads "Susan J. Ganz".

Susan J. Ganz
Chair, TU Board of Visitors

GREETINGS FROM THE ALUMNI ASSOCIATION

On behalf of the Towson University Alumni Association, I want to extend my sincerest congratulations as we welcome you—our newest members—to the TU alumni family. Today you join a prestigious group of more than 183,000 graduates, and we cannot wait to see the unique and much-needed ways you put your degrees and talents to use throughout greater Baltimore and beyond.

You have overcome tremendous obstacles to reach this momentous milestone, and throughout the experience, you have continually shown the impressive power of hard work, a positive attitude and sheer determination. We are proud of all you have accomplished to get to this point, and we are equally excited to see what you do next.

Although you are embarking on an incredible new chapter of your journey filled with promising opportunities, please remember that you always have the support of the alumni association behind you—both in spirit and in practice. It is our hope that you will stay connected and use the association as a resource throughout your career, no matter where it leads you.

Again, I congratulate you on this fantastic accomplishment, and I enthusiastically welcome you to the Towson University Alumni Association.



Edward F. McDonald '78
President, Towson University Alumni Association



HISTORY OF TOWSON UNIVERSITY

In 1864, in the midst of the American Civil War, Maryland ratified a new state constitution and created a school for the instruction of teachers, naming it the Maryland State Normal School (MSNS). Normal in this instance referred to *ecoles normales*, a French term for teacher training institutions.

A year later, McFadden Alexander Newell was appointed the first principal of MSNS, and on Jan. 15, 1866, the school opened its doors in Baltimore. Besides Newell, there were three other faculty members—who taught drawing, music and calisthenics—and 11 pupils. In June, MSNS graduated its first class of new teachers.

At first, counties selected promising students to attend for free, so long as those students signed pledges that their objective in attending MSNS was to earn a teaching certificate and teach in the state’s public school system. The curriculum was flexible, adjusting to the students’ needs as they entered the school. This was necessary because of the differences in educational practices across the counties. At the end of the program—whether it took one year or three—the graduates received a teaching certificate that allowed them to teach at any public school in Maryland.

Between 1866 and 1876, the school occupied three different buildings in Baltimore, renting them until Baltimore City built its first home at Carrollton and Lafayette avenues. This space was large enough for the now 206 students and 11 teachers, as well as the model school, and the school remained there for almost 40 years.

While the school building was certainly larger and more comfortable, it didn’t remain so for long. It was constructed to accommodate 226 students, but by 1909, the state needed 350 new teachers every year to fill vacant positions. Even with the construction of a second normal school in Frostburg in 1902, there weren’t enough graduates to fill the teacher shortage. And there were other concerns about its location. The Carrollton building had large lecture halls, but changes in teaching practices demanded smaller classrooms and it was not easy to adapt the building to fit those needs. Because there were no dormitories, students who lived too far from the school to commute had to find boarding houses in Baltimore. The lack of space led to a campaign by the school’s fourth principal, Sarah Richmond, to convince the state to find a new location where MSNS could grow.

On Sept. 20, 1915, the first classes were held at the new location in Towson. Three buildings were constructed—an Administration Building, today known as Stephens Hall, which held all the classes as well as a library, space for the model elementary school and the offices for the staff and faculty; Newell Hall, which was a dormitory for women and also held a dining hall; and the Power House, now known as the Power Plant. Other buildings already stood on campus, including an elegant house named Glen Esk, which became the principal’s residence as well as the main focus for entertaining on the campus.

For the next 25 years, the school’s future was linked to the nation’s as America teetered from World War I to the Depression to World War II. The school numbers dwindled as students and teachers enlisted or found higher-paying civil service jobs to aid the war effort. School leaders waged a campaign to raise the pay rates of state teachers, hoping that by doing so they could attract more prospective teachers to the school.

In the meantime, MSNS kept evolving. Summer sessions began in 1918. By 1920, standards for incoming students were changed and the course in remedial education was phased out. In 1931, the school curriculum was increased from a two-year course of study to three years.

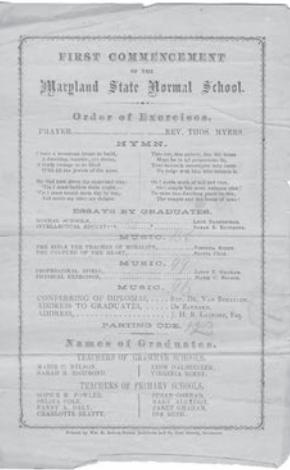
The sixth principal, Lida Lee Tall, placed special emphasis on the students’ social and physical education needs. After her arrival, student organizations and sports teams grew. A student newspaper, *The Oriole*, began in 1921 and was renamed *The Towerlight* in 1927. The school began to celebrate May Day, which included dancing around the maypole and crowning the May queen. Donald “Doc” Minnegan joined the faculty as a physical education teacher in 1927 and established a men’s soccer team soon afterward. The school administration began giving serious thought to creating a sports program on campus.

In 1934, after a change in Maryland law that required teachers to have a baccalaureate degree, the curriculum was again amended, and the school was granted the ability to award four-year Bachelor of Science degrees in elementary education. This also led to name changes for the Maryland state normal schools, which were now called state teachers colleges, and the title of principal was changed to president. By 1936, Maryland State Teachers College (MSTC) was meeting accreditation standards set forth by the American Association of Teachers Colleges and the American Council of Education.

With the start of World War II, the need for teachers across the state skyrocketed, while the enrollment at MSTC dwindled. M. Theresa Wiedefeld, who became president of MSTC in 1938, took a two-pronged approach to the dilemma. In 1943 she created an accelerated program so students could condense four years of study into three and enter the workforce sooner. Second, she created a junior college program for arts and sciences courses in 1946 that allowed returning military veterans to take background courses in the liberal arts and then matriculate into liberal arts colleges. This would pave the way for Towson University’s transformation into a liberal arts college.

The school’s post-World War II period was one of amazing growth and expansion in enrollment, campus facilities and academic programs. Earle Taylor Hawkins became president of the school in 1947. During his 22 years of leadership, enrollment increased more than 2,100% and 12 structures were built on campus—more than doubling the number of existing buildings. The Lida Lee Tall School, built in 1960, was the second building to bear her name on campus. It housed the campus elementary school until 1991, when the experiment in campus elementary schools ended. In 1949, the curriculum was expanded and students could now opt for a degree in elementary education or primary education. This is also the year that the school was first accredited by the Middle States Association of Colleges and Schools.

As the nation’s postwar economy grew, so did the school’s enrollment, and for the first time, enrollment of men was high. In 1951, the school built two dormitories, Ward and



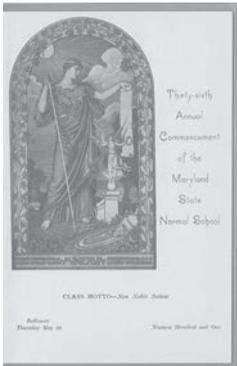
First Commencement program: Commencement took place in June 1866, just months after the school opened.



Class photo: MSNS students seated outside the building at Carrollton and Lafayette avenues in Baltimore. The school called this home from 1876–1915.



1935 Commencement on Glen Esk lawn: The first graduates to receive baccalaureate degrees are seated and dressed in regalia. Before this, graduates wore white gowns or suits.



This 1905 Commencement program of the Maryland State Normal School depicts Minerva, Roman goddess of wisdom.



Due to increasing graduating classes, ceremonies were held in Baltimore's Civic Center during the 1970s until the construction of the Towson Center in 1976.

West halls, to accommodate male students. Before this, men who needed to live on or near campus had been housed in various non-academic buildings, such as the Cottage, on the top floor of the Power Plant or in boarding houses in Towson.

Thanks in large part to Minnegan's efforts, the sports teams continued to grow, with the addition of baseball, gymnastics, track, wrestling and, in 1958, lacrosse.

On May 17, 1954, a landmark U.S. Supreme Court case, *Brown v. Board of Education*, overturned state laws establishing racially segregated public education. For more than 50 years Maryland stipulated that its Black citizens attend "separate but equal" schools. They were separate but too often unequal. The Supreme Court's decision opened the door to educational opportunity. Marvis Barnes '59 and Myra Harris '59 stepped through to enroll at the State Teachers College at Towson. Harris and Barnes, both stellar high-school graduates with glowing recommendations, were to become the first Black students to earn bachelor's degrees from the college. For four years they (and the pioneering Black students who followed them) brought a limited amount of diversity to the overwhelmingly white campus.

The Master of Education program began in 1958. Two years later, the bachelor's program was expanded once again, this time to include a specialization in high school education. At the same time, the junior college begun by Wiedefeld was extended to a four-year program, and students could now earn a Bachelor of Science or Arts in art, biology, English, speech and drama, elementary education, geography, history, mathematics or physical education. This was due in part to the huge influx of students generated by the coming of age of the Baby Boom generation. Higher education was flooded with students, and in order to accommodate them all, teachers colleges could no longer afford to specialize only in education.

In 1963, the state made the five teachers colleges—Towson as well as Bowie, Coppin, Frostburg and Salisbury—into liberal arts colleges, and the name changed to Towson State College. And almost 10 years later, in 1972, the Pledge to Teach tuition waiver was abolished—more than 100 years after it was first put into place.

This period was another of expansive growth. Ten more buildings were added to the campus. Enrollment for day and evening students had climbed to more than 14,000 by 1976. In 1965, evening and summer classes, which had begun in 1958 for employed students working on their education master's degrees, expanded to include more offerings in other concentrations. And by 1976, the academic program offered 40 majors including art, business administration, English, nursing, political science and theatre and six master's programs in geography, psychology, audiovisual communications, biology, speech pathology and audiology and education.

The school's sports programs also grew. In 1963, the Towson Tiger was adopted as the school's mascot. In 1968, Towson University established a football team, which lost its first Homecoming game, played against Gallaudet College. This is the same year that Wiedefeld Gymnasium was razed and replaced by a more state-of-the-art facility, Burdick Hall.

After specific guidelines were created to establish the difference between a college and university, Towson State College became Towson State University (TSU) on July 1, 1976.

Twelve more buildings were added to the campus, most of them student service buildings like dormitories and parking garages. A stadium, originally called Minnegan Stadium, opened in 1977, highlighting TSU's dedication to growing its athletic programs. In fact, in the 1980s, the football team won the Division II Eastern College Athletic Conference title.

Academic programs were also expanding during this time. The departments themselves were restructured into six colleges, which still stand today.

Higher education in Maryland was also reorganized. In 1988, TSU, along with other Maryland schools, merged to form the University of Maryland System, headed by a board of regents and chancellor. This organization was renamed the University System of Maryland in 1997.

That year, after much discussion and debate, Towson State University dropped the word "State" from its name. It was considered a step that would elevate the university in people's minds and also allow the school to develop its own identity while remaining in the university system. This change, which had been made by schools in neighboring states, reflected the lack of funding the school received from the state.

Since its latest name change, Towson University (TU) has continued to grow and expand in terms of enrollment, academic programs and campus facilities. In 2001, TU inaugurated its first doctoral programs, one in audiology and another in occupational science. Since 2000, the campus has erected or is in the process of constructing 15 new structures. The new Science Complex, for example, is TU's latest — and largest — academic space, a new building for the College of Health Professions is under construction. Residence hall space, too, has increased, mostly in the West Village part of campus. Since 2000, the campus has created residence space for more than 2,400 students, including the construction of new, apartment-style buildings in West Village, the renovation of Residence Tower and the conversion of a private hotel into student residencies.

The Science Complex, which opened last year, is a 320,000-square-foot, state-of-the-art academic and research space along York Road near historic Stephens Hall. Since its opening, it's been the home for TU's Jess and Mildred Fisher College of Science & Mathematics and has 50 teaching laboratories, 30 research laboratories, 50 classrooms and more.

Construction is also underway on a brand new building for the College of Health Professions, which will bring programs including audiology, nursing, speech-language pathology, occupational therapy and health sciences under one roof for the first time. It is planned to open in summer 2024.

Towson University endeavors to create and continue partnerships within the community, underscoring the school's history as an organization that applies methods learned in the classroom to real-world experiences. The ability to adapt to a constantly changing world while continuing to build on its long history has helped to make Towson University the outstanding institution it is today.

Towson University seeks to cultivate relationships with Native American and Indigenous communities and nations through academic pursuits, partnerships, historical recognitions, community service and enrollment efforts. These communities and nations include the Susquehannock, Nentego (Nanticoke) and the Piscataway people, who consider the land that the university currently occupies part of their ancient homeland.

We hereby acknowledge the ground on which we reside so that all who come here know that we recognize our institutional history and our responsibilities to the peoples of that land and that we strive to address that history so that it guides our work in the present and the future.

towson.edu/inclusionequity/diversity/recognizing-indigenous-people-land.html

UNIVERSITY TRADITIONS

Regalia

The origins of academic dress date back to the 12th and 13th centuries, when universities were taking form. The ordinary dress of the scholar, whether student or teacher, was the dress of a cleric. With few exceptions, the medieval scholar had taken at least minor orders, made certain vows and perhaps been tonsured (head shaved). Long gowns were worn and may have been necessary for warmth in unheated buildings. Hoods seem to have served to cover the tonsured head until superseded for that purpose by the skull cap.

A statute of the University of Coimbra in 1321 required that all “Doctors, Licentiates, and Bachelors” wear gowns. In England, in the second half of the 14th century, the statutes of certain colleges forbade “excess in apparel” and prescribed the wearing of a long gown. In the days of Henry VIII of England, Oxford and Cambridge first began prescribing a definite academic dress and made it a matter of university control even to the extent of its minor details.

The European practice of wearing robes by academics in places of higher education was adopted by colonial colleges and has evolved in the centuries since their founding. Starting in the late 1800s, colleges and universities began codifying ceremonial academic dress to signify a person's academic achievements. Doctoral regalia is signified by a velvet tam instead of a mortarboard, three velvet stripes on each sleeve and a long hood with colors that indicate the discipline of the degree awarded. The velvet stripes were first included by Columbia University, possibly as early as 1865. Columbia, Harvard, Princeton, Yale and other universities worked together to establish the first Intercollegiate Code of Academic Costume in 1895.

The assignment of hood colors when the code was first written included eight different colors to symbolize degrees conferred. They were arts and letters, fine arts, law, medicine, music, philosophy, science and theology. White, taken from the white fur trimming of the Oxford and Cambridge bachelor's hoods, was assigned to arts and letters. Red, one of the traditional colors of the church, went to theology. Green, the color of medieval herbs, was adopted for medicine, and olive, because it was so close to green, was given to pharmacy. Golden yellow, standing for the wealth that scientific research has produced, was assigned to the sciences. It was not until 1986 that the code was updated to clarify the use of the color dark blue for the Doctor of Philosophy (Ph.D.) degree. Today there are 25 colors listed in the code.

At Towson University, our doctoral students wear traditional black robes with three velvet bars trimmed in black. The colors of the velvet lining of their hood indicate the degree earned.

Gold	Doctor of Science	D.Sc./Sc.D.
Olive Green	Doctor of Audiology	Au.D.
Light Blue	Doctor of Education	Ed.D.
Slate Blue	Doctor of Occupational Therapy	Ot.D.



Ceremonial Mace

The ceremonial academic mace first appeared in European universities during the 14th century and was carried before royalty, mayors of cities and chief officers of the medieval universities. The academic mace represented the amalgamation of two much-older pieces of history: the regal scepter and the medieval battle mace.

The mace immediately precedes the presidential party in the ceremonial procession and is considered one of academia's most treasured symbols of office. It is a fitting symbol and combination of the requisite discipline and earned stature that comes with the academic achievement.

Towson University's mace is beautifully constructed in glass, black metal, gold and maplewood coming together to represent institutional concepts and a visual history of the university. Our mace was commissioned and gifted by the late President Emerita Maravene Loeschke. It was designed and executed by four faculty members in the College of Fine Arts & Communication: Joshua DeMonte, Jenn Figg, Kimberly Hopkins and Jon Lundak.

Gonfalons and Banner Carriers

Gonfalons are ceremonial banners carried on a long pole by students to represent each college and graduate studies. The student banner carriers are specially selected by their colleges to represent one of the three entities for each ceremony. Banner carriers symbolically lead their classmates into the future by carrying the banner at the head of the procession. This is a very special honor, and we thank our banner carriers.

International Flags

The university is dedicated to cultivating a global learning community and international focus in programs and curricula. The flags displayed on stage during the doctoral hooding ceremony represent the countries of the doctoral candidates.

The Presidential Medallion

The medallion is circular, symbolizing the continuous impact that Towson University has on the lives of those who learn here. The outermost circle contains the university name and location. At the center is the university seal with its shield that incorporates the Great Seal of Maryland's Calvert and Crossland arms quartered. Above the shield are the original earl's coronet and the pennants. The university's founding year, 1866, is inscribed on a banner beneath.



Terry Berkeley, professor emeritus of early childhood education, carrying the academic mace into the ceremony to signify the start of the processional.



Presidential medallion bearing the university seal



Stephens Hall bell tower

Stephens Hall Bell Tower

Stephens Hall is the oldest original building on the campus. Its history and lore have become part of our students' college experience. The bell tower is especially beautiful, and as part of a tradition in honor of our new graduates, the Stephens Hall bell will toll 16 times at the start of each ceremony, one for each member of the first graduating class.

University Seal

The university seal is adapted from the reverse of the Great Seal of Maryland. At its center is an escutcheon, or shield, bearing the Calvert and Crossland arms, quartered on an antiqued gold background. Above is an earl's coronet and the pennants. The university's founding year, 1866, is inscribed on a banner beneath.

CEREMONY ETIQUETTE

To ensure that all participants and guests have a positive ceremony experience, we ask that everyone in attendance demonstrates courtesies and behaviors befitting the dignity of this formal academic and personal milestone. We encourage all participants and guests to refrain from engaging in any behavior that disrupts the ceremony or prevents anyone in attendance from hearing each graduate's name or seeing each graduate walk across the stage (e.g., audible private conversations, excessive and boisterous yelling, blocking the view of others).





DOCTORAL HOODING CEREMONY GRAND MARSHAL

The role of grand marshal is traditionally held by one of the university's longest-serving faculty members. The grand marshal carries the academic mace into the ceremony to signify the start of the processional.

Diana C. Emanuel is a professor of audiology with 30 years teaching experience, 25 of which she has spent in academic leadership, including serving as graduate program director and chair of the Department of Speech-Language Pathology & Audiology. Emanuel earned a bachelor's degree in communication sciences and disorders from Towson State University and master's and doctoral degrees in communication disorders from The Pennsylvania State University. She returned to Towson University as faculty in 1994 and became the director of the audiology master's program in 1996. Over the past two decades, 169 doctors of audiology have graduated from the TU program. To date, Emanuel has served as thesis adviser for 60 doctoral candidates. Her continued mentorship of these students has resulted in 19 national conference presentations and 12 peer-reviewed publications co-authored with students and alumni.

Emanuel has maintained a passion for teaching and mentoring across her entire career. In 2011, she received the University System of Maryland's (USM) highest teaching award, the USM Regents Faculty Award for Teaching. In addition to a textbook, she has published book chapters and peer-reviewed journal articles. Her video training series, *Pure Tone Hearing Screening in Schools*, was created in collaboration with Baltimore City Public Schools (BCPS). These open-access materials are used across the U.S. as part of hearing screening education programs. Her current research focus is the *Lived Experience of the Audiologist* project, a multi-year exploration of the rich perspectives of audiologists.



DIANA C. EMANUEL

PROFESSOR,
COLLEGE OF HEALTH
PROFESSIONS

DOCTORAL HOODING CEREMONY

ORDER OF EXERCISES

PRESENTATION OF THE CEREMONIAL MACE

Diana C. Emanuel, Grand Marshal
Professor, Department of Audiology

PROCESSIONAL

Towson University Commencement Ensemble
“Pomp and Circumstance” (Edward Elgar)
“Earl of Oxford March” (William Byrd)

CANDIDATE PROCESSIONAL

Elizabeth Hagan
College of Health Professions
Graduate Studies Banner Carrier

Justine Caylor
Fisher College of Science &
Mathematics Banner Carrier

Matthew Rietschel
College of Education Banner Carrier

Sarah Pressley
College of Health Professions
Banner Carrier

FACULTY PROCESSIONAL

STAGE PARTY PROCESSIONAL

Kim Schatzel, *President*
Melanie L. Perreault, *Provost and Executive Vice President for Academic and Student Affairs*
David Ownby, *Interim Dean, Graduate Studies*
Dave Vanko, *Dean*
Fisher College of Science & Mathematics

Lisa Plowfield, *Dean, College of Health Professions*

Laurie Mullen, *Dean, College of Education*

Patricia Hoge, *Board of Visitors Representative, Chief Academic Officer for Hudson Global Scholars*

Diana Emanuel, *Grand Marshal*

CALL TO ORDER

THE NATIONAL ANTHEM

WELCOME

Kim Schatzel, *President*

CONFERRING OF DEGREES

Candidates presented by **Melanie L. Perreault**, *Provost and Executive Vice President for Academic and Student Affairs*, to **Kim Schatzel**, *President*

CLOSING REMARKS

Kim Schatzel, *President*

RECESSIONAL

RECEPTION

For more information about Commencement and for a video recording of this ceremony, visit towson.edu/commencement



JESS AND MILDRED FISHER

COLLEGE OF SCIENCE & MATHEMATICS

DAVID A. VANKO, DEAN • VONNIE D. SHIELDS, ASSOCIATE DEAN

SUMMER 2021

INFORMATION TECHNOLOGY

May Abdulaziz S. Alnafrani previously earned a bachelor's in information technology from King Saud University in Riyadh, Saudi Arabia, a master's in cybersecurity in computer science from The George Washington University, in Washington, D.C. and a master's in digital forensics and cyber analysis from George Mason University in Fairfax, Virginia. The dissertation *A Case Study for Blockchain in Healthcare: "SecureRx" Framework for a Patient-Centric Electronic Prescription System* was completed under the supervision of Subrata Acharya and committee members Yuanqiong Wang, Nam Nguyen and Lin Deng.

Weichao Gao previously earned a bachelor's in pharmacy from Fudan University in Shanghai, China, and a master's in computer science from Towson University, in Towson, Maryland. The dissertation *Efficient and Privacy-Preserving Data Sharing in Internet of Things* was completed under the supervision of Wei Yu and committee members Chao Lu, Alexander Wijesinha and Weixian Liao.

Abdulrahman Abdullah Hafez previously earned a bachelor's in chemistry from Taibah University in Medina, Saudi Arabia, and a master's in information technology from Hood College, in Frederick, Maryland. The dissertation *A Blended Training Mechanism for a Successful Use of Social Media Mobile Applications Among Mild Cognitively Impaired Elderly* was completed under the supervision of Yuanqiong Wang and committee members Gabriele Meiselwitz, Ziying Tang and Jinie Pak.

FALL 2021

INFORMATION TECHNOLOGY

Leon Locksley Bernard previously earned a bachelor's in computer science from the University of the West Indies in Kingston, Jamaica, and a master's in computer science from Towson University in Towson, Maryland. The dissertation *Measuring Cognitive Load in Cybersecurity Based Learning Modules: An Eye Tracking Study* was completed under the supervision of Sidd Kaza and Blair Taylor and committee members Jinjuan Feng and Sagar Raina.

Nnatubemugo Innocent Ngwum previously earned a bachelor's in computer science from Ebonyi State University in Abakaliki, Ebonyi, Nigeria, and a master's in computer science from the University of Manchester in Manchester, Greater Manchester, United Kingdom. The dissertation *A Model for Security Evaluation of Digital Libraries* was completed under the supervision of Sidd Kaza and Blair Taylor and committee members Chao Lu and Linda Wilbanks.

Kofi Asempa Osei-Tutu previously earned a bachelor's in applied information technology from the University of Baltimore in Baltimore, Maryland, and a master's in computer science from Towson University in Towson, Maryland. The dissertation *Health Information Exchange Enterprise Architecture for Low- to Middle-Income Countries* was completed under the supervision of Yeong-Tae Song and committee members Ziying Tang, Yuanqiong Wang and Ramesh Karne.

SPRING 2022

INFORMATION TECHNOLOGY

Justine Paige Caylor previously earned a bachelor's in information systems and a master's in computer science from Towson University in Towson, Maryland. The dissertation *Dynamic Multi-Criteria Decision-Making in Complex Environments* was completed under the supervision of Robert Hammell and committee members Yuanqiong Wang, Michael McGuire and Ziying Tang.

William Grant Hatcher previously earned a bachelor's in materials science engineering from the University of Maryland College Park in College Park, Maryland, and a master's in computer science from Towson University in Towson, Maryland. The dissertation *Secure Machine Learning for the Internet of Things Search Engine* was completed under the supervision of Wei Yu and committee members Chao Lu, Weixian Liao and Alexander Wijesinha.

Seunghui Jang previously earned a bachelor's in computer engineering from the National Institute for Lifelong Education (Nile) in Seoul, South Korea, and a master's in computer science from Towson University in Towson, Maryland. The dissertation *A Study on Efficient Learning and Modeling in Deep Neural Network-Based Image Recognition* was completed under the supervision of Yanggon Kim and committee members Chao Lu, Jinie Pak and Michael McGuire.

Helina Atta Panyin Oladapo previously earned a bachelor's in organizational systems technology training and development and three master's degrees in health informatics, computer information technology and business informatics from Northern Kentucky University in Highland Heights, Kentucky. The dissertation *A Cross-Cultural Study on the Effect of mHealth Adoption Among West Africans in the United States: The Case of Blood Pressure* was completed under the supervision of Joyram Chakraborty and committee members Lin Deng, Aisha Ali-Gombe and Mona Mohamed.

Yuehan Yin previously earned a bachelor's and a master's in computer science from Towson University in Towson, Maryland. The dissertation *Deep Neural Networks for the Analysis of Eye Tracking Data* was completed under the supervision of Michael McGuire and committee members Jinjuan Feng, Joyram Chakraborty and Nam Nguyen.



COLLEGE OF HEALTH PROFESSIONS

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SUMMER 2021

POST-PROFESSIONAL OCCUPATIONAL THERAPY

Melanie Ann Alevetsovitis previously earned a bachelor's and a master's in occupational therapy from Towson University in Towson, Maryland. The capstone project *Structuring the Occupational Therapy Process as Part of Remote Learning* was completed under the direction of Lisa Crabtree.

Mindy Rachanow Gettier previously earned a bachelor's in occupational therapy and a master's in early childhood education from Towson University in Towson, Maryland. The capstone project *Synthesizing Best Feeding Practices for Children and Parents in Early Intervention* was completed under the direction of Lisa Crabtree.

FALL 2021

POST-PROFESSIONAL OCCUPATIONAL THERAPY

Hannah Joy Salomon previously earned a bachelor's in occupation and well-being and a master's in occupational therapy from Towson University in Towson, Maryland. The capstone project *Use of Quality of Life Measures by Occupational Therapists* was completed under the direction of Beth Merryman.

SPRING 2022

AUDIOLOGY

Emily Kate Ackley previously earned a bachelor's in cell and molecular biology from the University of North Carolina at Asheville in Asheville, North Carolina. The thesis *Effects of Rise Time on the Response Properties of Toneburst Auditory Brainstem Responses: A Comparison of Simulated Data to Existing Data Reported in the Literature* was completed under the supervision of Peggy Korczak and committee members Saradha Ananthakrishnan and Rafael Delgado.

Lydia Barber previously earned a bachelor's in speech and hearing science from The George Washington University in Washington, D.C. The thesis *Neural Correlates of Spatial Unmasking: A Systemic Review* was completed under the supervision of Saradha Ananthakrishnan and committee members Nirmal Srinivasan and Gavin Bidelman.

Jareth Isaiah Bidwell previously earned a bachelor's in applied linguistics from Ashford University in San Diego, California. The thesis *Effects of Interruption and Noise on the Military Phonetic Alphabet – A Pilot Study* was completed under the supervision of Nirmal Srinivasan and committee members Jeremy Gaston and Brandon Perelman.

Devra Gwynn Brace previously earned a bachelor's in cognitive science and a master's in linguistics and cognitive science from the University of Delaware in Newark, Delaware. The thesis *Choice and Rationale for Use of Various Stimulus and Recording Parameters for Toneburst ABRs in Clinical Practice: A Pilot Study* was completed under the supervision of Peggy Korczak and committee members Saradha Ananthakrishnan and Elise Smith.

Katherine Margaret Ismen previously earned a bachelor's in speech pathology and audiology from Bloomsburg University of Pennsylvania in Bloomsburg, Pennsylvania. The thesis *Survey of Current Practices in the Diagnosis of Auditory Processing Disorder* was completed under the supervision of Diana Emanuel and committee members Jennifer Smart and Erin McDermott.

Kathleen Rose Kammerer previously earned a bachelor's in speech-language-hearing sciences from Loyola University in Baltimore, Maryland. The thesis *Music in Fitness Classes: Motivator or De-motivator?* was completed under the supervision of Diana Emanuel and committee members Karla Kubitz and Donna Pitts.

Janet Kim previously earned a bachelor's in communication sciences and disorders from James Madison University in Harrisonburg, Virginia. The thesis *Normative Psychoacoustic Data Using Portable Automated Rapid Testing (PART)* was completed under the supervision of Nirmal Srinivasan and committee members Saradha Ananthakrishnan and Eric Hoover.

Caitlin Moser previously earned a bachelor's in communication sciences and disorders from State University of New York at Plattsburgh in Plattsburgh, New York. The thesis *Effects of Stimulus Rate on Click-Evoked Auditory Brainstem Responses: A Comparison of Simulation Data and Actual Data Reported in the Literature* was completed under the supervision of Peggy Korczak and committee members Saradha Ananthakrishnan and Rafael Delgado.

Nicole Astrid Mungcal previously earned a bachelor's in speech-language pathology and audiology from Towson University in Towson, Maryland. The thesis *A Systematic Review of Wave V Amplitude and Latency Measurements for Chirp-Evoked Auditory Brainstem Responses in Adults with Normal Hearing* was completed under the supervision of Saradha Ananthakrishnan and committee members Katherine Peitsch and Elise Smith.

Kathryn Elyse Pagliarulo previously earned a bachelor's in speech pathology and audiology from Bloomsburg University in Bloomsburg, Pennsylvania. The thesis *Neural Correlates of Auditory Stream Segregation: A Systematic Review* was completed under the supervision of Saradha Ananthakrishnan and committee members Nirmal Srinivasan and Gavin Bidelman.

Jacqueline Louise Pappalardo previously earned a bachelor's in speech-language-hearing sciences from Loyola University in Baltimore, Maryland. The thesis *Evaluating Diagnostic Relevance of Chirp-Evoked ABRs in Adults with Sensorineural Hearing Loss: A Systematic Review* was completed under the supervision of Saradha Ananthakrishnan and committee members Elise Smith and Katherine Peitsch.

Sarah Ann Pressley previously earned a bachelor's in speech-language-hearing sciences from Minnesota State University in Moorhead, Minnesota. The thesis *Validating Android and iOS Based Pure Tone Audiogram Apps- A Pilot Study* was completed under the supervision of Nirmal Srinivasan and committee members Elise Smith and Diana Emanuel.

Amanda Raquel Rodriguez previously earned a bachelor's in communication sciences and disorders from State University of New York at Plattsburgh in Plattsburgh, New York. The thesis *Student Self-Perceptions of Noise Induced Learned Helplessness Based on Locus of Control* was completed under the supervision of Diana Emanuel and committee members Donna Pitts and Tomasz Letowski.

Johnna Leigh Stoup previously earned a bachelor's in communication sciences and disorders from James Madison University in Harrisonburg, Virginia. The thesis *Audiology Clinical Practice Patterns in Acoustic Reflex Testing* was completed under the supervision of Diana Emanuel and committee members Amanda Kozlowski and Katherine Peitsch.

Mallory Elizabeth Studt previously earned a bachelor's in communication sciences and disorders from State University of New York at Plattsburgh in Plattsburgh, New York. The thesis *Perceptions of Healthcare and Knowledge about Audiology from People with Intellectual Disabilities* was completed under the supervision of Diana Emanuel and committee members Jennifer Smart and Jeffery Abel.

Tiffany Rebecca Ventura previously earned a bachelor's in speech-language pathology and audiology from Towson University in Towson, Maryland. The thesis *The Use of Technology to Deliver Live Corrective Feedback in Audiology Clinical Education* was completed under the supervision of Diana Emanuel and committee members Emily Hildebrand, Amanda Kozlowski and Elise Smith.

OCCUPATIONAL SCIENCE

Christine Marie Alexander-Greene previously earned a bachelor's in English from New York University in New York, New York, and a master's in occupational therapy from the University of North Carolina-Chapel Hill in Chapel Hill, North Carolina. The dissertation *A Case Study of Key Program Elements Supporting the Occupational Participation of Youth in Foster Care in the Student Role* was completed under the supervision of Lisa Crabtree and committee members Beth Merryman, Jennifer Wingrat and Susan Bazyk.

Ashley Lynne Lankford previously earned a bachelor's in psychology and a master's in occupational therapy from Shenandoah University in Winchester, Virginia. The dissertation *The Experience of School-Age Assistive Technology Users and their Families During Emergency Remote Instruction and the Impact on Classroom Engagement* was completed under the supervision of Amanda Jozkowski and committee members Kendra Heatwole Shank, Andrea Harkins-Brown and Charlotte Exner.

Heather Kennell Pugh previously earned a bachelor's in occupational therapy from Elizabethtown College in Elizabethtown, Pennsylvania, and a master's in psychological sciences from James Madison University in Harrisonburg, Virginia. The dissertation *Occupations and the More-Than-Human World: An Ethnographic Exploration of Multi-Species Occupations Involving Horses and Humans* was completed under the supervision of Kendra Heatwole Shank and committee members Beth Merryman, Emily Kieson and Kathleen Eglseder.

Matthew McRae Weatherly previously earned a bachelor's in psychology from Towson University in Towson, Maryland, and a master's in developmental psychology from Johns Hopkins University in Baltimore, Maryland. The dissertation *Adolescents with Cancer: A Phenomenological Examination of the Parents' Occupational Experience* was completed under the supervision of Barbara Demchick and committee members Karen Eskow, Beth Merryman and Jenna Yeager.

POST-PROFESSIONAL OCCUPATIONAL THERAPY

Audrey Caroline Combs previously earned a bachelor's in psychology from Hood College in Frederick, Maryland, and a master's in occupational therapy from Towson University in Towson, Maryland. The capstone project *Pretend: Standardized Patients in Occupational Therapy Curricula* was completed under the direction of Marcie Weinstein.

Christine Ann Greseth previously earned a bachelor's in psychology from the University of Maryland in College Park, Maryland, and a master's in occupational therapy from Towson University in Towson, Maryland. The capstone project *Life Skills and Community Functioning of Individuals with Serious and Persistent Mental Illness* was completed under the direction of Beth Merryman.

Brooke Nicole Reeves previously earned a bachelor's in occupational therapy and well-being and a master's in occupational therapy from Towson University in Towson, Maryland. The capstone project *Return to School Following Spinal Cord Injury for the Kindergarten-Fifth Grade Population* was completed under the direction of Barbara Demchick.

ENTRY-LEVEL OCCUPATIONAL THERAPY

Allison L. Adams previously earned a bachelor's in health science from Towson University in Towson, Maryland. The capstone project *Overcoming the Barriers to Aquatic Recreation : Implementation of an Aquatic Training Program for People with Physical Disabilities* was completed under the direction of Jennifer Wingrat.

Sarah Rebekah Allsop previously earned a bachelor's in physical education and sports administration from Washington Adventist University in Takoma Park, Maryland. The capstone project *Promoting Increased ADL Participation in Children with Neurodevelopmental Disabilities Through Music and Movement* was completed under the direction of Amanda Jozkowski.

Shirel Sarah Altmann previously earned a bachelor's in family science from the University of Maryland in College Park, Maryland. The capstone project *Enhancing Social Emotional Learning for Young Learners Through a Caregiver Education Toolkit* was completed under the direction of Lisa Crabtree.

Erin Fenton Busch previously earned a bachelor's in integrative health science from Stetson University in DeLand, Florida. The capstone project *Overcoming Occupational Injustice: Identifying and Reducing Barriers to Quality Participation in Wheelchair Lacrosse* was completed under the direction of Jennifer Wingrat.

Emily Anne Fong previously earned a bachelor's in psychology from Boston College in Chestnut Hill, Massachusetts. The capstone project *Supporting Play and Playfulness Among Youth with Complex Trauma in a Residential Treatment Center* was completed under the direction of Jenna Yeager.

Brandyn Nicole Geist previously earned a bachelor's in health science and psychology from Mount St. Mary's University in Emmitsburg, Maryland. The capstone project *Addressing Innate Barriers within Nature-Based Environments for Individuals with Mobility Disabilities Across the Lifespan* was completed under the direction of Lisa Crabtree.

Elizabeth Keating Hagan previously earned a bachelor's in psychology from Salisbury University in Salisbury, Maryland. The capstone project *The Development of a Sexual Health Program for a Psychosocial Rehabilitation Setting* was completed under the direction of Jenna Yeager.

Azalia Abigail Hernandez previously earned a bachelor's in family science from the University of Maryland in College Park, Maryland. The capstone project *Living My Best Life: A Health & Wellness Program for Underserved Older Adults* was completed under the direction of Lisa Crabtree.

Brent Joseph Hickey previously earned a bachelor's in exercise science from Towson University in Towson, Maryland. The capstone project *Access to Community-Resources for Stroke Survivors* was completed under the direction of Sonia Lawson.

Maria Aretha James previously earned a bachelor's in health sciences from Oakwood University in Huntsville, Alabama. The capstone project *Mixed Feelings: The Promotion of Sensory Based Healing Through Culturally Responsive Care in the Youth Residential Treatment Center* was completed under the direction of Jenna Yeager.

Katelyn Brooke Kerr previously earned a bachelor's in exercise science from Salisbury University in Salisbury, Maryland. The capstone project *Addressing Mental Well-Being in Older Adults, their Caregivers, and Staff Members* was completed under the direction of Sonia Lawson.

Holly Nicole Long previously earned a bachelor's in health education and promotion from Towson University in Towson, Maryland. The capstone project *Special Education Law and Interprofessional Collaboration: Viewing Education Through an Occupational Lens* was completed under the direction of Amanda Jozkowski.

Kathleen Dixon McCormick previously earned a bachelor's in exercise science from Marywood University in Scranton, Pennsylvania. The capstone project *The Development and Sustainability of an Equine Therapy Program for Veterans* was completed under the direction of Sonia Lawson.

Sabrina Arshad Mughal previously earned a bachelor's in community health from the University of Maryland in College Park, Maryland. The capstone project *Assessments for Improved Participation and Engagement Among the Elderly* was completed under the direction of Sonia Lawson.

Sarah Michelle Nepini previously earned a bachelor's in psychology from the University of Maryland Baltimore College in Baltimore, Maryland. The capstone project *Pilot Study: Modified Nine-Hole Peg Test Use in Stroke Survivors* was completed under the direction of Sonia Lawson.

Pratik Ashwin Parmar previously earned a bachelor's in biology from UMBC in Arbutus, Maryland. The capstone project *Integration of Technology Based Resources to Support Vocational Rehabilitation in a Psychosocial Rehabilitation Program* was completed under the direction of Jenna Yeager.

Rebecca Demming Sykes previously earned a bachelor's in kinesiology from McDaniel College in Westminster, Maryland. The capstone project *Development of Culturally Relevant Resources for Families Transitioning Out of Early Intervention Programs* was completed under the direction of Lisa Crabtree.

Jamie Kathryn Trimble previously earned a bachelor's in public health science from the University of Maryland, College Park in College Park, Maryland. The capstone project *DIR/Floortime at MOCO Movement Center: A Comprehensive Parent Training Program* was completed under the direction of Amanda Jozkowski.

Lauren Alicia Villa previously earned a bachelor's in biological sciences from the University of Delaware in Newark, Delaware. The capstone project *Influence of Inclusive, Nature-Based Programs on the Well-Being of Neurodivergent Individuals* was completed under the direction of Lisa Crabtree.





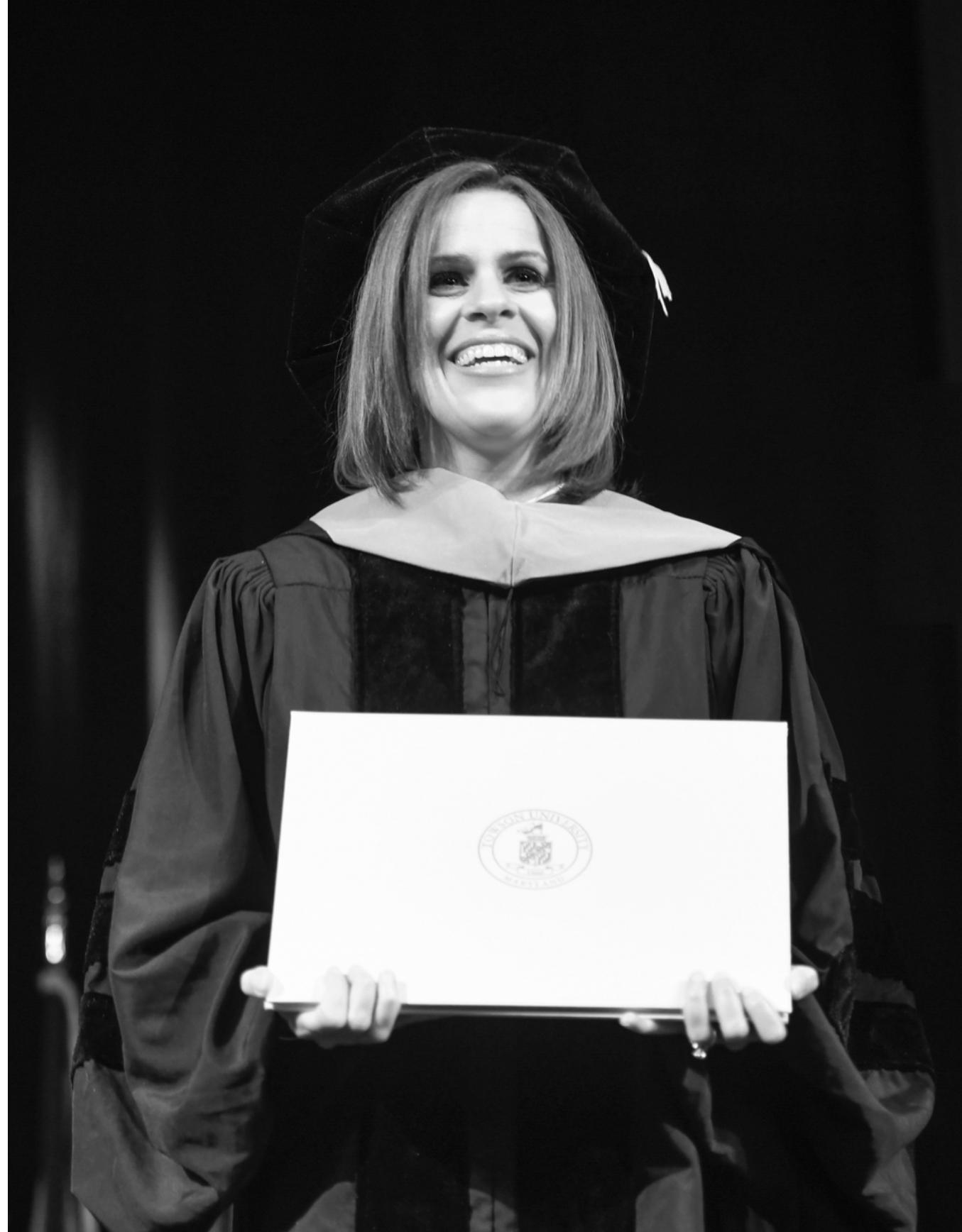
COLLEGE OF EDUCATION

LAURIE MULLEN, DEAN · LAILA RICHMAN, ASSOCIATE DEAN · GILDA MARTINEZ-ALBA, ASSISTANT DEAN

SPRING 2022

INSTRUCTIONAL TECHNOLOGY

Matthew John Rietschel previously earned a bachelor's in elementary education from Salisbury University in Salisbury, Maryland, and a master's in instructional technology from Towson University in Towson, Maryland. The dissertation *Study of Educational Text Messaging's Impact on Sleep Quality and Hygiene* was completed under the supervision of Scot McNary and committee members William Sadera, Elizabeth Katz and Sarah Lohnes Watulak.



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NUMBERS

183,000+

Number of **TU alumni**
worldwide

5,704

Number of **fall 2021/spring
2022 degree candidates**

37

Number of **states
represented** by our
graduating class

69%

Percentage of **TU alumni**
who live **in Maryland**

88%

Percentage of recent **TU
grads** who are employed
in Maryland

For more information about Commencement and for a video recording of this ceremony,
visit towson.edu/commencement

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DOCTORAL HOODING CEREMONY

FALL 2021 / SPRING 2022

