

The background of the entire page is a large, light blue watermark of the University of New England crest. The crest is divided into four quadrants. The top-left quadrant shows a classical building with a dome. The top-right quadrant features a shield with various symbols, including a cross and a book. The bottom-left quadrant depicts a figure holding a staff, with a large 'D' and 'O' on either side. The bottom-right quadrant shows a building with a flag flying in front of it.

2023

UNIVERSITY
OF NEW ENGLAND

COLLEGE OF PROFESSIONAL STUDIES
GRADUATION CEREMONY



COLLEGE OF PROFESSIONAL STUDIES
CLASS OF 2023
GRADUATION CEREMONY

May 19, 2023
5 p.m.

Girard Innovation Hall | Portland, Maine

ABOUT THE UNIVERSITY OF NEW ENGLAND

The University of New England is Maine's largest private university, with two beautiful coastal campuses in Maine, a one-of-a-kind study-abroad campus in Tangier, Morocco, and an array of flexible online offerings. In an uncommonly welcoming and supportive community, we offer hands-on learning, empowering students to make a positive impact in a world full of challenges. We are the state's top provider of health professionals and home to Maine's only medical and dental colleges, a variety of other interprofessionally aligned health care programs, and nationally recognized degree paths in the marine sciences, the natural and social sciences, business, the humanities, and the arts. Visit www.une.edu

COLLEGE OF PROFESSIONAL STUDIES

The College of Professional Studies (CPS) brings together all online programs at the University of New England in order to educate and support future leaders and foster meaningful career development. With a student-centered approach and innovative instructional design techniques, CPS supports UNE's overall mission to enhance, expand, and enrich student learning opportunities. CPS strives to advance the fields we serve by strengthening relationships between scholars and professionals in the fields of applied nutrition, education, health informatics, public health, social work, and the health sciences.

THE POMP BEHIND THE CIRCUMSTANCE

Academic Regalia

THE GOWN

The history of the academic gown goes back to the 12th century. During this period, everyone — both men and women, royalty, lay folk, clerics, tradesmen, students — wore long flowing robes. The apparel varied in elegance according to the rank and wealth of the owner, from simple rough worsteds to rich gold brocades wrought with tassels and trimmed with colorful velvet and rich furs. It was in this period that the first organized bodies of learning were formed. From the gowns worn in the “universities” of the period have evolved the academic costumes of today.

The bachelor’s gown is a simple design falling straight from a rather elaborate yoke with long pointed sleeves. The gown worn by a master has long, closed, somewhat fuller sleeves, which reach nearly to the wearer’s knees. The arms go through slits at the elbow, giving the appearance of short sleeves. The doctoral gown is cut much fuller and has large bell-shaped sleeves. The gowns are usually, but not always, black, and those of bachelors and masters are generally devoid of ornamentation. The doctoral gowns are distinguished by the five-inch velvet panel around the neck and down both sides of the front as well as by three-inch velvet bars sewn on each sleeve.

The color of the velvet trim may be black or may indicate the nature of the degree. For example, the color designating a Doctor of Education is light blue.

THE HOOD

The hood seems to have had a somewhat practical origin. Medieval monks used their hood for two purposes: to protect their shaved heads in the winter and as a container in which to collect alms.

Today the hood serves as the most symbolic part of the academic regalia by which the observer can ascertain the wearer’s level and kind of degree. The bachelor’s hood is the smallest, being three feet long. The velvet trim along the edges, indicating the nature of the degree, is two inches wide. The master’s hood is six inches longer and bears a three-inch velvet trim. The trim color for the Master of Applied Nutrition and Health Informatics is “science gold”; the Master of Education is light blue; the Master of Health Care Administration is drab; the Master of Public Health is salmon; and the Master of Social Work is citron.

The doctoral hood presented today is a full four feet long and exhibits a five-inch light blue velvet trim, indicating the Doctor of Education degree.

The colorful interior of the hood, visible from behind, indicates by hue the degree-granting institution. The University of New England’s colors are blue and gray.

THE CORDS AND STOLES

The cord in graduation ceremonies is used to signify a special designation or membership in an honor society. The origin of the cord is from the Catholic and Anglican churches, where cords were used to distinguish between the varying levels of clergy members.

- The University is proud to recognize students serving or who have served in the various military branches of the United States of America. Graduating veterans and students currently serving in the U.S. military are recognized by a red, white, and blue cord.
- The light blue cord indicates the Certificate of Advanced Graduate Study in Education.
- A silver cord indicates students who have completed at least 100 hours of community or professional service in the field of Public Health while enrolled in their program.
- Delta Omega Honorary Society in Public Health members are wearing salmon-colored stoles.

FACULTY AND STAFF

Beth Taylor-Nolan, Ed.D.
Dean, College of Professional Studies

Scott Heatley, M.H.A.
Associate Dean, College of Professional Studies

Wanda Anderson, M.S.W., LCSW
Assistant Director, Graduate Programs in Social Work Online

Jason Asdourian, M.Ed.
Assistant Director, Graduate Programs in Education

Erin Benner, M.S.W., LCSW
Practicum Coordinator, Graduate Programs in Social Work Online

Elizabeth Benz, M.A.
Director, Pre-Health Programs and Student Services

Emily Boldrin, Ph.D., RD
Assistant Director, Graduate Programs in Applied Nutrition

Jennifer Ceide, M.P.H., CHES
Assistant Director of Workforce Development, Graduate Programs in Public Health

Edmund Cervone, M.S.
Director of Business Development

Patricia Coccoma, Ed.D., LCSW
Assistant Teaching Professor

Rebecca Diggins, M.S.W., LCSW
Assistant Director for Field Education, Graduate Programs in Social Work Online

Andrea Disque, Ed.D.
Dissertation Coordinator, Graduate Programs in Education

Ellie Dodge, Ph.D.
Director, Graduate Programs in Applied Nutrition

Carol J. Ewan Whyte, Ph.D.
Director, Graduate Programs in Public Health

Brianna Fortin, M.S., RD, LD
Dietetics Field Coordinator, Graduate Programs in Applied Nutrition

Anne E. Harrington, Ph.D.
Director, Graduate Programs in Education

Courtnei Jeffers, M.S., M.P.H.
Assistant Director, Thesis Advising, Graduate Programs in Public Health

Matthew Kaszubinski, M.M.E.L.
Director, Health Programs

Olga LaPlante, M.A.
Director of Learning Experience

Nicole Lindsay, M.S.
Director, Enrollment Services

Lacey Sawyer, M.S.W., LCSW, LADC, CCS
Practicum Coordinator, Graduate Programs in Social Work Online

Lisa Shaker, M.S.
Director, Online Student Support

Kristina Stewart, M.P.H.
Assistant Director, Public Health Practice, Graduate Programs in Public Health

Autumn A. Straw, Ed.D., LCSW
Director, Graduate Programs in Social Work Online

Jessica Tait, M.A.
Senior Continuing Education Program Manager

Grace Violette-Hill, M.S., RD, LD
Assistant Director of Clinical Dietetics, Graduate Programs in Applied Nutrition

Alli Welch, M.S.
Director of Program Development Operations

ORDER OF CEREMONIES

PROCESSIONAL
Graduate Class of 2023, Platform Party
Gonfalon Carrier: Siobhan St. Laurent, *Candidate*

WELCOME AND OPENING REMARKS
Beth Taylor-Nolan, Ed.D., *Dean, College of Professional Studies*

UNIVERSITY MESSAGE
James D. Herbert, Ph.D., *President*

GRADUATE SPEAKERS
Felicia Jane Hernandez, *Candidate, Master of Social Work and*
Douglas Joseph Beam, *Candidate, Doctor of Education*

HOODING PROCESSION
Reader: Elizabeth Benz, M.A.

PRESENTATION OF DEGREE CANDIDATES

Doctor of Education in Educational Leadership Andrea Disque, Ed.D., <i>Dissertation Coordinator</i>	Master of Science in Health Informatics Matthew Kaszubinski, M.M.E.L., <i>Program Director</i>
Certificate of Advanced Graduate Study Anne E. Harrington, Ph.D. <i>Program Director</i>	Master of Health Care Administration Matthew Kaszubinski, M.M.E.L., <i>Program Director</i>
Master of Science in Education Jason Asdourian, M.Ed., <i>Assistant Director</i>	Master of Public Health Carol J. Ewan Whyte, Ph.D., <i>Program Director</i>
Master of Science in Applied Nutrition Ellie Dodge, Ph.D., <i>Program Director</i>	Master of Social Work Wanda Anderson, M.S.W., LCSW, <i>Assistant Director</i>

CLOSING REMARKS
Beth Taylor-Nolan, Ed.D., *Dean, College of Professional Studies*

RECESSIONAL
Graduate Class of 2023, Platform Party

CANDIDATES FOR HOODING

DOCTOR OF EDUCATION DISSERTATION

Jessica E. Alfieri

Norwich, CT
A Narrative Inquiry on Public Middle School Teachers' Experiences with Demoralization

Denise Arnauckas

Southbury, CT
Exploring the Lived Experiences of Public K-12 General Education Teachers with Research-Based Frameworks and Strategies for Students with Emotional Disability

Anne K. Arent

Clinton Corners, NY
Perceptions of Educators on the Identification of Mental Health Changes in Adolescents When Teaching in a Remote Learning Environment

Brenna Baker

Barnegat, NJ
Effect of Garden Curriculum on Socio-Emotional, Nutritional, and Academic Wellbeing and Implementation of Sustainable Practices

Andrew Bard

Lewiston, ME
Qualitative Phenomenological Study of Public School Teachers' Experiences While Teaching During a Pandemic

Erin Lynn Beal

Windham, ME
Exploring Perceptions of Self-Efficacy for Beginning Educators in Maine: A Phenomenological Study

Douglas Joseph Beam

Dayton, OH
Where Do I Belong? Gender And/Or Sexual Minority Students and Leaders in International Schools

Melinda Jean Bixby

DeKalb Junction, NY
Math Teachers Who Don't Like Math: A Phenomenological Study of Elementary Teachers Who Dislike Mathematics Viewed Through the Lens of Mathematics Teacher Identity In The Context Of Mathematics Education Reform

Alicia M. Bowman

Cheshire, CT
The Lived Experiences of Female, K-12 Educational Administrators Balancing Personal and Professional Gendered Role Expectations

Michelle Ayotte Bragg

Manchester, ME
Perceptions of Former Residents on Providing Feedback to Faculty

Ashley Elizabeth Bratsis

Waltham, MA
Perceptions of Massachusetts 6th-8th Grade Teachers Regarding Teacher Burnout Post-Covid: A Qualitative Single Case Study

Allison Breen

Enfield, CT
Teacher Perceptions of the Impact of Administrators on the Social and Emotional Health of Teachers and School Climate: A Qualitative Case Study

Timothy Broadrick

Amesbury, MA
Public High School Principals' Perceptions of the Role of Emotional Competence in School Leadership Practice

Jeffrey Latham Brown

Boxford, MA
Strategies Ambulatory Practice Leaders Use in Optimizing Electronic Medical Record Systems

Luke Robert Callahan

Ashland, MA
Educators' Perceptions of the Universal Design for Learning Framework in Support of Economically Disadvantaged Third and Fourth Grade Students

Tricia Ann Campbell

Boothbay Harbor, ME
Perceptions of School Leaders Regarding Their Influence on School Culture: A Qualitative Single Case Study

Cori W. Carfagno

Silver Spring, MD
Perceptions of Neurodiverse Transfer Students Regarding Accommodations and Support at the University Level: A Qualitative Single Case Study

Michele L. Carlson

Wakefield, MA
Educators Re-Engaging High School Students Returning to the Classroom in the Wake of the COVID-19 Pandemic: A Phenomenological Study

Heidi Elizabeth Cavanagh

Brockville, Ontario, Canada
A Descriptive Case Study: Student Voice in International Schools

Kimone Chambers

West Bay, Cayman Islands
Work-Life Balance: A Phenomenological Study on How Public K-12 Female Educators Balance Their Professional and Personal Lives in The Cayman Islands

Margaret M. Chmura

Mystic, CT
The Role of School Leadership in Preparing High School Teachers to Engage in Restorative Practices

Flavia Adriana Cruz

Seymour, CT
The Role of Extracurricular Activities Participation of Public High School Teachers in Influencing Student-Teacher Relationships and Student Engagement

David S. Cutler

Franklin, MA
A Mixed Methods Study Examining the Impact and Management of Compassion Fatigue and Burnout as a Result of Secondary Traumatic Stress Experienced by Educators

Shawn Brian Cyr

Hebron, CT
Behavioral Healthcare Leaders' Use of Daily Huddles and their Impact on Leadership Style and Performance: A Narrative Analysis

Lynn Kobus D'Agostino

Troy, NH
A Phenomenological Study of Massachusetts Public Elementary Teacher Experiences of the Referral of English Learners to Special Education

Melissa Carrie Davis

Frankfort, ME
Teacher Perceptions of the Impact of Mindset Best Practices in the K-4 Title I Setting

Carian Enid Diaz

Providence, RI
How Federal and State Changes to Title IX Have Impacted Campus Policy Creation and Implementation

Erik Dillon

Las Vegas, NV
Faculty Perceptions of Nursing Applicants for Accelerated Mastery Learning Nursing Programs

James Donovan

Carver, MA
A Phenomenological Study of the Lived Experience of Secondary World Language Teachers Who Use Proficiency-Based Rubrics For Assessment

Sara Barnes Dougherty

Bradenton, FL
Burnout and Job Satisfaction of Behavior Technicians Working in Public Schools: A Quantitative Correlational Study

Kelly A. Felton

Santa Ana, CA
Assessing Critical Reasoning Skills in Online Undergraduate Science Students

Laura Margaret Graves

Portland, ME
Urban, Maine, Elementary Teachers' Experiences Managing the Paradoxical Tension to Both Deliver Grade Level Instruction and Customize Individual Support

David Han

Atlanta, GA
The Perceptions of Teachers Regarding the Effective Principles of Character Education

Whitney Amber Harper

Puyallup, WA
Perspectives of First-Year Internal Medicine Residents on Evaluating Medical Students

Sara Joy Hollenbeck

Endicott, NY
The Impact of Personalized Rewards on Employee Engagement in the Current Multi-Generational Workforce

Karen Ellen Hopkins

Scarborough, ME
An Investigation of Families' Perception of Empowerment in Maine's Exploring Language and Communication Opportunities Process

Randall Martin Hopkins

Swampscott, MA
A Phenomenological Study on the Lived Experience and Leadership of Project Managers in an Agile Transformation

Kathleen Ann Hughes-Butcher

Dallas, PA
Perspectives of Fieldwork Educators: The Relationship Between Emotional Competence and Occupational Therapy Level II Fieldwork Success

Ivory Teen Jefferies

Providence, RI
An Exploration of The Experiences of Black Women Administrators at Predominantly White Institutions in Higher Education Relative to Diversity, Equity, and Inclusion

Kathleen Mildred Jenkins-Brown

Plymouth, MA
Perceived Barriers to Oral Health Among Women with Social Determinants of Health Inequality

Stacey M. Jones Lee

Southborough, MA
Faculty Perceptions of Faculty-Student Relationships: A Qualitative Case Study of a Small New England Boarding School

Shari Jordan

Waterville, ME
Faculty and Staff Perceptions of Social Emotional Learning at the High School Level: A Qualitative Case Study

Karl W. Koeppel

Rockville Centre, NY
Perceptions of Higher Education Professionals Regarding Crisis Management: A Qualitative Case Study

Kimberly Marie Kulesza

East Haven, CT
Exploring the Educator's Perspective on the Potential Barriers that Prevent Middle-School Aged Students from Help-Seeking

Laura Lea Larson

Brunswick, ME
The Challenges and Efficacy of the Early Education Workforce: A Case Study in Accredited Centers

Joscelin J. Lockhart

Fredericksburg, VA
Hearing From Those Who Listen: A Qualitative Narrative Exploration of Educational Leadership Coaches' Perceptions of Principal Effectiveness

Colton Howe MacDonald

Springfield, MA
The Perceptions of Administrators After Taking a Culturally Responsive Training Program With Regard to Their Hiring Practices of Black Public School Teachers

Esther Marandina Magloire

Mansfield, TX
The Online Learning Gap: Teachers' Perceptions of the Impact of Online Learning Modules in Reading Among First to Third Graders of Low Socioeconomic Backgrounds

Alyson Jean Manion

Brookline, NH
Exploring The Lived Experiences of Public High School Teachers and Instructional Coaches Participating in Virtual Instructional Coaching During the Covid-19 Pandemic

Peter Marano

Franklin, MA
Middle School Principals' Perception of Their Collaborative Leadership's Influence on Collective Teacher Efficacy

Deborah Kay Marshall

Newport News, VA
Perceived Career and Technical Student Organization's Influence on Postsecondary Choices

Jessica Marshall

Ellington, CT
The Perceptions of School Psychologists Regarding the Disproportionality in Special Education for Students of Color: A Qualitative Phenomenological Study

Molly M. Mckechnie

Fairfield, ME
Identifying The Association of Patient Portal Adoption Rates and Provider Satisfaction Using a Mixed Methods Research Design

Nikki L. Mehrtens

Old Saybrook, CT
A Narrative Inquiry: The Stories of Third Grade Teachers and Their Implementation of Social-Emotional Learning (Sel) During Morning

Amy Hoffman Mercado

Morristown, NJ
Role of Universal Design for Learning in Developing Understanding of Sustainability Through the Framework of Systems Thinking

Malik Muhammad

Clermont, FL
A Phenomenological Study: Describing the Employee Satisfaction of Correctional Educators in the United States Correctional System

Cory Munsey

Richmond, ME
The Perceptions of Educators Regarding the Impact of Lesson Planning and Assessments Around RTI Strategies

Sherri Nichols

Winchester, NH
Exploring the Lived Experience of K-12 Public School Administrators with Instructional Rounds as Professional Development

Nadeem Nusrat

Woodbridge Township, NJ
Members' Apathy: Assessing The Impact Of Sudden Organizational Collapse On Members Through The Lens Of The Kübler-Ross Grief Model

Rosette Mupas Obedoza

Poway, CA
A Narrative Inquiry on the Entrepreneurial Experiences of Female Military Spouses with Advanced Degrees

Angela Suzanne Olton

Rancho Cucamonga, CA
Perceptions of California Teachers Toward Diverse Learners and the Significance on Teaching Practices in the Classroom: A Qualitative Study

Anne Pecor

Dalton, MA
Teaching with Trauma in Mind: The Importance of Professional Development in Trauma-Informed Educational Practices for K-8 Classroom Teachers in Title One Schools

L. Michelle Pinckney Stokes

Ladson, SC
Emergence of Leadership Behaviors in Complex Financial Services Organization

Tanya Lee Pinkham

Bangor, ME
Rural Health Primary Care Provider Perceptions of Electronic Health Record Educational Onboarding Methods

Bruce Carl Preston, Jr.

Titusville, NJ
Mindfully Organizing Collective Teacher Efficacy: A Case Study of Efficacious Educator Teams

Eric Pulley

Washington, D.C.
Representation of African American Males in Executive Leadership at Predominately White Institutions: A Qualitative Analysis

Lauren Catherine Pupecki

Clinton, MA
High School Counselors' Perceptions of English Learner Students' Exposure to College Preparatory Coursework in Suburban Massachusetts High Schools

Tyler J. Putnam

Linneus, ME
Navigating Culture in Rural Communities During School Consolidation: A Transformational Leadership Approach

Cristina Dominguez Ramirez

Richmond, VA
Critical Examinations of Library Services, Collections, and Outreach for Hispanic/Latino Groups In Public Library

Laurel Reckert Cole

Louisville, CO
Perceptions of Elementary School Principals Regarding Strategies to Build Trust among Staff to Support Positive Change

Anthony Lukas Redgrave

Athol, MA
Needs-Based Standards of Practice for the use of Forensic Genetic Genealogy in Investigations of Violence Toward Marginalized Victims

Julie Ladd Rigo-Vogel

Duxbury, MA

An Exploration of Graduate Teacher Preparation Program Directors' Perception of the Science of Reading

Machelle Rogers

Taylorsville, UT

Addressing Engagement in Times of Change, Choice, and Challenge: Educators Respond to an Ever-Changing Environment

Ashley R. Salter

Clermont, FL

Delivering High Enrollment Online Faculty Development: A Case Study of a Large Four-Year Public University's Response to Remote Teaching Faculty Development Needs During Covid-19

Angelique Jeannette Schoorens

Enfield, CT

The Perceptions of Critical Area K-12 Public School Teachers Regarding the Effect of COVID-19-Related Public Policy on Teachers Shortages: A Qualitative Phenomenological Study in the Post-COVID Era

Rachel E. Seeber Conine

Queensbury, NY

Responding to Student Disclosures: A Narrative Inquiry of Online College Instructors' Experiences Handling Disclosures of Personal Trauma in Their Asynchronous Online Classrooms

Kayla Sikora

Litchfield, ME

A Qualitative Phenomenological Study of Former Maine Adult Education Students Who Successfully Earned a High School Credential

Amy Sison

Newbury, MA

Perceptions of Graduate Students Regarding the Support They Need to Remain in their Master's Degree Programs

Matthew Jerome Smith

Moreno Valley, CA

Exploring the Experiences of Black, Indigenous, and People of Color in High School Concert Bands and Orchestral Ensembles

Laverne Frances Sturtevant

Winnipeg, Manitoba, Canada

Perceptions of Nursing Students Regarding Virtual Simulation in Medication Administration Practices in Nursing Education: A Qualitative Single Case Study

Charles Clayton Swan

Dixfield, ME

Assessing the Academic Impact of Two Adaptive Learning Technology Math Programs Using Hattie's Visible Learning Theory

Melanie Thomas

Durant, OK

A Case Study in Supporting Adult Online Learners Through the Old Unusual to the New Normal

Erin Q. Twombly

Plaistow, NH

A Qualitative Investigation of the Repatriation Experiences of American College Students Who Grew Up As Third Culture Kids

Joshua Aaron Underwood

Cameron, NC

Exploring the Impact of Transformational Leadership Behaviors on Subordinate Clinical Laboratory Staff Perceived Performance, Engagement, and Intent To Stay

Kwynn Tatsu Ahin Uyehara

Fremont, CA

Public Elementary School Principals' Lived Experiences in the Observation, Coaching, and Feedback Cycle During the Teacher Evaluation Process in Northern California

Nathan L. Walker

Snohomish, WA

Perceptions of International School Leaders Regarding the Process of Leading Multi-Tier Support System Development and Implementation

Michelle T. Webb Robicheau

Rome, ME

Understanding the Lived Experiences of Parenting Adult Learners Regarding Persistence in Two-Year Community Colleges

Megan M. Williams

Beverly, MA

Factors That Correlate With Student Engagement and Success in Honors Student Theses at a New England Public Institution

Jennifer R. Woodward

Sun Prairie, WI

Words Matter: Communilinguistics, Policy Communication, and Title IX

Christina Marie Wotton

Waldoboro, ME

Family Member Experiences with Augmentative and Alternative Communication Systems Used by Nonspeaking Autistic Individuals

Phylis Zimmermann

San Antonio, TX

Understanding Master's Level Student Experiences Upon Completion of a Quality Matters Course

**CERTIFICATE OF
ADVANCED
GRADUATE STUDY**

Carissa Anastasio

Branford, CT

Katherine D. Avcollie

Middlebury, CT

Erin R. Babbin

New Gloucester, ME

Barbara Jean Goodwin Beebe

Litchfield, CT

Ashley Bennett

Mashpee, MA

Katrina Marie Bevilacqua

Blackstone, MA

Michelle Caroline Bouchard

Middlebury, CT

Maria T. Cannon

South Berwick, ME

Andrea L. Capano

Harrison, ME

Kristine Marie Catalogna

Kittery, ME

Kim Chaplinsky

Southington, CT

Courtney Elisabeth Choate

Haverhill, MA

Hannah F. Coletta

Marshfield, MA

Hannah Collier

Watertown, CT

Alexandra Connolly

Greenwich, CT

Sheri Lynn Craven

Weymouth, MA

Kelly Ann Donohue

Oxford, CT

Stacey Lynn Farrell

Wrentham, MA

Stacy Dennler Ferrett

Hamden, CT

Patience O. Fiore

Harwinton, CT

Maria Annabel Flores-Acevedo

Bristol, CT

Jennifer A. C. Foley

New Boston, NH

Alyssa Marie Freitas

Taunton, MA

Gabrielle Virginia Gallucci

Torrington, CT

Amy Geary

Amherst, NH

Colleen George

Milford, CT

Lynn Marie George

Seekonk, MA

Brittany Nicole Gerwick

New Britain, CT

Meghan Giampaolo

Harwinton, CT

Ryan Michael Giberson

Tolland, CT

Kelly Ina Gunneson

Cheshire, CT

Alyson Catherine Hansen

Winthrop, MA

Derek Hanssen

Stonington, CT

Sarah Nichole Henry

Manchester, CT

Gretchen D. Hoag Norwich, NY	Alicia Beth Osterling Thomaston, CT	Jillian Thorpe Southington, CT
Colleen Hopkins-Smith Londonderry, NH	Jennifer Puchlopek Stratham, NH	Andrew J. Valent Mount Rainier, MD
Sarah J. Idris West Hartford, CT	Nicole Marie Putnam Torrington, CT	Megan Louise Woodard Bangor, ME
Diane Karanian North Billerica, MA	Matthew Jerome Rosen Wallingford, CT	Lisa Machele Wright Portsmouth, VA
Seisha Marie Keith Rocky Hill, CT	Kara Michelle Rosenberg Billerica, MA	Heather E. R. Zybas Upton, ME
Charles Kemp Southington, CT	Jacquelyn I. Sawn Enfield, CT	MASTER OF SCIENCE IN EDUCATION
Jennifer Lafrance Biddeford, ME	Carolyn Marie Burlage Schwartz Dover, NH	
Kathleen Ann Landry West Brookfield, MA	Katherine Abbé Scoville West Cornwall, CT	
Ashley Taylor Lassila Mashpee, MA	Heather Smith Berwick, ME	
Victoria Lynn Lu Groveland, MA	Amy L. St. Pierre Lisbon, ME	
Christopher Malio Newburyport, MA	Alyssa L. Stephens Alexander, ME	Caroline Lisanne Babcock Scarborough, ME
David Joseph Moran Norfolk, CT	Makayla M. Stevens Hebron, ME	Ashley Lyn Baker-Koch Kennebunkport, ME
Erica Haley Morrison Waterville, ME	Heather Stilson Sherman, CT	Megan N. Booker Roseville, CA
Dawn Marie O’Connell Wrentham, MA	Melissa Teel Danbury, CT	Alex Richard Brown Westford, MA
		Paige Meredith Buchanan Cumberland, ME
		Chaya Burton Freeport, ME
		Tamee J. Cargill Hallowell, ME

Matthew Coakley Fort Myers, FL	Kelly Ann Haynes Westminster, MA	James Wesley Moseman III South Portland, ME
Angela Cook Charlotte, ME	Griffin Joseph Kelley Kapaa, HI	Tamzin Partridge Oak Bluffs, MA
Jenna L. Cote Livermore, ME	Mary Frances Kirshenbaum Uxbridge, MA	Lee Paula A. Perkins Sanford, ME
Elizabeth Marie Cubit Plattsburgh, NY	Kelsey Klebart Farmington, CT	Alecia Elizabeth Pickett Riverton, CT
Nathan Daniel Wayne Davis Plymouth, ME	Isaac Thomas LaCasse Fairfield, ME	Kaili Marie Quinn Lewiston, ME
Alyssa Elizabeth Delaporta Mystic, CT	Jennifer L. Lafrance Biddeford, ME	Alana Reddy Davenport, FL
Matthew Charles Downs Ellsworth, ME	Aneta Lempicka Skowhegan, ME	Beckery Renaud Robbinston, ME
Emma Rose Everett Yarmouth, ME	Ryan Timothy Liddy Glen Ridge, NJ	Christa Catherine Roddy Belgrade, ME
Martha Eleanor Fanning Cape Elizabeth, ME	Chelsea Mahl South Windsor, CT	Meghan J. Russell Caribou, ME
Jeffrey C. Fox Providence, RI	Elyse Megan Manyak Harwinton, CT	Jessica Anne Schnitzer Allston, MA
Olivia Teresa Franzese Waterbury, CT	Corinne McNeill Gorham, ME	Kirsten Favorite Smith Keene, NH
Ariel Carli Ruiz Fuller Yarmouth, ME	Kirsten Leigh Merritt Ashley Falls, MA	Kristin Anne Smith East Boothbay, ME
Cassadie Lee Gallant Westbrook, ME	Penny J. Morrison-Draker Kittery, ME	Ana Thi Thach Pennsauken, NJ
Jennifer Bilinsky Harris Boothbay, ME	Nichoel Noel Morton Liberty, ME	Puspa Tiwari Fairfield, OH

Amanda Beth Violette Ellsworth, ME	Hayley Flott La Grange Park, IL	Jaclyn M. Lingyak Biddeford, ME
Melissa Warren Casco, ME	Morgan Frederick Napa, CA	Scarlet Frantz Louis-Jean Annapolis, MD
Kristen Mariah O’Connor Wechter North Waterboro, ME	Shana Garvey Millville, NJ	Sarah Margaret Lundeen Portland, OR
Laurel A. Wing North Kingstown, RI	Analy Gonzalez Omaha, NE	Dilshad Begum Mohammed Edison, NJ
MASTER OF SCIENCE IN APPLIED NUTRITION	Jenny Gonzalez Weston, FL	Tara Murray Methuen, MA
	Courtney Alexandra Green Columbia, SC	Rachel Katrina Myers Boise, ID
	Emily Hamad Spokane, WA	Julie Johnson Newton Huntersville, NC
Melinda L. Arcara Chester Springs, PA	Kelly Amanda Hauer Richfield, MN	Pamela Qiao El Paso, TX
Alyssa Crouse Banks Bedford, TX	Lisa Funk Hodges Winston Salem, NC	Kimberly Joy DeGregorio Roth Philadelphia, PA
Mollie Bartles South Portland, ME	Lindsay Marie Huff Oxford, NJ	Rebecca Barnes Russell Golden, CO
Kristen Kaye Bischoff Manhattan, KS	Camille Grey Hutchins Euless, TX	Heidi Schuetz Imperial Beach, CA
Laila Bonner Sarasota, FL	Brittany Danielle Kavcsak Troy, OH	Tori Fairchild Smedley Woods Cross, UT
Kelsey Lynn Davis Malden, MA	Lyndie J. Kelley Saco, ME	Varsha Tanwar Lebanon, TN
Amy Esposito San Pedro, CA	Rebekah Langlinais Biddeford, ME	Brenda Trang-Ho Upland, CA

Timothy Jay Viall Portland, ME	MASTER OF HEALTH CARE ADMINISTRATION	MASTER OF PUBLIC HEALTH
Jessica Will Winter Garden, FL	Rodney Alexander Loganville, GA	Idalia Aguirre^{ΔΩ} Sterling, VA
Mackenzie Wirtz Fitchburg, MA	Daniela M. Amieva Biddeford, ME	Jessica M. Almeida^{ΔΩ*} Pawtucket, RI
Kristina C. Wolf Mason, OH	John Gabriel Apodaca El Paso, TX	Mackenzie A. Amadei South Portland, ME
MASTER OF SCIENCE IN HEALTH INFORMATICS	Madison Kaitlin Brett Kleinburg, Ontario, Canada	Rachel Elisabeth Amos Stillwater, MN
	William R. Brown III Rialto, CA	Lisa Angella Arustamyan Washington, D.C.
	Manhattan Marie Carnes Batavia, OH	Rhoda Ayee* St. Charles, MO
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Henry Kweku Amoesi Appiah Decatur, GA	Bennett Mason Dorion Oxford, ME	Jennifer J. Beazer Boise, ID
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