

Graduate Scholar

April 2021

Journal of Scholarship and Recognition



Alexandra Thompson, 2021 Robert and Kathryn Augustine
Distinguished Master's Thesis Award Winner

The Graduate School

EASTERN ILLINOIS UNIVERSITY™





Graduate Scholarship

Thesis Awards

Robert and Kathryn Augustine Distinguished Master's Thesis Award

Award of Excellence-College of Liberal Arts and Sciences

Award of Excellence-College of Education

King-Mertz Research/Creative Activity Awards

King-Mertz Distinguished Research Creative/Activity Award

Award of Excellence-College of Liberal Arts and Sciences

Award of Excellence-College of Education

Award of Excellence -Lumpkin College of Business and Technology

Research/Creative Activity Grants

Williams Travel Grants

Betty Wright Downing Graduate Scholarship

Frances Meyer Hampton Graduate Scholarship

Annie Weller Graduate Scholarship

Mary Bear McClay Graduate Scholarship

GSAC Scholarships

Graduate Alumni Fund Outstanding Research/Creative Activity Award

Rodney S. Ranes Outstanding Graduate Faculty Mentor

Hamand Society Scholars

Distinguished Graduate Students

Graduate Student Commencement Speaker

Graduate Student Advisory Council Executive Board



Eastern Illinois University Graduate Scholar
2020-2021 Academic Year
Editor: Lori Henderson, Graduate School
Photographer: Jay Grabiec, Web Services

The Graduate School and the Graduate Student Advisory Council publish the *Graduate Scholar* annually to recognize and honor those who have achieved excellence in graduate study at Eastern Illinois University.

Robert and Kathryn Augustine Distinguished Master's Thesis Award

Named for and supported by **Robert M. Augustine**, Ph.D., dean of the Graduate School from 1998 to 2015, and his wife **Kathryn**, an alumna of EIU's College of Education, the Distinguished Master's Thesis Award recognizes the highest achievement in master's degree research.



Robert and Kathryn Augustine Distinguished Master's Thesis Award

Alexandra Thompson, Master of Science in College Student Affairs

Catherine Polydore, Ph.D., Professor of Counseling and Higher Ed, Faculty Mentor

Values Based Recruitment: Recruitment Strategy Effectiveness on Gaining Generation Z Matriculation

This study investigated the values of Generation Z students that matriculated at a rural mid-sized midwest institution. Further, this study examined what recruitment strategies were effective in gaining this populations matriculation and the intersection of values and recruitment strategy effectiveness. A quantitative method was utilized with a mixed model approach. Participants included students that were born between 1995 and 2010 that were enrolled during the Fall 2019 and Spring 2020 semesters as first-time first-year students. Findings indicated that this population values Honesty, Hard-Work, Personal Growth, Financial Fulfillment, and Education. The most effective recruitment strategies to gain matriculation were indicated to be relationship-based recruitment strategies such as Faculty One-on-One Appointments and Shadow Visits. There was no indication of a relationship between values and recruitment strategy effectiveness. However, some values were influenced by demographic factors such as gender and high school location. A recommendation for student affairs professionals would be to investigate the values of the student population at a given institution and ensure that the campus climate reflects the values of the students.

Master's Thesis Award of Excellence in the College of Education

Jenny Reid, Master of Science in Education in Curriculum and Instruction
Amy Davis, Ph.D., Assistant Professor of Literacy and ESL, Faculty Mentor

Growth Mindset: A Key to Motivating Students in Reading

If students believe the possibilities for attaining knowledge are boundless, they will be capable of reaching those heights. However, if students feel as though they are restricted by what nature and genetics have gifted them, their learning will remain within those boundaries. This is what stands as the difference between a growth and fixed mindset, which affects will be analyzed pertaining to student progress and motivation in literacy. A third-grade class was observed over six weeks to explore what the teacher believes about her students' reading abilities as well as what the students believe about their reading abilities. These beliefs were compared to actual reading ability levels of the students to measure the accuracy of perceptions held by the students and the teacher. Three students of ranging reading ability levels, along with the teacher, were the main focused population in this study. Findings revealed three main themes present across all participants involving valid perceptions. Self-talk encouraged the participants to continuously have positive thoughts about learning and not limit their potential capabilities. Setting goals prepared participants to conquer challenges and persevere through failures. Progress was witnessed in the three targeted students' reading abilities after modeling the teacher's growth mindset ideology.



Master's Thesis Award of Excellence in the College of Liberal Arts and Sciences

Jaismeen Dua, Master of Arts in Clinical Psychology
Wesley Allen, Ph.D., Associate Professor of Psychology, Faculty Mentor

Role of Emotion Regulation in the Relationship Between Fears of Evaluation and Social Anxiety

Cognitive components influencing social anxiety have been well-researched for decades, especially fear of negative evaluation (Clark & Wells, 1995; Hofmann, 2007; Rapee & Heimberg, 1997; Schlenker & Leary, 1982). Relatively recent and emerging research has suggested a strong link between fear of negative evaluation and fear of positive evaluation, and how both of them influence social anxiety (Weeks, Heimberg, & Rodebaugh, 2008; Weeks et al., 2007; Weeks & Howell, 2012; Weeks et al., 2009). This study examined social anxiety in relation to both fear of negative evaluation and fear of positive evaluation. Findings from the study replicated previous research results, highlighting links between both fears of evaluation (negative and positive) and social anxiety. The role of emotion dysregulation in psychopathology is also an emerging research topic, and researchers have studied various emotion regulation strategies to identify maladaptive usage (Kring & Werner, 2004; Hofmann et al., 2012; Aldao & Schweizer, 2009). This study also focused on how difficulties in emotion regulation moderate the relationship between fears of evaluation and social anxiety. Findings with respect to emotion dysregulation indicated that although this variable does not moderate the relationship between fears of evaluation and social anxiety among college students, it does add significant predictive value to social anxiety, above and beyond the effect of fears of evaluation. Links between emotion dysregulation and fears of evaluation also were found, suggesting the need to address both cognitive and affective components in treatment of social anxiety.



King-Mertz Research /Creative Activity Awards

Nancie King Mertz, '77 graduate alumna from the program in Art, established the King-Mertz Research/Creative Activity Awards in 2010 to recognize the highest achievement in graduate research based on non-thesis graduate research/creative activity projects. A 2009 recipient of an Outstanding Graduate Alumni award and a Graduate Alumni Advisory Board member, Nancie has been actively involved in the visual arts as both a creative artist and a small business owner. She and her husband, Ron, own and operate Art De Triumph & Artful Framer Studios in Chicago.



One project is selected to represent the best non-thesis project from all graduate programs and a top project from each academic college is also selected.

King-Mertz Distinguished Research/Creative Activity Award

Asma Yahya, Master of Science in Nutrition and Dietetics,
Option in Nutrition Education

Krystal Lynch, Ph.D., Assistant Professor of Nutrition and Dietetics, Faculty Mentor

*An Assessment of Schools' Wellness Policy and Teachers'
Perspectives and Confidence in Teaching Nutrition*



Nutrition education in school can provide students with the knowledge and skills to improve their eating behavior and overall health. This study aimed to evaluate the content of school wellness policies and understand teacher perspectives about teaching nutrition education at their schools in Jeddah, Saudi Arabia. In 2020, electronic surveys were used to evaluate the wellness policies in 11 elementary all-female government schools and teachers' perspectives about the nutrition education offered in three elementary all-female government schools. Sixty-one teachers and eleven principals participated in this study. Fisher's exact tests were used to test the differences between teachers' perspectives and their confidence level and characteristics. A p-value of less than 0.05 was considered statistically significant. Results showed that most schools (N=10) have a formal school wellness policy that provides a healthy environment for students and ensures facilitate their access to healthy eating and exercise. Many teachers (55.2%) agreed that there are adequate resources are available to them to teach nutrition in the schools, and 58.6% of them agreed that they have had adequate training from qualified people on nutrition education. Most teachers (94.7%) were confident in teaching nutrition and physical activity to their students. Teachers between 30-50 years of age were more interested in teaching nutrition than teachers whose age is more than 50 years old ($P < 0.05$). In summary, schools operated very efficiently to offer nutritional education for students, and most teachers are confident and interested in teaching nutrition. There is a need for further studies investigating nutrition education in schools in Saudi Arabia.



**King-Mertz Research/Creative Activity Award of Excellence in the
College of Liberal Arts & Sciences**

Barbara Curtis, Master of Arts in Art

Ann Coddington, M.F.A., Professor of Art, Faculty Mentor

Swim Series, oil on canvas, 2020 - 2021

“I wonder about the deeper more primitive instincts that drive us. We are pulled to the paradox of water as a source of life and death, and we have figured out myriad ways to conduct ourselves in it. We find ourselves flexing our survival muscles. Achieving something triumphantly important with our persistence in the medium.” - *Bonnie Tsui, Why We Swim, 2014*. I was surrounded by figurative art growing up, so it is no surprise I have chosen to make figurative art. I enjoy painting subjects from real life, because life has taught me to translate my visual experiences through this subjective one. My wish is that people who view my paintings feel what I have felt, and perhaps be inspired or transported. This time finds me in deep uncharted water. Here in the middle of the Midwest I feel adrift once again trying to discover where both my art and my heart will lead. My oil paintings show the female figure swimming in water alone, her boundaries are contained by the pool floor or wall, sometimes not. Bill Viola’s work also shows figures submerged in water as a way to express different stages of the soul, but my work is about independence. I express myself through reading the natural elements around me and then translate my sensibilities to my viewers. This year I learned several important quotes relevant here, the one above, and one from Juan Gris, “You are lost the instant you know what the result will be”. I believe that in my painting this is the truth. A strong faith, an inner compass, and a sense of belonging has helped me continue in search of excellence.

King-Mertz Research/Creative Activity Award of Excellence in the College of Education

Lacey Wright, Master of Science in Education in Curriculum and Instruction

Sham’ah Md-Yunus, Ph.D., Professor of Elementary Education, Faculty Mentor

***The Effectiveness of Repeated Reading Practice on Fifth Grade DIBELS 8th Edition
Progress Monitoring Oral Reading Fluency (ORF) Scores***

The purpose of this study was to determine if using repeated reading as an intervention is effective at increasing participants’ oral reading fluency scores when measured using the DIBELS 8th Edition Oral Reading Fluency (ORF) progress monitoring passages. The researcher also wanted to determine how effective the repeated reading intervention was in increasing participants’ oral reading fluency scores. It was hypothesized that the participants in the repeated reading instructional intervention group would increase their DIBELS ORF scores and would do so at a greater percentage rate than when compared to participants’ scores when not participating in the intervention. Two research questions guided this study: Is participation in repeated reading practice effective at increasing DIBELS ORF scores? and to what extent is repeated reading an effective practice for increasing DIBELS ORF scores? Twenty-one students, ages 10 and 11, from a single fifth-grade classroom participated in the study for six weeks. During Phase I, all participants received regular reading instruction from the general education classroom, and a repeated reading intervention session was implemented by the researcher during Phase II. Of the 21 participants, 19 had increased DIBELS ORF scores from the Phase I post-test to the Phase II post-test and this supports the researcher’s first research question and hypothesis. Only six participants had a significant percent change while 15 participants did not have a significant percent change, which does not support a significant extent of effectiveness between repeated reading and increasing DIBELS ORF as addressed in the second research question and hypothesis.





**King-Mertz Research/Creative Activity Award of Excellence in the
Lumpkin College of Business and Technology**

Shaibu Ibrahim, Master of Science in Sustainable Energy
Peter Ping Liu, Ph.D., Professor of Technology, Faculty Mentor

Improving Voltage Stability in Solar Photovoltaic (PV) Grid Integration

Solar photovoltaic (PV) generation is a significant distributed energy resource (DER) that has the potential of mitigating the consequences of global warming and climate change if scaled up to the utility level. Integrating solar PV generation to the electric grid comes with interoperability challenges such as maintaining voltage and frequency stabilities within normal operating range. An optimal, balanced, and voltage stability of the electricity grid are factors that ensure reliable integration of large solar PV generation. In this study, a proposed 5000 kW PV plant was designed using the PVSyst software to generate the optimum energy from the Charleston, Illinois community as a case study. An IEEE-9 bus standard network was modified for this investigation to analyze the voltage and transient stability of the grid. The system was then designed and modeled using ETAP software for fault testing. A three-phase fault as a disturbance was simulated on bus 3 in the absence of power grid interconnection (bulk supply) and capacitor bank installations at the point of common coupling (PCC) at 0.1 seconds and the fault cleared at 0.5 seconds. The system could not achieve transient stability for the entire simulated period of 10 seconds. With capacitor banks and power grid integration to bus 3, the system remained unstable for only 2.9 seconds after the fault was cleared at 0.5 seconds and the bus voltage recovered at 3.4 seconds. The system achieved a 69.5% fast clearance time and maintained a stable voltage for the rest of the simulated period. Solar PV generation could be enhanced on a larger scale when integrated into the grid in the presence of capacitor banks to produce reactive power to support and recover optimum voltage profile faster.

Graduate School Research/Creative Activity Grants

Graduate School Research/Creative Activity Grant

Lillian Butler-Ludwig, Masters Candidate in Human Services Program Administration
Addictions and Trauma-Informed Practice

Jill Bowers, Ph.D., Instructor, Human Services and Community Leadership, Faculty Mentor



Graduate School Research/Creative Activity Grant

Kelly Clark, Masters Candidate in Biological Sciences
Does Genetic Relatedness Alter Plant-Soil Feedback?

Scott Meiners, Ph.D., Professor of Biological Sciences, Faculty Mentor



Graduate School Research/Creative Activity Grant

Karen Cook, Masters Candidate in Political Science
QAnon and American Religion

Ryan Burge, Ph.D., Assistant Professor of Political Science, Faculty Mentor



Graduate School Research/Creative Activity Grant

Michael Driggers, Masters Candidate in Political Science
QAnon and American Religion

Ryan Burge, Ph.D., Assistant Professor of Political Science, Faculty Mentor



Graduate School Research /Creative Activity Grant

Kyra Duncan, Masters Candidate in Biological Sciences
*Effects of Established Autumn Olive Soil Microbial Communities
on Performance of Nearby Autumn Olive Seedlings*

Scott Meiners, Ph.D., Professor of Biological Sciences, Faculty Mentor



Graduate School Research/Creative Activity Grant

Katelynn Fuller-Svarz, Masters Candidate in Chemistry
Molecular Probe to Detect Glutamate Carboxypeptidase II

Gopal Periyannan, Ph.D., Professor of Biochemistry, Faculty Mentor



Graduate School Research/Creative Activity Grant

Shaibu Ibrahim, Masters Candidate in Technology
Improving Voltage Stability in Solar PV Grid Integration
Peter Ping Liu, Ph.D., Professor of Technology, Faculty Mentor



EASTERN ILLINOIS UNIVERSITY
GRADUATE SCHOLAR

Graduate School Research /Creative Activity Grants

Graduate School Research/Creative Activity Grant

Adam Jones, Masters Candidate in Biological Sciences

*Examining the Impacts of Low-head Dam Removal on
Stream Fish Assemblages Using Habitat and Reproductive Guilds*

Robert Colombo, Ph.D., Professor of Biological Sciences, Faculty Mentor



Graduate School Research/Creative Activity Grant

Adam Landry, Masters Candidate in Biological Sciences

Exploring Invasive Carp Reproduction in Tributaries of Illinois Rivers

Eden Effert-Fanta, Ph.D., Instructor, Biological Sciences, Faculty Mentor

Illinois Natural History Survey, Research Partner

Graduate School Research /Creative Activity Grant

Dahlia Martinez, Masters Candidate in Biological Sciences

*Asian Carp Movement and Habitat Use in the Wabash River and Diurnal and
Seasonal Habitat Use and Movement of Bigheaded Carp in the Wabash and White River*

Robert Colombo, Ph.D., Professor of Biological Sciences, Faculty Mentor

Southern Illinois University Carbondale, Research Partner



Graduate School Research/Creative Activity Grant

Tyler Murray, Masters Candidate in Biological Sciences

*Evaluation of Blue Catfish Populations in Four Midwestern Power Cooling Lakes and
Assessment of Catfish Population Dynamics in Four Illinois Power Plant Lakes*

Eden Effert-Fanta, Ph.D., Instructor, Biological Sciences, Faculty Mentor

Illinois Department of Natural Resources, Research Partner

Graduate School Research/Creative Activity Grant

Prahadeesh Nagaretnam, Masters Candidate in Chemistry

A Novel Palladium BODIPY Photocatalyst for Carbon-Carbon Coupling

Hongshan He, Ph.D., Associate Professor of Biochemistry, Faculty Mentor



Graduate School Research/Creative Activity Grant

Ruth Nicholson, Masters Candidate in Nutrition and Dietetics

*The Effects of a Diabetes Management Education Program on Diabetes Knowledge and
Self-Competencies Among Public School Nursing Staff: A Pilot Study*

Krystal Lynch, Ph.D., Assistant Professor of Nutrition and Dietetics,
Faculty Mentor

Graduate School Research/Creative Activity Grant

Kyle Rempe, Masters Candidate in Biological Sciences

Differences in Growth and Bioenergetics between Centrarchids in a Midwestern Power Plant Lake

Eloy Martinez, Ph.D., Assistant Professor of Biological Sciences, Faculty Mentor





Graduate School Research/Creative Activity Grant

Cassandra Shaffer, Masters Candidate in Biological Sciences
Survival of Young-of-Year Channel Catfish Overwintering in the Wabash River
Robert Colombo, Ph.D., Professor of Biological Sciences, Faculty Mentor

Graduate School Research/Creative Activity Grant

Anchal Singh, Masters Candidate in Chemistry
Development of Fluorescein-Based Fluorescent Probe for Monitoring of Carboxylesterase 1 (CES1) Activity in Living Cells
Michael Beck, Ph.D., Assistant Professor of Biochemistry, Faculty Mentor

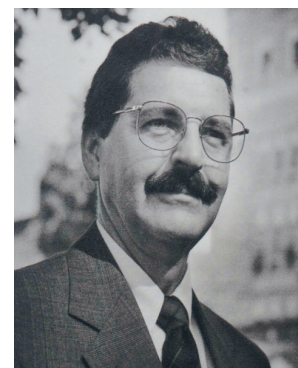


Graduate School Research/Creative Activity Grant

Max Smith, Masters Candidate in School Counseling
Freshman Connection Mentorship Program
Heidi Larson, Ph.D., Professor of Counseling, Faculty Mentor

Graduate School Research/Creative Activity Grant

David Yff, Masters Candidate in Biological Sciences
Comparing Factors Affecting Bigheaded Carp Reproduction in Illinois and Wabash River Tributaries
Eden Effert-Fanta, Ph.D., Instructor, Biological Sciences, Faculty Mentor



Williams Travel Grants

Named for **Larry Williams**, Ph.D., dean of the Graduate School from 1978 to 1995, the Travel Grants provide support for students to present their research at regional, state, national or international conferences. These awards have been supporting graduate student travel since Dean Williams's retirement in 1999. The grants are awarded in the fall and the spring.



Williams Travel Grant

Chelsea Allen-LaBaume, Masters Candidate in Clinical Mental Health Counseling
Parent Participation in Counseling
Southern Illinois Counseling Association Spring Conference | Virtual
Angela Yoder, Ph.D., Associate Professor of Counseling, Faculty Mentor

Williams Travel Grant

Danielle Buechlein, Masters Candidate in School Psychology
Teachers' Use of Evidence-based Classroom Management Strategies
Illinois School Psychologist Association | Virtual

Margaret Floress, Ph.D., Associate Professor of Psychology, Faculty Mentor



Williams Travel Grant

Nancy Bui, Masters Candidate in Clinical Mental Health Counseling
Integrating Nature and Therapy: A Framework, Designs, and Considerations for Practicing Nature-based Interventions with Children

Southern Illinois Counseling Association Spring Conference | Virtual
Angela Yoder, Ph.D., Associate Professor of Counseling, Faculty Mentor



Williams Travel Grant

Jodi Buis, Masters Candidate in School Counseling
How a School-wide Peer Mentoring Program is Building Student Visionaries

Illinois School Counselor Association Conference | Virtual
Heidi Larson, Ph.D., Professor of Counseling, Faculty Mentor



Williams Travel Grant

Alexandra Cardot, Masters Candidate in School Psychology
Teacher's Use of Evidence-based Classroom Management Strategies
Illinois School Psychologist Association | Virtual
Margaret Floress, Ph.D., Associate Professor of Psychology, Faculty Mentor



Williams Travel Grant

Mikeala Carrsow, Masters Candidate in Nutrition and Dietetics
Body Paws-ativity Book Club

Food and Nutrition Conference and Expo | Virtual
Melanie Tracy Burns, Ph.D., Professor of Nutrition and Dietetics, Faculty Mentor



Williams Travel Grant

Taylor Daniels, Masters Candidate in School Psychology
Evidence-based Strategies to Maintain Positive Parent-Child Relationships Amid the COVID-19 Pandemic

Illinois School Psychologist Association | Virtual
Margaret Floress, Ph.D., Associate Professor of Psychology, Faculty Mentor



Williams Travel Grant

Emily Donar, Masters Candidate in Clinical Psychology
Impacts of Parental Marital Status and Conflict on Social Capital

Midwestern Psychological Association | Virtual
Mariana Juras, Ph.D., Assistant Professor of Psychology, Faculty Mentor





Williams Travel Grant

Kaylee Hampton, Masters Candidate in School Psychology
Teachers' Use of Evidence-based Classroom Management Strategies
Illinois School Psychologist Association | Virtual
Margaret Floress, Ph.D., Associate Professor of Psychology, Faculty Mentor

Williams Travel Grant

Shaibu Ibrahim, Masters Candidate in Sustainability
Improving Voltage Stability in Solar PV Grid Integration
ATMAE and IAJC Joint Conference | Virtual
Peter Ping Liu, Ph.D., Professor of Technology, Faculty Mentor

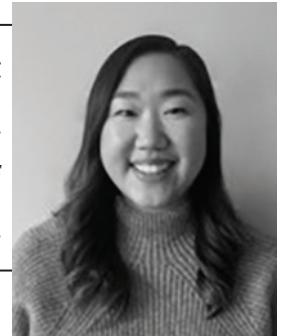


Williams Travel Grant

Adam Jones, Masters Candidate in Biological Sciences
Streamline Chub and Tippecanoe Darter Discovered for First Time in the State of Illinois
Illinois Chapter of the American Fisheries Society | Virtual
Robert Colombo, Ph.D., Professor of Biological Sciences, Faculty Mentor

Williams Travel Grant

Audrey Kim, Masters Candidate in School Counseling
How a School-wide Peer Mentoring Program is Building Student Visionaries
Illinois School Counselor Association Conference | Virtual
Heidi Larson, Ph.D., Professor of Counseling, Faculty Mentor



Williams Travel Grant

Emilee Kruchten, Masters Candidate in Clinical Psychology
Examining Problematic Internet Use and Social Anxiety and Mediators of the Relationship Between Social Anxiety and Evaluation
Anxiety and Depression Association of America and Midwestern Psychological Association | Virtual
Wesley Allan, Ph.D., Associate Professor of Psychology, Faculty Mentor

Williams Travel Grant

Adam Landry, Masters Candidate in Biological Sciences
Exploring Invasive Carp Reproduction in Tributaries of Illinois Rivers
Midwest Fish and Wildlife Conference | Virtual
Eden Effert-Fanta, Ph.D., Instructor, Biological Sciences, Faculty Mentor



Williams Travel Grant

Tyler Murray, Masters Candidate in Biological Sciences
Assessment of Catfish Population Dynamics in Four Illinois Power Plant Lakes and Evaluation of Blue Catfish Populations in Four Midwestern Power Cooling Lakes
Illinois Chapter of the American Fisheries Society and Midwest Fish and Wildlife Conference | Virtual
Eden Effert-Fanta, Ph.D., Instructor, Biological Sciences, Faculty Mentor

Williams Travel Grant

Holland Neally, Masters Candidate in English
Introduction to InstaFolio: A Social and Multimodal Writing Portfolio
Red River Graduate Conference at North Dakota State University | Virtual
Randall Beebe, Ph.D., Professor of English, Faculty Mentor



Williams Travel Grant

Leah Oglesby, Masters Candidate in School Psychology
Strategies to Maintain Positive Parent-Child Relationships Amid the COVID-19 Pandemic
Illinois School Psychologist Association | Virtual
Margaret Floress, Ph.D., Associate Professor of Psychology, Faculty Mentor



Williams Travel Grant

Ashlynn Pinney, Masters Candidate in Clinical Mental Health Counseling
Play Therapy for Medically Ill Children
Southern Illinois Counseling Association | Virtual
Angela Yoder, Ph.D., Associate Professor of Counseling, Faculty Mentor



Williams Travel Grant

Kyle Rempe, Masters Candidate in Biological Sciences
Differences in Growth and Bioenergetics between Centrarchids in a Midwestern Power Plant Lake
Illinois Chapter of the American Fisheries Society | Virtual
Eloy Martinez, Ph.D., Assistant Professor of Biological Sciences, Faculty Mentor



Williams Travel Grant

Kareen Ross, Masters Candidate in Clinical Mental Health Counseling
Sleep-Wake Disorders: Effective Types of Treatment
Southern Illinois Counseling Association Spring Conference | Virtual
Angela Yoder, Ph.D., Associate Professor of Counseling, Faculty Mentor



Williams Travel Grant

Max Smith, Masters Candidate in School Counseling
How a School-wide Peer Mentoring Program is Building Student Visionaries
Illinois School Counselor Association Conference | Virtual
Heidi Larson, Ph.D., Professor of Counseling, Faculty Mentor



Williams Travel Grant

Jake Spinnato, Masters Candidate in School Counseling
How a School-wide Peer Mentoring Program is Building Student Visionaries
Illinois School Counselor Association Conference | Virtual
Heidi Larson, Ph.D., Professor of Counseling, Faculty Mentor





Williams Travel Grant

Aileen Tierney, Masters Candidate in School Counseling
How a School-wide Peer Mentoring Program is Building Student Visionaries
Illinois School Counselor Association Conference | Virtual
Heidi Larson, Ph.D., Professor of Counseling, Faculty Mentor

Williams Travel Grant

Jessica White, Masters Candidate in School Psychology
Teachers' Use of Evidence-based Classroom Management Strategies
Illinois School Psychologist Association | Virtual

Margaret Floress, Ph.D., Associate Professor of Psychology, Faculty Mentor



Williams Travel Grant

Macey Wienstroer, Masters Candidate in School Psychology
Middle and High School Praise: A Systematic Review of the Literature
Illinois School Psychologist Association | Virtual
Margaret Floress, Ph. D, Associate Professor of Psychology, Faculty Mentor

Williams Travel Grant

Ashlyn Wingate, Masters Candidate in School Psychology
Middle and High School Praise: A Systematic Review of the Literature
Illinois School Psychologist Association | Virtual

Margaret Floress, Ph. D, Associate Professor of Psychology, Faculty Mentor



Williams Travel Grant

David Yff, Masters Candidate in Biological Sciences
Comparing Factors Affecting Bigheaded Carp Reproduction in Illinois and Wabash River Tributaries and Influences on Bigheaded Carp Reproduction in Illinois and Wabash River Tributaries: Investigation and Applications
Illinois Chapter of the American Fisheries Society and Midwest Fish & Wildlife Conference | Virtual
Eden Effert-Fanta, Ph. D, Instructor of Biological Sciences, Faculty Mentor



Scholarships



2021 Betty Wright Downing Graduate Scholar

Established by Mr. and Mrs. Harry T. Wright in memory of Betty Wright Downing.
Andrisell Martinez, Masters Candidate in Clinical Mental Health Counseling

2021 Frances Meyer Hampton Graduate Scholar

Established by Mrs. Frances Meyer Hampton in her estate, this award is presented annually to a full-time student in a master's degree program.

Shelby Freeman, Masters Candidate in Communication Disorders and Sciences



2021 Mary Bear McClay Graduate Scholar

A graduate assistantship established in 2004 by siblings Wilfred (Bill) McClay and Susan Foote, in memory of their mother, Mary Bear McClay.

Guy Bates, Masters Candidate in Mathematics Education

2021 GSAC Scholar in the College of Education

Established by the Graduate Student Advisory Council to recognize exceptional service and scholarship by a graduate student in each of the four academic colleges.

Mindy Worman, Masters Candidate in Curriculum and Instruction



2021 GSAC Scholar in the Lumpkin College of Business and Technology

Established by the Graduate Student Advisory Council to recognize exceptional service and scholarship by a graduate student in each of the four academic colleges.

Christine Kariuki, Masters Candidate in Sustainable Energy

2021 GSAC Scholar in the College of Health and Human Services

Established by the Graduate Student Advisory Council to recognize exceptional service and scholarship by a graduate student in each of the four academic colleges.

Payton Prechtel, Masters Candidate in Communication Disorders and Sciences



2021 GSAC Scholar in the College of Liberal Arts and Sciences

Established by the Graduate Student Advisory Council to recognize exceptional service and scholarship by a graduate student in each of the four academic colleges.

Madison Fisher, Masters Candidate in School Psychology

2021 Graduate Alumni Fund Scholar

Established by the Graduate Alumni Advisory Board to recognize outstanding graduate research, creative activity, and scholarship.



Danielle Buechlein, Masters Candidate in School Psychology
Reliability Assessment of the Five in 20 Classroom Observation Tool
Margaret Floress, Ph.D., Associate Professor of Psychology, Faculty Mentor

2021 Graduate School Award of Excellence



In recognition of valuable contributions to graduate education by securing philanthropic support for the Graduate School.

Mike Murray, Director of Development, Office of University Development

2021 Graduate School Leadership Award

In recognition of the graduate program in English for contributions to advancing opportunities for graduate study by creating new routes for students, such as an online program, a revised certificate program, and an accelerated graduate program.

Angela Vietto Ph.D., Department Chair; ***Randall Beebe, Ph.D.***, Graduate Coordinator; ***Melissa Ames, Ph.D.***, Past Graduate Coordinator; ***Suzi Park, Ph.D.***, Past Graduate Coordinator; ***Robin Murray, Ph.D.***, Director, Eastern Illinois Writing Project

2021 Rodney S. Ranes Outstanding Graduate Faculty Mentor Award

Established by Rodney S. Ranes, former director of graduate admissions, this award is selected by the Council on Graduate Studies Ranes Board to recognize outstanding graduate faculty mentoring.

Scott Meiners, Ph.D., Professor, Biological Sciences



Hamand Society of Graduate Scholars

Named in honor of the first dean of the Graduate School, Dr. Lavern Hamand, the Hamand Society recognizes degree-seeking graduate candidates nominated from among the class of Distinguished Graduate Students whose achievements in both scholarship and service have had a documented impact on the discipline and the community. The quality and impact of the scholarship and service achievements of Hamand Society Scholars reflect the highest ideals of the engaged graduate student.

Dean Hamand was a professor of history and served as dean from 1967 to 1974. The Society was created in 2010, Dean Hamand's daughters, Drs. Carol Stephens and Wendy Venet, continue their father's legacy in supporting graduate education at EIU.



2021 Hamand Scholar

Sophie Cieslicki, Masters Candidate in College Student Affairs

An alumna of Marquette University, Sophie Cieslicki, earned a bachelor's in physics in 2019 before coming to EIU for the graduate program in College Student Affairs. Described by her mentors and supervisors as a calm and steady leader, Sophie served as a graduate assistant in the Office of Civic Engagement and Volunteerism where she developed programming and service opportunities for students under the challenges of a pandemic. She organized a women's empowerment conference and a civic engagement program series that addressed such issues as voter registration efforts. Facing the challenges imposed by COVID-19 restrictions for volunteers to be on site at local nonprofits, she devised a schedule to focus on a different nonprofit each month to host unique drives for support. She also personally volunteered weekly at the local food pantry. Sophie's thesis research, titled, "Female Student Service Member's Experiences with Higher Education and Military Transition", was accepted for presentation at the National Association of Student Personnel Association (NASPA) Virtual Symposium on Military-Connected Students. She shared her research findings with over 300 student affairs professionals dedicated to serving this population. Her mentor, Dr. Jon Coleman, writes of her research topic, "recognizing a population with very little research, Sophie has added a unique perspective to the literature and provided those working in higher education with new information about how institutions can improve the support for these students." Sophie also served on the College Student Affairs Recruitment committee for two years. This committee coordinates the graduate recruitment and selection for the CSA program each year. This year she served as co-chair planning every part of the virtual CSA days, a very different experience due to the pandemic, but her coordination, organizational, leadership and communication skills led to a successful event. Her mentor Dr. Dianne Timm, writes of her leadership on the committee, "she was supportive and encouraging to her committee as they brainstormed, organized and delivered their tasks. She was the steady force we needed guiding our group this year."



2021 Hamand Scholar

Beverlyn Ellazar, Masters Candidate in Human Services Program Administration

A native of the Philippines and a new U.S. citizen, Beverlyn Ellazar worked toward an associate's in nursing in the Philippines before earning her bachelor's in family and consumer sciences from EIU. Working full-time at Swann Special Care Center while earning her master's degree and holding a graduate assistantship, Beverlyn was instrumental in the development of an online sexual harassment webinar for the Child and Family Life Education Center, which is housed in the department of Human Services and Community Leadership. This project required her to identify and research sexual harassment and the legal requirements of a training program, research the most effective method of dissemination, and prepare the webinar. She also worked with her faculty mentor Dr. Jill Bowers to develop an online divorce/co-parenting education program. Beverlyn's graduate research project focuses on better understanding caregivers' perceptions of health and wellness, examining the relationship between those perceptions and how they facilitate health and wellness for individuals with disabilities. As co-advisor of the Human Services and Community Leadership Ambassadors, she led both undergraduate and graduate students in department and community service efforts. She also presented at, and helped publicize, the Spring 2021 Child and Family Life Education Center Speaker Series and organized virtual recruitment nights with local high schools. In Fall 2020 she worked on a project involving fundraising for adolescents who were pregnant. Faculty mentor, Dr. Jill Bowers writes, "in addition to her service and scholarship, Ms. Ellazar models qualities of an exemplary leader. Her personal demeanor is kind and authentic, and she displays an incredible work ethic, including organizational, time management, and communication skills."

2021 Hamand Scholar

Katelyn Fuller-Svarz, Masters Candidate in Chemistry

An outstanding student researcher and scholar, Katelynn Fuller-Svarz earned her bachelor's in chemistry from EIU and entered the graduate program in Chemistry/Option in Biochemistry under the accelerated program where she started earning graduate hours as an undergraduate student. Katelynn investigates the functions of a medically significant protein known as Glutamate Carboxypeptidase II (GCPII) using the model organism *C. elegans* (roundworm) and molecular diagnostic tools. In humans, GCPII is involved in the development of several diseases such as cancer and stroke and Katelynn plans to extrapolate her research findings about GCPII to understand these disease developments in humans. Katelynn received the department's Biochemistry Award, the award is given to a student majoring in Chemistry at EIU who excels in the biochemistry sequence and shows interest and promise in the field. She wrote a science grant to the Illinois State Academy of Sciences (ISAS) and received one of four research grants awarded for 2021, and also earned a Graduate School Research/Creative Activity grant. Katelynn presented her research at the 2021 Annual ISAS Meeting, and is preparing a manuscript with hopes to submit it for publication by the time she graduates at the end of summer 2021. She served as a research mentor for local high school students, using her scientific knowledge to inspire young students to become future scientists. Katelynn also served as the secretary on EIU's chapter of the American Society for Biochemistry and Molecular Biology and as a student representative on the College of Liberal Arts and Sciences Curriculum Committee. Katelynn's faculty mentor writes, "Katelynn works extremely hard with limited facilities to effectively carry out her research. Her perseverance and dedication to research has been outstanding."





2021 Hamand Scholar

Max Smith, Masters Candidate in School Counseling

Serving as a volunteer mentor for the Salvation Army After-School Program, while an undergraduate at EIU, inspired Max Smith's research and activities as a graduate student in the School Counseling program. With EIU's new Freshman Connection Mentorship Program, Max worked extensively with mentors, mentees and the entire implementation team. He created curriculum, interviewed prospective mentors and mentees, and developed and led the leadership training for all mentors. Max also focused on mentoring in his graduate research project, titled, "B.I.O.N.I.C. (Believe it or Not, I Care): The Effects of Peer Mentoring in a Midwestern High School," which he presented the results of at state and local conferences. As part of that project he was responsible for the Grief Team, co-led leadership enrichment groups, and coordinated a mentor training, which ultimately helped create a positive culture within the high school. Max's faculty mentor, Dr. Rebecca Tadlock-Marlo, noted that Max "faces challenges head on, with confidence, and assurance that he can continue to make a difference in the world of others." Max served on the Council on Graduate Studies awards committee, the Counseling and Higher Education's Recruitment Team, and earned the Mary Cralley Vaupel Memorial Award, a Paul Ward Memorial Scholarship, and a Williams Travel Grant.

2021 Hamand Scholar

Cheyenne Warman-Neal, Masters Candidate in Curriculum and Instruction

A full-time family and consumer science teacher at Urbana High School, Cheyenne Warman-Neal combined her professional focus of food and education into two EIU graduate degrees while she works toward a Master of Science in Curriculum and Instruction and a Master of Science in Nutrition and Dietetics, Option in Nutrition Education. Cheyenne earned a bachelor's degree from the University of Illinois at Urbana-Champaign in food science and human nutrition. She taught family and consumer sciences at Charleston High School before teaching in Urbana. Her graduate thesis is titled, "Investigation of the Implementation of Competency-Based Education in Central Illinois" and she presented some of her initial findings at the Illinois Association of Teacher Education Conference as a lead presenter. Her thesis chair, Dr. Sham'ah Md-Yunus, writes, "Cheyenne embodies the qualities of an exceptional scholar who will continue to make a huge impact in the field of education." Cheyenne holds memberships with the National and Illinois Education Association, the Association of Food Technologies, is a founding member of the Food Product Development Club, and the graduate student representative on EIU's Committee for University Planning and Budgeting.



Class of 2021 Distinguished Graduate Students



Liam Bechtold
Business Administration (Online)



Hope Benefield
Business Administration (On Campus)



Samantha Boomgarden
Clinical Psychology



Carol Bruce-Tagoe
Economics



Brittany Burzinski
Special Education



Nathaniel Carlson
Communication Studies



Beatrice Chloe
Aging Studies



Sophie Cieslicki
College Student Affairs



Kelly Clark
Biological Sciences (Thesis Option)

Class of 2021 Distinguished Graduate Students



Rex Colgrove
Mathematics Education



Derek Dallas
Technology (Off Campus)



Jeff Dase
Educational Leadership
(Specialist)



Billy Davis
History



Mia Davis
Sports Administration



Erin Dellasega
Art



Esther Appiah Dwaah
Political Science (On Campus)



Beverlyn Ellazar
Human Services Program Administration



Madison Fisher
School Psychology

Class of 2021 Distinguished Graduate Students



Katelyn Fuller-Svarz
Chemistry



Shaibu Ibrahim
Sustainable Energy



Allen Johanson
Technology
(On Campus)



Tanner Jones
Geographic Information Sciences



Sarah Loisch
Music



Sam Nozicka
Exercise Physiology



Brandon Perry
Health Promotion and Leadership



Ashlynn Pinney
Clinical Mental Health Counseling



Amanda Popow
Art Education

Class of 2021 Distinguished Graduate Students



Alissa Prendergast
English



Ibrahim Salami
Cybersecurity



Amber Salutric
Communication Disorders and Sciences



Max Smith
School Counseling



Jessica Stephens
Talent Development



Sarah Vilt
Nutrition and Dietetics



Rani Walker-Gross
Educational Leadership
(MSED)



Elizabeth Warkocki
Political Science
Public Administration/Public Policy



Cheyenne Warman-Neal
Curriculum and Instruction

Class of 2021 Distinguished Graduate Students



Justin Wolz
Biological Sciences
(Nonthesis Option)

Not Pictured:
Stacey McSorley,
Community Arts

2020 Commencement Speaker

To promote EIU's commitment to strengthening the academic and personal experience for our students and to showcase examples of exemplary writing and speaking, Eastern Illinois University introduced the Student Commencement Speaker Series in 2013 replacing the former student and faculty speaker traditions at Eastern. The student speakers representing the Graduate School were selected on the basis of a submitted competitive essay and featured during the Fall 2020 virtual ceremony on Saturday, December 14, 2020.



Jaclyn Quinn
English
Featured Speaker

2021 Graduate Student Advisory Council
Executive Board



Zach Sandoval
President



Brock Hammond
Student Dean



Lacey Jenkins
Vice President for Programming



Carson Gordon
Vice President for
Administrative Activities



Kristy Workman
Vice President for
Public Relations



Austin Eichhorn
Graduate School Student Adviser

2020-2021 Council on Graduate Studies

Lee Patterson, Ph.D., Chair
Nikki Hillier, Ph.D., Vice Chair
Kevin Anderson, Ph.D.
Jim Bruehler, Ph.D.
Peter Ping Liu, Ph.D.
Christina Edmonds-Behrend, Ph.D.
Beth Gill, Ph.D.
Shannon Watkins, Student Representative

2020-2021 Graduate Student Advisory Council

Zach Sandoval, President
Kristy Workman, Vice President for Public Relations
Carson Gordon, Vice President for Administrative Activities
Lacey Jenkins, Vice President for Programming
Brock Hammond, Student Dean
Austin Eichhorn, Graduate School Student Adviser
Lori Henderson, Staff Adviser
Dianne Timm, Ph.D., Faculty Adviser

Graduate School Alumni Advisory Board

Jim Acklin, '79, '87, '98
Matt Davidson, '82, '84
Craig Gatto, Ph.D., '87, '89
Marilyn Holt, '88, '94
Mark Kasper, Ed.D., '83, '86
Nancie King Mertz, '77
Linda Komes, '74
Kendra McClure, '10
David VanVooren, '78 '79

The Graduate School

Ryan C. Hendrickson, Ph.D., Dean
Lana Beasley, Administrative Aide
Lori Henderson, Publicity/Promotions Specialist
Tracey Hutchison, Admissions/Records Officer
Cathy Gordon, Office Manager

College of Liberal Arts and Sciences Graduate Programs

Ann Coddington, M.F.A.- Art, Coordinator
Patricia Belleville, Ph.D.- Art Education and Community Arts, Coordinator
Britto Nathan, Ph.D.- Biological Sciences, Coordinator
Radu Semenuic, Ph.D.- Chemistry, Coordinator
Wesley Allan, Ph.D.- Clinical Psychology, Coordinator
Angela Jacobs, Ph.D.- Communication Studies, Coordinator
Ali Moshtagh, Ph.D.- Economics, Department Chair and Coordinator
Randy Beebe, Ph.D.- English, Coordinator
Lee Patterson, Ph.D.- History, Coordinator
David Viertel, Ph.D.- Geographic Information Sciences, Coordinator
Bogdan Petrenko, Ph.D.- Mathematics, Coordinator
Jamie Ryan, M.M.- Music, Coordinator
Peter Wiles, Ph.D.- Mathematics Education Option, Coordinator
Ryan Burge, Ph.D.- Political Science, Coordinator
Margaret Floress, Ph.D.- School Psychology, Coordinator

College of Education Graduate Programs

Cliff Karnes, Ed.D.- Educational Leadership, Master's & Specialist's Programs,
Chair and Coordinator
Richard Roberts, Ph.D.- Counseling and Higher Ed Programs, Chair and
Coordinator
Dan Carter, Ph.D.- Curriculum and Instruction, Coordinator
Melissa Jones-Bromenshenkel, Ph.D.- Special Education, Coordinator

College of Health and Human Services Graduate Programs

Kathleen O'Rourke, Ph.D.- Aging Studies, Coordinator
Nichole Mulvey, Ph.D.- Communication Disorders & Sciences, Coordinator
Jill Bowers, Ph.D.- Human Services Program Administration, Coordinator
Sheila Simons, Ph.D.- Health Promotion, Coordinator
Andrew Kerins, Ph.D.- Exercise Physiology, Sports Administration, Coordinator
Melanie Burns, Ph.D.- Nutrition and Dietetics, Coordinator

Lumpkin College of Business and Technology Graduate Programs

David Boggs, Ph.D.- Business Administration, Coordinator
Rigoberto Chinchilla, Ph.D. - Cybersecurity, Coordinator
Nichole Hugo, Ph.D.- Sustainability, Coordinator
David Melton, Ph.D.- Technology, Coordinator



The Graduate School
600 Lincoln Avenue
Charleston, Illinois 61920
217.581.2220
www.eiu.edu/graduate