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Fall 12-9-2004

## Louisiana State University Health Sciences Center - 2004- Fall Commencement

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**128<sup>th</sup> Commencement**  
December 9, 2004

# The Commencement Ceremony

The audience is requested to stand during the Academic Procession, the singing of the National Anthem, and the Benediction, and to remain in place until the Recessional has left the Arena.

## The Academic Procession

Chief Marshal..... Andrew Pellett, Ph.D.  
*Associate Professor of Cardiopulmonary Science*

Music ..... Pipes and Drums of New Orleans

Bearer of the Mace..... Joseph M. Moerschbaecher, III, Ph.D.  
*Vice-Chancellor for Academic Affairs  
Dean, School of Graduate Studies*

## Procession of the Platform Party

Faculty Marshal ..... William P. Newman, III, M.D.  
*Professor of Pathology*

## Procession of the Faculty

Student Marshal..... Patricia G. Beare, Ph.D.  
*Professor of Nursing*

Connie Morgan, M.S.  
*Assistant Professor of Clinical Nursing*

## Procession of the Students

### Procession of the Candidates in Medicine

Gonfalonier..... Azikiwe Kamau Lombard  
*Doctor of Medicine Candidate*

### Procession of the Candidates in Graduate Studies

Gonfalonier..... Alissa Rupp Hicks  
*Doctor of Philosophy Candidate*

### Procession of the Candidates in Allied Health

Gonfalonier..... Aimee Elise Cerniglia  
*Master of Communication Disorders Candidate*

### Procession of the Candidates in Nursing

Gonfalonier..... Courtney Lynn Bacon  
*Bachelor of Science in Nursing Candidate*

# *The Commencement Ceremony*

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Opening Proclamation..... Joseph M. Moerschbaecher, III, Ph.D.  
*Vice Chancellor for Academic Affairs  
Dean, School of Graduate Studies*

Our National Anthem..... Maria Michelle Chester  
*Bachelor of Science in Nursing Graduate*

Invocation..... Ana Margarita DePuy  
*Bachelor of Science in Nursing Graduate*

Welcome and Opening Remarks..... John A. Rock, M.D.  
*Chancellor*

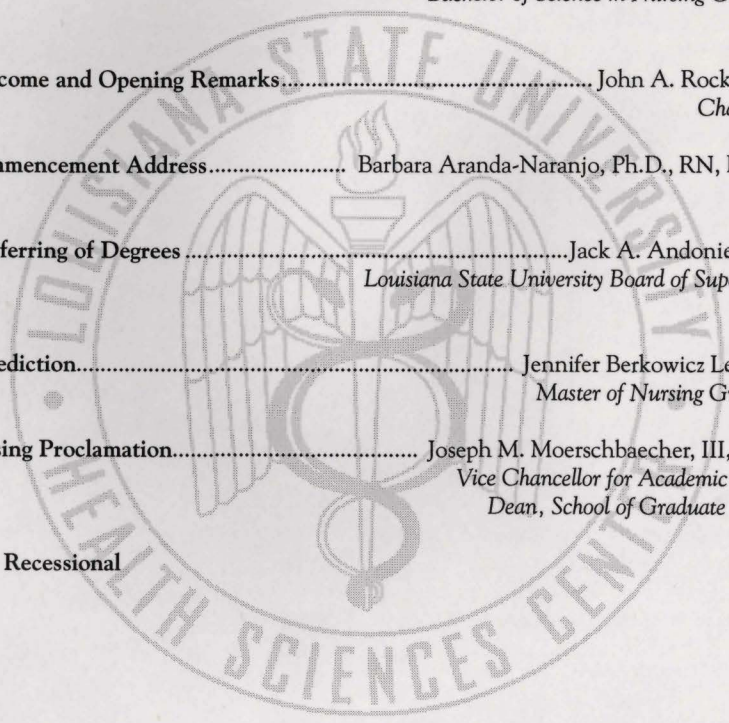
Commencement Address..... Barbara Aranda-Naranjo, Ph.D., RN, FAAN

Conferring of Degrees..... Jack A. Andonie, M.D.  
*Louisiana State University Board of Supervisors*

Benediction..... Jennifer Berkowicz Lemoine  
*Master of Nursing Graduate*

Closing Proclamation..... Joseph M. Moerschbaecher, III, Ph.D.  
*Vice Chancellor for Academic Affairs  
Dean, School of Graduate Studies*

The Recessional



## *Our National Anthem*

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O say can you see by the dawn's early light  
What so proudly we hailed at the twilight's last gleaming

Whose broad stripes and bright stars  
Through the perilous fight

O'er the ramparts we watched  
Were so gallantly streaming

And the rocket's red glare  
The bombs bursting in air

Gave proof through the night  
That our flag was still there

O say does that star-spangled banner yet wave  
O'er the land of the free and the home of the brave

*Francis Scott Key*

*The following list of graduates represents the most accurate information available at press time.  
The appearance of a name on this program is presumptive of graduation but not conclusive.*

*Professional photographers will record each graduate as the diploma is presented  
and color portraits will be available for purchase, if desired.*



# *Candidates for Degrees*

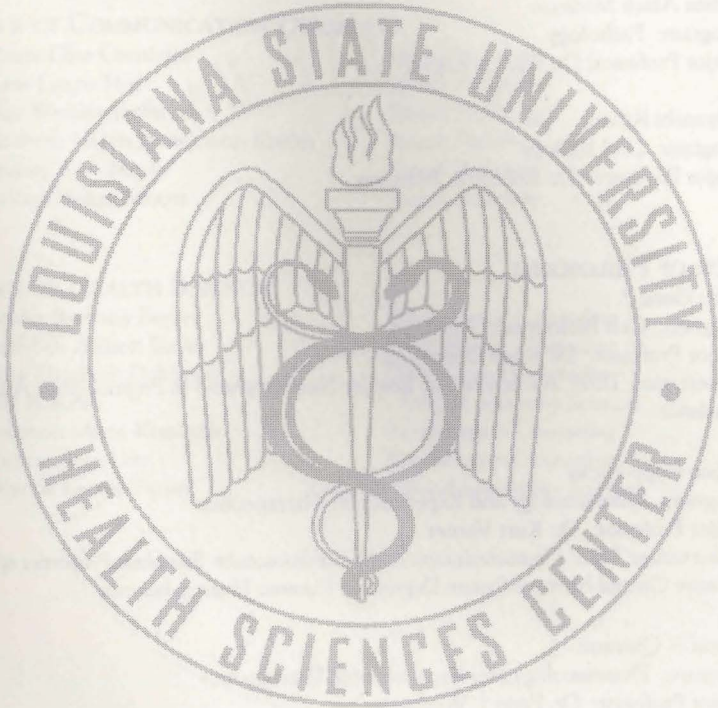
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## **School of Medicine**

Presented by Larry H. Hollier, M.D., Dean

### **DOCTOR OF MEDICINE**

Azikiwe Kamau Lombard  
Desireé Marié Morrell  
John Francis Steen, Jr.  
Ceá Chenea Tillis \*



\* In Absentia

# Candidates for Degrees

## School of Graduate Studies

Presented by Joseph M. Moerschbaeher III, Ph.D., Dean

### MASTER OF SCIENCE

Ali Genc \*

Program: Neuroscience

Major Professor: Dr. Chu Chen

Crista Alack Madison

Program: Pathology

Major Professor: Dr. Francis Ragan

Priyanshi Ritwik

Program: Oral Biology

Major Professor: Dr. Robert B. Brannon

### DOCTOR OF PHILOSOPHY

Baris Genc \*

Program: Cell Biology and Anatomy

Major Professor: Dr. Rhea Erzurumlu

Dissertation Title: *A Chemotropic Role for Neurotrophin-3 in Proprioceptive Axon Guidance*

Alissa Rupp Hicks

Program: Pharmacology and Experimental Therapeutics

Major Professor: Dr. Kurt Varner

Dissertation Title: *Characterization of the Cardiovascular Stimulant Properties of the Putative Central Nervous System Depressant Gamma-Hydroxybutyrate*

Maria S. Quinton

Program: Pharmacology and Experimental Therapeutics

Major Professor: Dr. Peter J. Winsauer

Dissertation Title: *Behavioral Effects of Cocaine Alone and in Combination with Positive GABA<sub>A</sub> Modulators*

Steven M. White \*

Program: Biochemistry and Molecular Biology

Major Professor: Dr. William C. Claycomb

Dissertation Title: *Development of Cellular Models for Studying the Cardiac Conduction System In Vitro*



# *Candidates for Degrees*

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## **School of Allied Health Professions**

*Presented by J.M. Cairo, Ph.D., Dean*

### **BACHELOR OF SCIENCE IN MEDICAL TECHNOLOGY**

Nory Patricia Buck  
Lourdes Caballero Evans  
Chantelle Olivia Patton

### **MASTER OF COMMUNICATION DISORDERS**

Aimee Elise Cerniglia	<i>Speech Pathology</i>
Jaime Lynne Hill	<i>Speech Pathology</i>
Olga Westley Jackson	<i>Speech Pathology</i>
Elizabeth Helen Hanemann Knoth	<i>Speech Pathology</i>
Lindsey Ann Mayo	<i>Speech Pathology</i>
Melissa Jenner Morris	<i>Speech Pathology</i>

### **MASTER OF HEALTH SCIENCES**

Brooke Bethany Bayles	<i>Rehabilitation Counseling</i>
Meredith Allison Brevé	<i>Rehabilitation Counseling</i>
Dana Elizabeth DeMarco	<i>Rehabilitation Counseling</i>
Julie B. Keife	<i>Clinical Laboratory Sciences</i>
Shannon Marie Klapatch	<i>Rehabilitation Counseling</i>
Jennifer Ann Lew	<i>Rehabilitation Counseling</i>
Kolynda Lecole Parker	<i>Clinical Laboratory Sciences</i>

# Candidates for Degrees

## School of Nursing

Presented by Elizabeth A. Humphrey, Ed.D., Dean

### BACHELOR OF SCIENCE IN NURSING

Kendell A. Andrus	Roro Quanah Kay
Melissa Anne Archer	Michelle Mirhea Keizerweerd
Courtney Lynn Bacon	Kimberly Marie Klibert
Dion Marie Barquet	Lindsey Dana Koretzky
Laura Savarese Barrios	Jennifer Marie Lacoste
Scott Allen Bates	Mica Leigh LaHaye
Carly Michelle Berger	Kristin Emily Landry
Melissa Noelle Bergeron	Jessica A. Larson
Christine Elizabeth Biggart	Brooke Elizabeth Lowe
Kenneth Gerard Bird Jr.	Jessica Rae Matise
Julia Franklin Bourg	Kelly Anne McCullough
Aimee Louise Brumley	Susanna Supreya Mueller
Mia C. Butler	Kimiko Anne Nakai
Melissa Diane Cambre	Joell Elizabeth Offner
Debra Ann Chanel	Falguni A. Patel
Maria Michelle Chester	Angela Renéé Peperone
Victoria A. Cochran, RN	Kristen Loupe Plaisance
Renee Richard Cressionie	Joanna C. Platenburg, RN
Necia Elaine Dean	Virginia Leigh Rabb
Jane Caroline DeCuers	Natalie Jeux Riché
Ana Margarita DePuy	Adeline Jones Rodrigue
Michelle Marie DiMaggio	Stacey Lynn Rosedale
Elizabeth Britt Dufrene	Enjoli Marie Rousseve
Summer Dawn Duncan	Jessica Claire St. Pierre
Colleen Marie Elder	Tiffany Noel Schram
Christina Claire Escudé	Anne Michelle Scimeca
Samantha P. Faria, RN *	Angela Dawn Scott
Danielle Leigh Fricke	Erica Lane Sellers
Margaret Anne Gaspard	Donna Jarrell Simmons, RN
Katey Kristine Gautreaux	George Rayford Smith II
Robert Paul Gread	Krystin Claire Smith
Nicholas J. Gros	Lori Michelle Smith
Shaun Michael Gueringer	Shannon Marie Sortina
Andrea Renee Hamilton	Keeva Alsha Souifé-Duplessis, RN *
Krista Lynn Haydel	Heather Louise Tantillo
Erin Raquel Hebert	Steven Porter Templeton
Emily Frances Hipwell	Toni Elizabeth Thomas
Zachary John Indest	Chad Ray Vicknair
Jessica Lynn Jones	Gwendolyn W. Williams, RN *
Ouida Louise Jones	Sedric Williams, RN *

\* In Absentia

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# Candidates for Degrees

## MASTER OF NURSING

Cynthia Capella Bartholomae  
*Advanced Public Health/ Community Nursing*

Kathleen McGuinness Beaudion  
*Primary Care Nurse Practitioner*

Luanne Davis Billingsley  
*Adult Health Nursing*

Suzanne M. Hymel  
*Neonatal Nurse Practitioner*

Ruth E. Tesch Klumb  
*Adult Health Nursing*

Shane C. Landreaux  
*Neonatal Nurse Practitioner*

Jennifer Berkowicz Lemoine  
*Neonatal Nurse Practitioner*

Elyse Leigh Poole  
*Neonatal Nurse Practitioner*

Gary Russell York  
*Neonatal Nurse Practitioner*

## DOCTOR OF NURSING SCIENCE

Deborah B. Evers  
Major Professor: Dr. Yvonne Sterling  
Dissertation Title: *The Effect of a Formal Training Program on Child Care Providers' Knowledge and Practices Regarding Sudden Infant Death Syndrome.*

Janet S. Jones  
Major Professor: Dr. Patricia Beare  
Dissertation Title: *Effect of a Health Promotion Program on Self-Efficacy, Health Behaviors and Blood Pressure within an Adult Hypertensive Population.*



**Barbara Aranda-Naranjo**  
*Ph.D., R.N., FAAN*

## *Commencement Speaker*

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### **Barbara Aranda-Naranjo, Ph.D., R.N., FAAN**

*Robert and Kathleen Scanlon, Values-Based Endowed Chair,  
School of Nursing and Health Studies  
Georgetown University*

**B**arbara Aranda-Naranjo, Ph.D. is the Values-Based Health Care first Endowed Chair at the School of Nursing and Health Studies at Georgetown University. In her new position, she will teach, do research, continue her health care practice with HIV infected minority women and work with the school's faculty on integrating values based health care paradigm in to the curriculum.

Prior to joining Georgetown University, Barbara was the Acting Director for the Office of Science and Epidemiology in the HIV/AIDS Bureau (HAB) within the Health Resources and Service Administration (HRSA) in the federal government. She had also served as the Deputy Director of the Division of Community Based Programs and the Branch Chief of the Special Projects of National Significance within HAB.

Prior to her government services she has served as a member of various advisory bodies and organizations including: the San Antonio Ryan White Title I Planning Council; the National Rural Health Association's National Task Force on Rural HIV/AIDS; the HRSA AIDS Advisory Council (HAAC); the CDC Advisory Committee to the Director; and the Presidential Advisory Council on HIV/AIDS. Previous work experience also includes serving as the Brigadier General Dunlap Endowed Chair in Nursing at the University of Incarnate Word School of Nursing in San Antonio, Texas and directing AIDS-related community based-organizations (CBO's) for families living with HIV/AIDS in South Texas.

Dr. Aranda-Naranjo has published several research articles on women and families living with HIV infection, book chapters on multicultural issues for HIV + women and given numerous presentations at national and international conferences related to minority populations living with HIV/AIDS (PLWH). Having served both at the frontline of the AIDS pandemic and at the federal policy level, "I've experienced the opportunities and challenges that programs face as they provide care and services to underserved PLWH," stated Barbara. "This is an exciting time to be a Health Care Provider and to teach the next generation of health care leaders, engage in meaningful research to increase the quality of health care for all Americans and to participate in eliminating disparities especially for those living with chronic disease such as AIDS."

Barbara can be reached at [BA78@georgetown.edu](mailto:BA78@georgetown.edu); 202-687-1331

## *Academic Traditions*

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The celebration of commencement is a rich tapestry of tradition. Each tradition adds to the pageantry and the majesty of one of the Health Sciences Center's most solemn yet joyous occasions. The conferring of degrees is formal recognition that our graduates have attained mastery of the healing arts and sciences and are fully prepared to accept the sacred trust which will soon be bestowed upon them by their patients and clients. This is a very special day for the entire LSU Health Sciences Center family, and so that the meaning of this ceremony will be deepened and the celebration more fitting the magnitude of accomplishment of our faculty and students, the Health Sciences Center has woven a number of time-honored traditions into our commencement tapestry.

### *Academic Regalia*

The origins of academic regalia date back to the 12<sup>th</sup> and 13<sup>th</sup> centuries. The long robe and hood were borrowed from clerical dress with a nod toward practicality for the warmth the costume provided in unheated and drafty halls. While proper academic dress was defined for the first time during the reign of Henry VIII at Oxford and Cambridge, it was not until the 19<sup>th</sup> century and, then only in the United States, that it was standardized. Colors were assigned to signify the various areas of scholarly pursuit. Green, the color of medieval herbs, was chosen for medicine, and golden yellow, representing the wealth produced by scientific research, was selected for the sciences. In 1932, the American Council on Education approved an academic costume code which, with few changes, is still used today. The principle features of academic dress are three: The *gown*, the *cap* and the *hood*.

**The Gown.** The flowing black gown comes from the twelfth century. It has become symbolic of the democracy of scholarship, for it completely covers dress of rank or social standing beneath. Gowns with pointed sleeves designate the Associate and Bachelor's degree; long, closed sleeves are used for the Master's degree, with a slit for the arm; and round, open sleeves indicate the Doctor's degree. The gown worn for Associate, Bachelor's or Master's degree has no trimmings. The gown for the Doctor's degree is faced down the front with velvet and has three bars of velvet across the sleeves, in the color distinctive of the faculty or discipline to which the degree pertains. For certain institutions, the official colors of the college or university may appear on the gown or its decorations.

**The Cap.** The freed slave in Ancient Rome won the privilege of wearing a cap, and so the academic cap is a sign of the freedom of scholarship and the responsibility and dignity with which scholarship endows the wearer. Old poetry records the cap of scholarship as a square to symbolize the book, although some authorities claim the mortar board is a symbol of the masons, a privileged guild. The color of the tassel on the cap denotes the discipline, although a gold tassel may be worn with any Doctor's gown. The tassel is traditionally worn on the right front side of the cap before degrees are conferred and is shifted to the left at the moment the diploma is awarded.

## *Academic Traditions*

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The *Hood*. Heraldically, the hood is an inverted shield with one or more chevrons of a secondary color on the ground of the primary color of the college or university. The color of the face of the hood denotes the discipline represented by the degree; the color of the lining of the hood designates the university or college from which the degree was granted.

The academic colors used in LSU Health Sciences Center's commencement ceremony are green for medicine, lilac for dentistry, apricot for nursing, gold for allied health professions, dark blue for graduate studies, and salmon for public health.

### **The University Mace**

The academic mace comes from a heritage imbued with tradition and symbolism. Long held as a symbol of strength and authority, there are a number of theories about its origin. Although some say the word mace is derived from the French word *masse*, meaning club, one of the earliest references to a mace was an ebony-black effigy discovered in King Tut's tomb of "a King, gold-sandalled, bearing staff and mace". During medieval times, the mace of arms was cast as a weapon—a heavy staff or club often made of iron with a spiked end used by knights to penetrate and break armor. Bodyguards carried maces to protect their royals in processions.

But by the 14<sup>th</sup> century, the use of maces was becoming more ceremonial, sometimes carried in processions of civil ceremonies with mayors and other dignitaries. The mace began to lose its warlike appearance, instead being adorned with jewels and precious metals. Maces were not used as weapons after the 16<sup>th</sup> century. The first dated record of the mace's transition to academics was in 1385 when a mace was carried at the University of Vienna.

Today, the British Parliament, the Congress of the United States, and many other governmental bodies use stationary ceremonial maces. Increasingly more universities are embracing the enduring tradition of heralding their academic processions with a ceremonial mace, carried before the university leadership as an ensign of authority, dignity, succession, and the rich symbolism unique to each university.

The mace of the LSU Health Sciences Center in New Orleans was designed to define the Center and to reflect its missions and its heritage. The mace is topped with the mother pelican feeding her young taken from the Louisiana State Seal. The nest rests atop a custom-made purple glass globe, engraved with the names of the six professional schools of LSU Health Sciences Center in New Orleans. The neck of the solid mahogany staff is finished in gold, adorned with the symbols depicting the four missions of the health sciences center—education, patient care, research, and outreach, as well as a representation of Hygieia, the daughter of Aesculapius and the Goddess of Health. The base is finished with the founding year, 1931, and decorated with a fleur-de-lis, to recognize the founding of the Health Sciences Center in New Orleans.

## *Academic Traditions*

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### **The Chain of Office**

A symbol of authority whose origins may lie in chains bearing portraits of monarchs given to scholars as signs of honor and favor, or in the badge of office said to date back to the age of chivalry when officials were more readily identifiable by their badges of rank, the chain of office is steeped in ceremonial significance.

The Chain of Office of LSU Health Sciences Center in New Orleans, fashioned in bronze, represents the authority and great responsibility of the Chancellor as head of the university. A medallion encircling the seal of the Louisiana State University Health Sciences Center engraved with the year of its founding is suspended by a chain incorporating symbols of the Center's fourfold mission. Education is represented by the books upon which the names of the six schools of the center are engraved. Patient care is represented by the stethoscopes, used in clinical disciplines spanning our schools. Research is represented by the microscopes. Outreach is depicted by the hands reaching out to each other. The oak leaf clusters symbolize strength and longevity.

The continuity of leadership is expressed by the plaques engraved with each Chancellor's name and years in office, as well as each Chancellor passing the medallion and chain on to the next.

### **The University Gonfalons**

A gonfalon is a flag that hangs from a crosspiece or frame. The first gonfalons were displayed in medieval Italy as an ensign of state or office as well as in ecclesiastical processions. From the Germanic compound gund-fanon (battle flag), gonfalons were also used as flags of battle. They are frequently seen at the heads of religious or military processions, always accompanied by "valets" or "honor guards". Many universities around the world have adopted them to lead academic processions as they comprise a unique and colorful ceremonial display. The gonfalons are made in the appropriate academic color for each school, and contain a visual element representing the academic discipline of the school, as well as the university seal.

Da Vinci's Vitruvian Man is the symbol on allied health's golden gonfalon. Vitruvius, a Roman engineer of the first century B.C. influenced da Vinci's drawings of the human body. The drawing is based upon a model of ideal proportions which Vitruvius established and is the symbol most frequently representative of the specialties of the allied health professions.

The nursing gonfalon is apricot and its symbol is the burning lamp of Florence Nightingale. Florence Nightingale was called "the lady with the lamp" because she used a lamp in her selfless duty in the Crimean War, although hers was a collapsible paper cylinder which protected the flame and diffused more light. The lamp has come to symbolize nursing to honor Florence Nightingale's enormous dedication and contributions to the nursing profession, as well as to represent the lamp of knowledge.



## *Academic Traditions*

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The dentistry gonfalon is lilac with the official emblem for dentistry adopted in 1965. The design uses as its central figure a serpent entwined about an ancient Arabian cautory. The Greek letter (delta), for dentistry, and (omicron) for odont (tooth) form the periphery of the design. In the background of the design are 32 leaves and 20 berries, representing the permanent and temporary teeth.

The graduate studies gonfalon is dark blue and its symbol is DNA, the building blocks of life. These building blocks are essential in the research done in the doctoral programs of Cell Biology and Anatomy, Biochemistry, Human Genetics, Microbiology, Neuroscience, Pathology, Pharmacology, and Physiology.

The medicine gonfalon is green, and its symbol is the caduceus, the staff with winding serpents topped by a pair of wings from Greek mythology that has come to represent the medical profession in the United States. In Greek and Roman mythology, the caduceus, like the staff of Aesculapius, was associated with healing and immortality. Both were used as printer's marks from the 16<sup>th</sup> century on, especially as frontispieces to pharmacopoeias in the 17<sup>th</sup> and 18<sup>th</sup> centuries. One theory postulates that as printers saw themselves as messengers of the printed word and thus disseminators of knowledge, they chose the symbol of the messenger of the ancient gods, Hermes. The United States Army adopted the caduceus as the official emblem of its medical department in 1902, cementing its use as such in this country.

Hygieia, the Greek goddess of health, adorns the public health gonfalon. The granddaughter of Apollo and the most important of Asclepius' five daughters, Hygieia personifies physical and psychic health. She was said to relieve illness in humans as well as animals through diet and medication. Often depicted feeding a snake wrapped around her body, Hygieia was sometimes called "The Health". Derived from the Greek word, *hygieinos*, meaning healthful, Hygieia survives today in the word hygiene—a basic preventive discipline in public health.



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