



Queens Graduate

COMMEMORATIVE BOOK

2020-2021

St. John's University is Catholic, Vincentian, Metropolitan, and Global.

As a university, we commit ourselves to academic excellence and the pursuit of wisdom which flows from free inquiry, religious values, and human experience. We strive to preserve and enhance an atmosphere in which scholarly research, imaginative methodology, global awareness, and an enthusiastic quest for truth serve as the basis of a vital teaching-learning process and the development of lifelong learning. Our core curriculum in the liberal arts and sciences aims to enrich lives as well as professions and serves to unify the undergraduate experience. Graduate and professional schools express our commitment to research, rigorous standards, and innovative application of knowledge. We aim not only to be excellent professionals with an ability to analyze and articulate clearly what is, but also to develop the ethical and aesthetic values to imagine and help realize what might be.

St. John's is a Catholic university, founded in 1870 in response to an invitation of the first Bishop of Brooklyn, John Loughlin, to provide the youth of the city with an intellectual and moral education. We embrace the Judeo-Christian ideals of respect for the rights and dignity of every person and each individual's responsibility for the world in which we live. We commit ourselves to create a climate patterned on the life and teaching of Jesus Christ as embodied in the traditions and practices of the Roman Catholic Church. Our community, which comprises members of many faiths, strives for an openness which is "wholly directed to all that is true, all that deserves respect, all that is honest, pure, admirable, decent, virtuous, or worthy of praise" (Philippians 4:8). Thus, the university is a place where the Church reflects upon itself and the world as it engages in dialogue with other religious traditions.

St. John's is a Vincentian university, inspired by St. Vincent de Paul's compassion and zeal for service. We strive to provide excellent education for all people, especially those lacking economic, physical, or social advantages. Community service programs combine with reflective learning to enlarge the classroom experience. Wherever possible, we devote our intellectual and physical resources to search out the causes of poverty and social injustice and to encourage solutions which are adaptable, effective, and concrete. In the Vincentian tradition, we seek to foster a world view and to further efforts toward global harmony and development by creating an atmosphere in which all may imbibe and embody the spirit of compassionate concern for others so characteristic of Vincent.

St. John's is a metropolitan and global university. As a metropolitan university, we benefit from New York City's cultural diversity, its intellectual and artistic resources, and its unique professional educational opportunities. With this richness comes responsibility. We encourage the metropolitan community to use our resources to serve its needs. As a global university, we are one of our nation's most diverse institutions of higher education, enriched by a mixture of cultures, which complements an internationalized curriculum. Through collaboration with other institutions around the world, study abroad opportunities, and online courses and degrees, our outreach spans the globe. In educating students we pledge to foster those qualities needed for our alumni to become effective leaders and responsible citizens in a vibrant city and dynamic world.

Mission Statement of St. John's University, New York. Approved by the Board of Trustees, December 1991. Modified and reapproved in March 1999, March 2008, and October 2015.



Dear St. John's Graduate,

On behalf of the faculty, administration, and staff of St. John's University, we are delighted to offer our warmest congratulations on your graduation. You can take pride in knowing that, by earning your degree, you bring your years of study and hard work to a successful conclusion. Today, as you join the ranks of our more than 190,000 St. John's alumni, you also become a permanent and proud member of the St. John's family.

We hope that the knowledge and skills you have acquired will enable you to enjoy great personal and professional success. We hope that you practice the University's Vincentian mission of service and caring for those less fortunate. Such compassionate concern both enriches your own life and, indeed, makes the world a better place.

The friendships and professional relationships you have developed during your years at St. John's will remain valuable assets to draw upon as you begin your career. As a lifelong member of our University community, you are encouraged to visit campus often to participate in the many alumni activities held throughout the year and to keep abreast of the continuing development of our programs and facilities. We are available should you require career counseling or assistance in pursuing additional academic opportunities or programs that engage your passion for learning.

Thank you for being a member of our St. John's University community. Please accept our very best wishes on your graduation, and be assured of our prayers for your continued success.

Sincerely,

Brian J. Shanley, O.P.

Rev. Brian J. Shanley, O.P.
President

Simon G. Møller, Ph.D.
Provost and Vice President for
Academic Affairs

congratulations

The School of Education

David L. Bell, Ed.D., Dean

Candidates for Degrees

September 2020

The Degree of Doctor of Philosophy

Saumendra Nath De

(Ph.D.)

"The Connections Between Parental Marital Status, Parent Involvement, and Literacy Achievement of Kindergarten Children"

Kyle DeMeo Cook, Ph.D., Mentor

Angela Marie Trowers

(Ph.D.)

"Teacher Self-Efficacy in a Multicultural Alternative Education Program"

Michael R. Sampson, Ph.D., Mentor

Susan C. Schatz †

(Ph.D.)

"Kindergarten Literacy Screening: Cultivating a Multifactorial Preventive Approach to Literacy Instruction"

Evan T. Ortlieb, Ph.D., Mentor

The Degree of Doctor of Education

Audra L. Beberman †

(Ed.D.)

"Fostering Teacher Self-Efficacy for K-12 Classroom Technology Integration: The Role of Professional Development and Growth Mindset"

Erin M. Fahle, Ph.D., Mentor

Jonathan DellaSperanza-Zaratin

(Ed.D.)

"Implementing S.T.E.A.M. – One School's Journey Toward Implementation"

Barbara Cozza, Ph.D., Mentor

Kathryn Behr †

(Ed.D.)

"Preparedness for the Key Work of School Board Governance by Volunteer Experience, Occupation, and Gender"

Rosalba Corrado Del Vecchio, Ed.D., Mentor

Thomas Desmond

(Ed.D.)

"Protective Factors Used by Academically Resilient Economically Disadvantaged Adult Students"

Anthony J. Annunziato, Ph.D., Mentor

Joseph J. Crotty †

(Ed.D.)

"Guided by the Inner Light: A Historiometric Study of Quaker Education in The State of New York"

Seokhee Cho, Ph.D., Mentor

Patrick J. Dunphy Jr.

(Ed.D.)

"Career and Technical Education as Affinity Spaces: Perspectives from Students with and without Special Needs"

Randall F. Clemens, Ph.D., Mentor

The Degree of Doctor of Education (continued)

Michael Genovese †

(Ed.D.)

"A Study of the Dimensions of Principal Leadership: How do Principals Allocate Their Time and Energy?"

Anthony J. Annunziato, Ed.D., Mentor

Kelly Linda Gilpin Clarke †

(Ed.D.)

"NYS High School Graduation Rate Disproportionality"

Erin M. Fahle, Ph.D., Mentor

Tara L. Gleason

(Ed.D.)

"Trust is Contagious: The Role of Trust in School Relationships and Teacher Attrition Rates"

Catherine C. DiMartino, Ph.D., Mentor

Moira Gleeson

(Ed.D.)

"The Relationship Between Faculty Trust in the Principal and Instructional Collaboration in Elementary Schools in an Urban-Suburban District"

Rosalba Corrado Del Vecchio, Ed.D., Mentor

Nia E. Hulse

(Ed.D.)

"School Leaders' Response to the Increasing Population of Culturally and Linguistically Diverse Learners"

Barbara Cozza, Ph.D., Mentor

Michelle Kwon-Pineda †

(Ed.D.)

"A Quantitative Perspective on the Impact of the General Education Student's Academic Achievement and Membership in an Inclusion Class at the High School Level Using New York State Regents Exam Scores"

James Reed Campbell, Ph.D., Mentor

Judith LaRocca †

(Ed.D.)

"Perceptions of the Role of Principal Supervisors in Nassau County, New York"

Anthony J. Annunziato, Ed.D., Mentor

Kareen Odate

(Ed.D.)

"A Cross-Ethnicity Study of Senior Executive Woman In Higher Education: Commonalities and Differences in Lived Experiences"

Rene S. Parmar, Ph.D., Mentor

Ricky V. Papandrea Jr. †

(Ed.D.)

"Implementing Reform: A Case Study of Secondary Social Studies Teachers' Perceptions of Mandated Curriculum Changes"

Catherine C. DiMartino, Ph.D., Mentor

Steven Postiglione

(Ed.D.)

"Teacher Perceptions of Student Acceptance of Individual Responsibility at School and Factors that May Influence Those Perceptions: A Mixed Method Analysis"

Elizabeth Gil, Ph.D., Mentor

Nathlye Sudlow-Naggie

(Ed.D.)

"The Effects of Virtual Laboratory Activities on Science Learning"

Seokhee Cho, Ph.D., Mentor

Ida W. Tam

(Ed.D.)

"The Effect of the Read-Aloud and Extended Time Accommodations on NAEP Fourth and Eighth Grade Reading and Mathematics for Students with Disabilities"

Rene S. Parmar, Ph.D., Mentor

The Degree of Doctor of Education (continued)

Patrick Walsh †

(Ed.D.)

"The Impact of Universally Accelerating
Eighth Grade Mathematics Students in
Heterogeneously Grouped Classrooms:
An Interrupted Times Series"

Erin M. Fahle, Ph.D., Mentor

Advanced Certificate

Lisa Arana

Kayla Aviles

Beatrice Butler

Gillian Daly

Devin Denaro

Brittany Gallagher

Ana Guaman

Lisa Guariglia †

Isabel Hernandez

Veronica-Joyce Kwok

Adam Lafleur

Robert Leone

Kathleen McGlone

Alexandra Messina

Kristin Miller

Eileen Molina †

Barbara Olivares-Lazcano

Katina Price

Heather Stein

Marie Sulit

Michael Tramontana

Solimar Velez

The Degree of Master of Science in Education

Phyllis Ade

Ricardo Bartley

Nicole Clarke

Samantha Licata

Jennifer Litito

Melissa Goncalves

Lauren Muscarella

Alicia Quinones

Christine Samuel

Laura Smith

Brandon Thompson

Kinga Tzach

January 2021

The Degree of Doctor of Philosophy

Paolo Bartolini

(Ph.D.)

"Exploring How Faculty Motivations and
Professional Development Strategies Influence
Digital Literacy Practices in a Study Abroad
Program in Italy: A Case Study"

Lisa Bajor, Ph.D., Mentor

Adele J. Doyle

(Ph.D.)

"Exploring First Year Students' Interest
in Reading Academic Texts in an Urban
Community College Composition Classroom"

Kristin E. Anderson, Ph.D., Mentor

The Degree of Doctor of Philosophy (continued)

Miranda Jesus

(Ph.D.)

"Examining Equity-Minded Teacher Preparation in California Community College"

Aly McDowell, Ed.D., Mentor

Christina M. Vagenas-Bischoff

(Ph.D.)

"The Effectiveness of the I-Ready and Word Generation Interventions on Middle School Students"

Michael R. Sampson, Ph.D., Mentor

Catrina D. Rocco

(Ph.D.)

"Exploring Social Studies Teaching: Student Perspectives of Teacher Practice in L2 Classrooms"

Michael R. Sampson, Ph.D., Mentor

Valerie Lorene Williams-Sanchez

(Ph.D.)

"Reading Builds Empathy: Piloting a Literacy Tool to Measure Reading's Impact on Kids' Empathy Development"

Brett Elizabeth Blake, Ph.D., Mentor

The Degree of Doctor of Education

Atinuke Ayeni †

(Ed.D.)

"The Impact of Parental Involvement on Adolescents' Academic Achievement in Nigeria"

James R. Campbell, Ph.D., Mentor

Shawn Michael Donnelly

(Ed.D.)

"A Study of the Effectiveness of IXL Math Online Software on Student Achievement in an Urban Middle School"

Rene S. Parmar, Ph.D., Mentor

Lilibeth Y. Bernal

(Ed.D.)

"In Determining the Disparity between English as a New Language Policy and the English Language Learning High School Graduation Completion"

Barbara Cozza, Ph.D., Mentor

Elizabeth A. Dragone †

(Ed.D.)

"Making a Difference by Being Different: An Examination of Factors that Contribute to Student Success in Alternative Education Programs"

Catherine DiMartino, Ph.D., Mentor

Jaime A. Bottcher †

(Ed.D.)

"A Case Study of Co-Teacher Relationships of English Language Learners in a Suburban Elementary School"

Catherine DiMartino, Ph.D., Mentor

Jennifer Lynn Dralle-Moreano

(Ed.D.)

"Educators' Perceptions of Benefits and Barriers of the Inclusion of Coding in K-8 Curriculum: A Qualitative Study"

Rosalba Corrado Del Vecchio, Ed.D., Mentor

Jennifer Lynn Brady †

(Ed.D.)

"Tenured Teacher Motivation for Self-Directed Professional Development in Literacy"

Barbara Cozza, Ph.D., Mentor

Lisa A. Dunn

(Ed.D.)

"Student Voice: From Token Participation to Engaged Partnership"

Stephen Kotok, Ph.D., Mentor

The Degree of Doctor of Education (continued)

Michele Gaglione †

(Ed.D.)

"Nurturing Creative Problem-Solving Sciences in Middle School Students"

Seokhee Cho, Ph.D., Mentor

Mariana A. Gil

(Ed.D.)

"What Does it Mean to be a Latin American High School Immigrant Student in the Suburbs of Long Island? An Insight of the Lived Experiences of High School Latin American Immigrant Students in Today's School Culture"

Anthony J. Annunziato, Ed.D., Mentor

Matel Hanna Hassan

(Ed.D.)

"Examining the Learning Communities of Two High Schools in an Urban School District"

Rosalba Corrado Del Vecchio, Ed.D., Mentor

Donald Howard Herberer, Jr.

(Ed.D.)

"Teacher Perceptions & Practice of Technology Integration Before and After PICRAT Matrix Professional Development Intervention"

Anthony J. Annunziato, Ed.D., Mentor

Naomi Nayeon Hwang †

(Ed.D.)

"Project-Based Learning in Urban Public School Education and its Impact on Academic Achievement and School Environment"

Seokhee Cho, Ph.D., Mentor

Tonya Jackson-Bates †

(Ed.D.)

"The Impact of Graphing Calculators on the Mathematics Achievement of Black Females"

James R. Campbell, Ph.D., Mentor

Bradley Krauz †

(Ed.D.)

"The Influence of College-Readiness Testing on High School Students' and Educators' Attitudes on Education"

Randall F. Clemens, Ph.D., Mentor

Kelly Marzocchi

(Ed.D.)

"The Analysis of a Multi-Year Mentoring Program and its Long-Term Effects on Teacher Self-Efficacy"

Stephen Kotok, Ph.D., Mentor

Kerriann McFadden †

(Ed.D.)

"The Relationship between Teachers' Years of Experience and Their Perceptions of Teaching English Language Learners"

Stephen Kotok, Ph.D., Mentor

Patricia O'Regan †

(Ed.D.)

"A Quantitative Study of the Effects of Summer Literacy Camp to Help Mitigate Summer Learning Loss for Students Entering Grades 1–5"

Anthony J. Annunziato, Ed.D., Mentor

Mark Leonidas Palios †

(Ed.D.)

"A Case Study of Trauma-Informed Practice and Implementation to Support Mental Health and Learning in Public Schools in Suffolk County, New York"

Anthony J. Annunziato, Ed.D., Mentor

Meghan Parenteau

(Ed.D.)

"Athletic and Academic Motivational Profiles of Varsity Student-Athletes"

Stephen Kotok, Ph.D., Mentor

Karen A. Pepe †

(Ed.D.)

"The Impact of Math Placement Guidelines on Community College Student Outcomes"

Ceceilia Parnter, Ph.D., Mentor

Marlee Caroline Rice †

(Ed.D.)

"Analyzing Factors That Contribute to Technology Use: A Case Study on the Use of Instructional Technology in a Suburban Middle School"

James R. Campbell, Ph.D., Mentor

The Degree of Doctor of Education (continued)

Theresa Saladino

(Ed.D.)

"The Impact of Generational Differences between Generation Z to Generation Y on Community College Degree Completion: A Comparative Analysis"

Ceceilia Parnter, Ph.D., Mentor

Marissa Scholl

(Ed.D.)

"Teachers' Knowledge of Special Education Law and Preparedness to Carry Out Non-Instructional Tasks Associated with Special Education Law"

Ceceilia Parnter, Ph.D., Mentor

Stephanie L. Weeks

(Ed.D.)

"The Efficacy of Co-Taught and Dual-Certified English Language Arts Instructional Models on English Language Learners' Achievement"

Anthony J. Annunziato, Ed.D., Mentor

Krystina Nicole White

(Ed.D.)

"A Case Study on the Implementation Process of the Leader in Me"

Anthony J. Annunziato, Ed.D., Mentor

Aisha Maunda Williams

(Ed.D.)

"The Impact of a Writing Center on Retention, Persistence, and Success at an Open Enrollment Campus"

Rene S. Parmar, Ph.D., Mentor

Advanced Certificate

Sheina Allen

Carline Bennett

Mindy Blanck †

Janelle Brown †

Juliett Cantos

Faith Carbonaro

Jessica Colombo

Keira Cornejo

Erica Derlath

Adena Dershowitz

Nicole A. DeVito

Jaclyn DiMaria

Eve Domenikos

Elena Ferriolo

Carmela Fava Gabriel

Toni Rae Gnall

Janice Guzman

Ruth Haibi

Annalisa Inzerillo

Julia Jacobson

Belkys Johnson

Aliya Ladha

Leslie Melo

Kelly Nolan

Allison Otero

Elizabeth Placencio

Ossanna Pipitone

Lydia Ra

Denise R. Rappoport †

Mayra Rivera

Nicole Ryan †

Helen Sanopoulos

Hannah Secovnie

Kleoiki Sharghi

Natalie M. Sheridan †

Brittany Voce

Jessica Wendland

The Degree of Master of Science in Education

Cindy Aguirre †
Sydnée Alvarez
Noelle Arroyo
Luz Mery Benitez
Jovona Bethel †
Rebecca A. Binda
Christie Brulhardt
Pamela Cacciani
Jianying Chen
Korrin Clark
Cynthia Corona
Sha-Kara Daniels
Bolívar Díaz
Caitlin Droha
Lindsey Estevez
Krysta Fabian
Amanda Firrincieli
Dian Frankson
Mariana Garay
Pariis Garcia
Matthew Giannettino
Fayan D. Grant-Rhoden
Tanaisha Jackson
Insherah Khalid
Sofia Kovacevic
JingBong Lee
Jaclyn LeGodais

Ryan Lowell
Kirill Martynov
Jaclyn Morales
Alexander O'Grady
Kristen Padula
Roberto Passalacqua
Kimberly Persico †
Ryan Poole
Aditi Rai
Elvira Raposo
Christina Roman
Jessica Rotenberg
Rea Rougier
Jennifer Sackowski
Alejandro Sanchez
Marina Silvestri
Rochelle Singh
Shaiya Smith
Leo Soto
Amber Tenaglia
Mariana Tomaz DaSilva
Cheryl Vaughan
Candy Vega
Vanessa Visquerra
Alexis Volonakis
Hank Zou

May 2021

The Degree of Doctor of Philosophy

Jennifer Melissa Aguilera

(Ph.D.)

"An Exploration of American University-
Based Tutoring Programs for English
Language Learners"

Evan T. Ortlieb, Ph.D., Mentor

Mary Elizabeth Cantino

(Ph.D.)

"Theory and Practice: Phonological
Awareness Instructional Methods Used
in Deaf Education"

Michael R. Sampson, Ph.D., Mentor

Dina M. Episcopia Zoleo

(Ph.D.)

"Examining the Use of Linear Outlines to
Support Student Writing"

Olivia G. Stewart, Ph.D., Mentor

Sarah Garifo †

(Ph.D.)

"Culturally Relevant Pedagogy in Public
Libraries: An Exploratory Case Study of
a Library System in a Majority-Black,
Suburban District"

Kyle D. Cook, Ph.D., Mentor

The Degree of Doctor of Philosophy (continued)

Jordan Gonzalez

(Ph.D.)

"The Impact of Individual and Contextual Factors on L2 Writing Development: The Shifts in Written Corrective Feedback During COVID-19"

Brett Elizabeth Blake, Ph.D., Mentor

Scott L. Moore

(Ph.D.)

"'Whiteness is in the way of seeing': Narrativizing Middle School Students' Intersectional Perceptions of Whiteness in Literacy Instruction"

Adam T. Clark, Ph.D., Mentor

Dolores Greenawalt

(Ph.D.)

"Examining the Benefits of a Faculty-Run Reading and Writing Lab at a Small, Private University in the Midwest"

Kyle D. Cook, Ph.D., Mentor

Terrie Noland

(Ph.D.)

"Teacher Guilt: How Can It Inform Instruction in Foundational Skills in Reading?"

Olivia G. Stewart, Ph.D., Mentor

Erin Hayden-Baldauf

(Ph.D.)

"At the Crossroads of Studenthood and Motherhood"

Richard S. Brown, Ph.D., Mentor

Jennifer Preschern

(Ph.D.)

"International Baccalaureate Primary Years Teachers' Perceptions on Educating Students with Dyslexia"

Kyle D. Cook, Ph.D., Mentor

Pattiann LaVeglia

(Ph.D.)

"Staff Development for Direct Support Professionals: Perspectives on the Usefulness of a Literacy-Based Social Skill Strategy"

Brett Elizabeth Blake, Ph.D., Mentor

Jacqueline Regan

(Ph.D.)

"Academically Underprepared First Year Writing Students' Perceptions and Implementation of Teacher and Peer Feedback"

Olivia G. Stewart, Ph.D., Mentor

Theresa Boehm Marsicek †

Outstanding Dissertation Award in Literacy

(Ph.D.)

"Examining the Perceptions of Early Elementary Classroom Teachers with Supplementary Literacy Certification"

Kyle D. Cook, Ph.D., Mentor

Morlena T. Robinson

(Ph.D.)

"The Virtual Teaching Experience with Google Classroom during COVID-19: A Phenomenological Study"

Kyle D. Cook, Ph.D., Mentor

Lupita-Maria Matadi

(Ph.D.)

"Understanding Inner City African American Adolescent Exposures to Literacy"

Lisa Bajor, Ph.D., Mentor

Toni-Ann Vroom

(Ph.D.)

"Adolescent Writing Instruction: A Return to the Sentences"

Brett Elizabeth Blake, Ph.D., Mentor

Annamaria Miller

(Ph.D.)

"Examining the Relationship between Automaticity and Oral Reading Comprehension in English Language Learners"

Clare Irwin, Ph.D., Mentor

The Degree of Doctor of Education

Sam Ahmed

(Ed.D.)

"Perceptions of Untenured Teachers on the Effectiveness of District Induction Program"

Ceceilia Parnter, Ph.D., Mentor

Kristen R. Andriaccio †

(Ed.D.)

"How Black Students Experience School in a Predominantly White Suburban High School: A Phenomenological Study to Examine Student Perceptions of Self-Efficacy, Feelings of Belongingness, and Perceived Educational Opportunity"

Anthony J. Annunziato, Ed.D., Mentor

Jason C. Baez

(Ed.D.)

"Do We Even Belong in Education? How Male Teachers of Color Find Their Sense of Belonging through Their Teacher of Color Program"

Ceceilia Parnter, Ph.D., Mentor

Rasheed Bility

(Ed.D.)

"Is Special Education a Life Sentence? Examining Disproportionality in the Declassification Rates of Students of Color in an Urban School District"

Rene S. Parmar, Ph.D., Mentor

Lindsay M. Blaszczyk †

(Ed.D.)

"Effects of Scripted and Teacher-Generated Literacy Program on Middle School Students' Literacy Growth"

Seokhee Cho, Ph.D., Mentor

Jacqueline Boswell

(Ed.D.)

"Parental Involvement to Support School Choice for Children Transitioning from Middle School High School and Beyond"

James R. Campbell, Ph.D., Mentor

Cornelius Campbell

(Ed.D.)

"Efficacy of Mindfulness-Based Interventions as an Alternative to Suspension"

Rene S. Parmar, Ph.D., Mentor

Michael Connell

(Ed.D.)

"An Examination of the Perceptions of Teachers, Administrators and Instructional Support Staff About the Use of Data to Guide Instruction in a Catholic Diocese, in the Northeastern United States"

Rosalba Corrado Del Vecchio, Ed.D., Mentor

John Craig †

(Ed.D.)

"The Impact of Mentoring on New Teacher Self-Efficacy"

Barbara Cozza, Ph.D., Mentor

John A. Diffley

(Ed.D.)

"Youth Soccer Coaching Methodologies' Impact on Enjoyment of the Game and Retention"

James R. Campbell, Ph.D., Mentor

Diane P. Fabian

(Ed.D.)

"Patient Engagement: The Factors Contributing to Individuals Using the Patient Portal"

Ceceilia Parnter, Ph.D., Mentor

David S. Follick

(Ed.D.)

"Using the New York State Algebra 1 Regents Results for Introductory Math Course Placement at a Suburban New York State Community College"

Erin Fahle, Ph.D., Mentor

The Degree of Doctor of Education (continued)

Christine Marie Goodwin †

(Ed.D.)

"Keys to Understanding and Serving College Students with Chronic Illness"

Katherine C. Aquino, Ph.D., Mentor

Jonathan Mangar

(Ed.D.)

"Togetherness for Mission in Catholic Secondary Schools"

Ceceilia Parnter, Ph.D., Mentor

Ariel N. Henry

Dr. Gene Geisert Outstanding Dissertation Award

(Ed.D.)

"Preparing Preservice Teachers to Facilitate Courageous Conversations: A Case Study of Social Studies Teacher Educators' Perceptions and Practices"

Rene S. Parmar, Ph.D., Mentor

Louise McKenzie

(Ed.D.)

"An Exploratory Analysis of Higher Education Business Faculty"

James R. Campbell, Ph.D., Mentor

Michael K. Larson †

(Ed.D.)

"A Case Study of Administrator, Teacher, and Parent Perceptions and Usage of Infinite Campus at the Secondary Level"

Catherine C. DiMartino, Ph.D., Mentor

Christina Miller

(Ed.D.)

"The Role of Teacher Education Programs on Pre-Service Teachers' Self-Efficacy in Mathematics"

Stephen Kotok, Ph.D., Mentor

Liza A. Laurino-Siegel

(Ed.D.)

"Employer Perspective on Augmenting Work Experience for Individuals with Disabilities"

Rene S. Parmar, Ph.D., Mentor

Andrew Gichuho Mungai

(Ed.D.)

"The Effect of Transactional Distance on Students' Perceptions of Course Quality and Instructional Effectiveness in Online Learning"

James R. Campbell, Ph.D., Mentor

Gustavo M. Loor †

(Ed.D.)

"The Impact Systems Design and Leadership Practices have on Technology Integration at the K-12 School Level During a Time of Change"

Catherine C. DiMartino, Ph.D., Mentor

John Murphy

(Ed.D.)

"Special Education Learning Environments: Inclusion Versus Self-Contained"

Anthony Annunziato, Ed.D., Mentor

Cole Malsky

(Ed.D.)

"Equity and Access: College Board and the Effectiveness of the Advanced Placement Program"

Anthony Annunziato, Ed.D., Mentor

Janna Pistiner Ostroff

(Ed.D.)

"The Landscape of Personalized Learning in Long Island, New York"

Erin Fahle, Ph.D., Mentor

The Degree of Doctor of Education (continued)

Lauren Porter

(Ed.D.)

"Examining the Influence of Professional Development and Preservice Training on the Use of Self-Regulation Pedagogical Practices of Middle School Teachers"

Erin Fahle, Ph.D., Mentor

Tania Marie Rivera

(Ed.D.)

"Minority Students: A Quantitative Study of Self-Efficacy and the Relationship to Fourth Grade Reading Achievement"

James R. Campbell, Ph.D., Mentor

Jordan Salhoobi

(Ed.D.)

"Investigating Whether the Flipped Classroom Instructional Approach, in Conjunction with Gender, Satisfy Students' Basic Psychological Needs and Influence their Chemistry Achievements in High School"

Rene S. Parmar, Ph.D., Mentor

Emily D. Sanz

(Ed.D.)

"Latino Parent Involvement of Elementary English Language-Learners: A Case Study Exploring and Coping Strategies during the COVID-19 Pandemic"

Seokhee Cho, Ph.D., Mentor

Ricardo Soto †

(Ed.D.)

"Professional Development and the International Baccalaureate Programme: A Case Study on the Impact of Professional Development Offered by the International Baccalaureate Programme on Teacher Pedagogical Practices"

Anthony J. Annunziato, Ed.D., Mentor

Christian Toala

(Ed.D.)

"Access to Opportunity: School Choice and the Experiences of Non-English-Speaking Latino Families in New York City"

Catherine C. DiMartino, Ph.D., Mentor

Sarah E. Wasser †

(Ed.D.)

"Flatten the Hierarchy to Elevate the Profession: The Need for Teacher Leadership to Reinstate Educators as Professionals"

Anthony J. Annunziato, Ed.D., Mentor

Advanced Certificate

Katherine M. Adikimenakis

Celeste J. Catalano †

Brianna E. Church †

Christopher Cook

Susan J. Elwood

Danielle Ennis

Cara Frey †

Sharon J. Holzman

Ashley J. Lefevre †

Michelle LoCascio †

Ferdinand Madaki

Francis G. Mateo †

Sarah L. Moser

Exikha Santise †

Yasaman Soroush †

Matthew Strong †

Samantha Sugarman †

Georgia Sulantzios-Gretchyn †

Kim Taylor

Alexandra Tsongas †

The Degree of Master of Science in Education

Ashley Agriogianis
Aaminah Ahmad
Sabrina Alkayfee
Gleny Alomnte
Nelley Augustin
Jennifer Aversano
Jaden Baird
Cassandra Baretela
William Barrientos
Stephanie Batista
Keisha Battle
Elizabeth Berger
Allen Berry
Veronica Boggiano †
Rosalie Bonacasa
Brooke Bonn
Pauline Bordonaro
Deanna Bornico
Michael J. Bovino
Gretchen Bowie
Divina Brew
Wanda Buncamper
Edili Burgos
Leslie Caba
Kaylani Caballero
Jovani Cardenas Tapia
Nicole Castagnozzi
Ivandy Castro-Astor
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Panayiota Charidemou
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Dylan Cohen
Alena Como
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Kyle Davis
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Kristiana DeGennaro
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Isabella Famighetti
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Kaylee N. Foley †
Erika Franchi †
Theresa Gallagher
Claudia Gervais
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Nicole Gioconda
Massiel Gomez
Ella Gonzalez
Emily Gotimer-Strolla
Vanity Green Stubbs
Kristina Grgurovic
Arielle Grunin
Casey Grzinic
Mariela Guzman Flores
Trevor Gyles
Shannon Halm
Ashleigh Henry
Rachel Hickman
Kayla Hill
Frank Holden
Shu Huang
Kenneth James
Marlee Jeudy
Cyd Johnson
Maria Cristina Johnson-Carrera
Ese Kalegha
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Claudia LaRocca
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Juliette Lavarello
Debra Leacock †
Thomas Lenney
Elsie Leon-Cruz
Lauren Leone
Benson Leung
Sean Lewis
Corina Liu
Pricilla Lopez
Priscilla Luna

The Degree of Master of Science in Education (continued)

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Robert Manzi
Leanna Marano
Yazmin Martinez
Giuseppina Maruca †
Kaitlin Mattera
Dani McAdam
William McCabe
Taylor McCarthy
Samantha McCool
Morgan McDermott
Jasmine McElveen
Jason McIntosh
Noreen McNamara
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Joseph Sanci †
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Sophia Sassouni
Maria D. Savva
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Patrice Tortorelli Vengersammy
Danielle Venticinque †
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Rebecca Warne †
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Nikkita Williams
Kyla Wilson
Marcelle Wright
Yuanxi Xue
Nicole Young

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The University's official record for conferral of degrees is the student's permanent academic record, maintained by the Office of the Registrar.

ACADEMIC REGALIA

The caps, gowns, and hoods worn at college and university functions date back to the Middle Ages. Monks and students of those days wore them to keep warm in the damp and drafty 12th-century castles and halls of learning.

The gown for the bachelor's degree has a semi-stiff yoke; long, pleated front; and intricate shirring across the shoulders and back. It is primarily distinguished by its long, pointed sleeves.

The holder of a master's degree wears a gown with the same yoke effect as the bachelor's. The gown, however, is worn open, and the very long sleeve is squared and closed at the end, the forearm coming through a slit near the elbow.

The gown for the doctor's degree is also worn open. It has broad velvet panels down the front and three velvet bars on the large, bell-like sleeves. This velvet trimming may be either black or the color distinctive of the field of learning to which the degree pertains.

Generally, all caps may be of serge or broadcloth. In addition, doctor's caps may be of velvet and adorned by a gold tassel.

The hood gives color and distinction to the academic costume. The hood—a black shell-like affair of varying size for the three degrees and material to match the gown—is silk-lined, stressing the colors of the institution conferring the degree. The hood is then bordered with velvet of the color signifying the respective fields of learning.

The colors indicative of the various fields of learning are as follows:

Arts, Letters, and Humanities	White
Audiology	Spruce Green
Business Administration	Drab
Education	Light Blue
Fine Arts	Brown
Law	Purple
Library Science	Lemon
Pharmacy	Olive Green
Philosophy	Dark Blue
Public Health	Salmon Pink
Science	Golden Yellow

It is important to note that the field of learning having prior mention in the conferment of a degree, and not the department governing the major work, determines the color that is proper for the velvet of the hood. The doctor of philosophy degree requires the dark blue velvet, irrespective of the major field. If more than one degree is held, the gown and hood of the highest degree are worn.

ALMA MATER

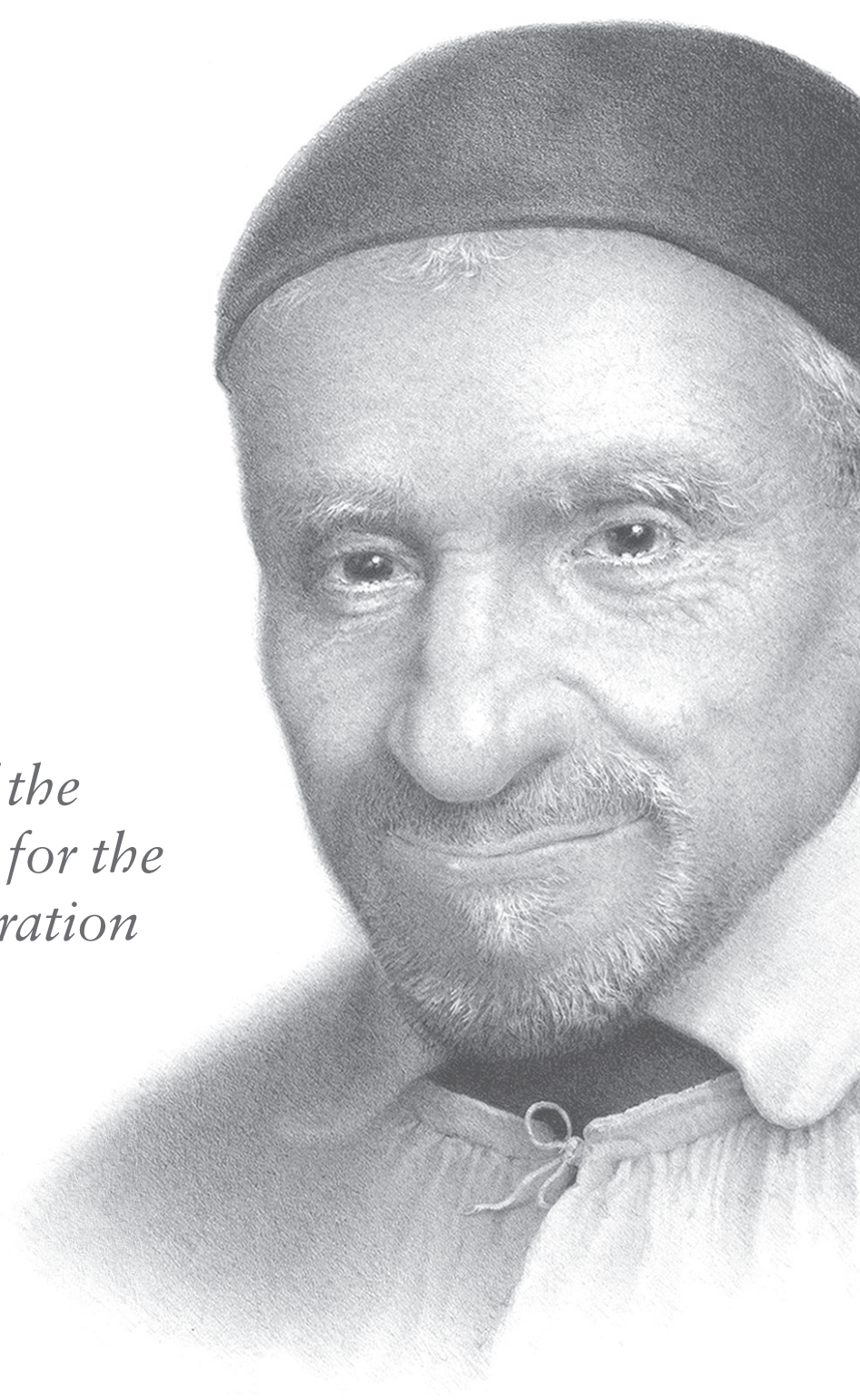
“OLD ST. JOHN’S”

Thy children here today, galore,
Old St. John’s! Our dear St. John’s!
And true will they be ever more,
Old St. John’s! Our dear St. John’s!
Thy colors bright, the Red and White,
We’ll wave aloft from morn ‘til night,
Victorious, we’ll show our might,
Old St. John’s! Our dear St. John’s!
From fervent hearts we breathe our prayer,
Old St. John’s! Our dear St. John’s!
As we commend thee to His care,
Old St. John’s! Our dear St. John’s!
That He will guard thee by His might,
And be thy shield in every fight,
Thou champion of sacred rite,
Old St. John’s! Our dear St. John’s!

Words by Rev. Carroll S. Rosensteel, C.M., and Rev. Thomas F. Ryan, C.M.



*“God makes use of the
humblest servants for the
extraordinary operation
of His grace.”*



—St. Vincent de Paul
*Founder of the
Vincentian community*

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