

COLLEGE OF PROFESSIONAL STUDIES

*Doctoral Hooding and
Graduation Ceremony*



11 MAY 2023

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This program is for ceremonial purposes only and is not to be considered an official confirmation of degree information. It contains only those details available at the publication date.

We ask those in attendance to kindly silence their electronic devices and to remain in their seats until the platform party has left the stage and the graduate recessional has finished.

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PROGRAM

MATTHEWS ARENA, BOSTON
TEN O'CLOCK A.M. TO NOON

Prelude

Welcome and Opening Remarks

Radhika Seshan

Dean, College of Professional Studies

Faculty Speaker

Sara Ewell

Associate Dean, Faculty Affairs

Announcement of the Candidates

Presentation of the Dean's Medal for Outstanding Doctoral Work

Radhika Seshan

Dean, College of Professional Studies

Remarks of the Dean's Medal Speaker

Kathryn Spencer White

Doctor of Law and Policy

Charge to the Graduates

Radhika Seshan

Dean, College of Professional Studies

Recessional

We ask those in attendance to kindly silence their electronic devices and to remain in their seats until the platform party has left the stage and the graduate recessional has finished.

DOCTOR OF EDUCATION

Stefania Maria Agliano

Dissertation: *Enhancing Facilitator Efficacy: Implementing Anti-Trafficking and Gender-Based Violence Prevention Education With Adolescent Males*

Advisor: Cherese Childers-McKee

Sharmeen Ahmed

Dissertation: *Brown Girl Magic: An Action Research Study Using WhatsApp To Overcome Barriers of Awareness and Access to Out-of-the-Classroom Experiences for Bangladeshi and Pakistani Female Immigrant and First-Generation (BPFIF) College Students*

Advisor: Cherese Childers-McKee

Ashley M. Altizer

Dissertation: *Forming Catholic Educators - The Challenge of New Teacher Induction and Mentoring in Catholic Schools*

Advisor: Afi Wiggins

Andrew Francis Atzert

Dissertation: *An Interpretative Phenomenological Analysis of Cultural Intelligence on Global Virtual Teams*

Advisor: Julie Lanzillo

Gina Riela Aubé

Dissertation: *Community-Based Projects Cultivating 21st Century Skills and Civic Engagement*

Advisor: Chris Unger

Jordan Michael Barbach

Dissertation: *The Impact of Student-Teacher Relationships on Student Learning and Performance*

Advisor: Andrew Anderson

Terri Lynne Barber

Dissertation: *Let's Talk About Diversity: Dinner and Discourse on Shifting Diversity, Equity, and Inclusion Strategy From Design to Destiny*

Advisor: Chris Unger

Mary Rose Baron-Steele

Dissertation: *"If the Student is Not Neurotypical, It's Up to the Teacher to Figure It Out": Investigating the Perceptions of Students With Attention Deficit/Hyperactivity Disorder and Executive Function Deficits With Their Academic Program*

Advisor: Joseph McNabb

Joanna Marie Davis Behm

Dissertation: *Faculty Beliefs, Knowledge, and Actions Related to Inclusive Excellence*

Advisor: Lindsay Portnoy

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* Hong Kong Student

Sasha Alana Blake

Dissertation: *Fostering Teacher Self-Efficacy: Understanding the Impact of Trauma Through Student Behavior*

Advisor: Sara Ewell

Charla Larissa Bouranis

Dissertation: *Assisting and Supporting Course Instructors To Incorporate Asynchronous and Synchronous Technologies and Strategies Into Course Design and Delivery To Improve Student Learning Outcomes*

Advisor: Chris Unger

Jeremy Layne Bourgoin

Dissertation: *Sitting in Discomfort: Supporting the Experiences of Non-Clinical, Student Affairs Staff Managing Student Well-Being Concerns*

Advisor: Wendy Crocker

Dashamelle Jahona Bowie Russ

Dissertation: *The Impact of the Lack of Black Clinicians/Therapist on the Mental Health Outcomes of Black, Homeless Individuals in Los Angeles, CA: A Critical Race Theory Framework*

Advisor: Lynda Beltz

Erik Stephen Kalk Brenner

Dissertation: *How Do an Organization and Its Employment Services Team Support People With Autism in the Workplace?*

Advisor: Karen Phillips

Elena May Brondolo

Dissertation: *Catalyzing Innovation Capacity in Healthcare Systems*

Advisor: Chris Unger

Kenneth Steven Brundage

Dissertation: *The Experiences of Academic Library Deans and Directors During the COVID-19 Pandemic: An Interpretive Phenomenological Analysis*

Advisor: Mounira Morris

Vivian Bruno-Garcia

Dissertation: *Student Reintegration in School After Separation for Psychiatric Hospitalization: A Case Study of the Successful Implementation of a Reentry Process for Optimal Student Adjustment*

Advisor: Sara Ewell

Marissa Brush

Dissertation: *Understanding Declining International Graduate Student Yield at Private University*

Advisor: Kimberly Nolan

Emily Michelle Bularzik

Dissertation: *Aligning Grades and Learning in High School English: A Case Study*

Advisor: Andrew Anderson

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* Hong Kong Student

Peyton Farrell Buzbee Little

Dissertation: *Educators as Partners: Showing Not Telling Parents How To Support Early Literacy at Home*

Advisor: Wendy Crocker

Tania Maria Cabrera

Dissertation: *Attrition of STEM Leaders at Community Colleges*

Advisor: Joseph McNabb

Caroline Marie Callahan

Dissertation: *Strengthening Staff and Administrators' Sense of Workplace Belonging*

Advisor: Joan Giblin

Jocelyn Malloy Cappallo

Dissertation: *Early Childhood Retention Efforts Through Psychological Hardiness and Educator Resiliency*

Advisor: Wendy Crocker

Amanda Kate Creamer Carroll

Dissertation: *Exploring the Influence of Managers' Gender-Linked Behaviors in the Perceived Support of Transfer of Learning*

Advisor: Sara Ewell

Robin Ann Cass

Dissertation: *Undergraduate STEM Student Communication Skills: Exploring Ways To Improve the Alignment Between Academic Outcomes and Employer Needs*

Advisor: Wendy Crocker

Amanda Colette Castle

Dissertation: *Implementing and Strengthening Inclusive Teaching Practice for Students With Differing Abilities*

Advisor: Wendy Crocker

Abigail Whitney Cavazos

Dissertation: *HEOP Study Abroad Access: Barriers and Opportunities*

Advisor: Joseph McNabb

Sze Nga Chan*

Dissertation: *Teaching Strategies To Support Creativity Training in Hong Kong Design Schools*

Advisor: Carolyn R. Bair

Bethany Chandler

Dissertation: *Voicing Trauma: Educator's Perspectives on Secondary Trauma in the Workplace and Their Methods of Coping*

Advisor: Wendy Crocker

Alexis Nicole Clark

Dissertation: *Intentional Design: How Does Curriculum Design Affect Literacy and Student Engagement in Elementary Charter Schools?*

Advisor: Chris Unger

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* Hong Kong Student

Nicholas Adam Clements

Dissertation: *A Narrative Inquiry Into the Transformation of the School Business Official Role Amidst the COVID-19 Pandemic*

Advisor: Gail Matthews-DeNatale

Simon Cleveland

Dissertation: *Critical Impact Factors and Leadership Competencies for Project Success*

Advisor: Cherese Childers-McKee

Kamari A. Collins

Dissertation: *The Persistence and Retention of Black Male Community College Students*

Advisor: Mounira Morris

Erin Viggiano Conley

Dissertation: *Employing the Future: Exploring Teacher Externships Impact on Classroom Practice*

Advisor: Amy Swain

Alyssa Marie Copp-Putnam

Dissertation: *The Role of Students in School Turnaround*

Advisor: Joan Giblin

Eileen Frances Corigliano

Dissertation: *Create a Professional Learning Community for Faculty to Best Support Students in Heterogeneous Classrooms*

Advisor: Joan Giblin

Marilia Angelica Correia

Dissertation: *The Development of a Grades 5-12 World Languages Program: Providing Creative Opportunities for All Learners To Develop Multilingualism Through Interdisciplinary Projects on Learning*

Advisor: Andrew Anderson

Jennifer G. Cournoyer

Dissertation: *Workplace Aggression Among Women Colleagues: An Action Research Study at a Small, Rural Community College*

Advisor: Cherese Childers-McKee

Rozella Andrea Cruz-Yu Jung

Dissertation: *Championing a New Era of Equity and Inclusion for Women of Color Leaders in Predominantly White Led Institutions (PWLII)*

Advisor: Lindsay Portnoy

Perry A. Culverson Jr.

Dissertation: *Students' Perspectives on the Effectiveness of First-Year Seminar on Student Success and Persistence at a Two-Year Institution*

Advisors: Thomas Wylie

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* Hong Kong Student

Melissa Ann Curcuro

Dissertation: *Accessibility of the Curriculum in a Diverse District*

Advisor: Melissa Parenti

Heather Finney Curran

Dissertation: *How to Build a Financial Sustainability Self-Assessment at a Small Teaching College: An Action Research Project*

Advisor: Wendy Crocker

Tammy Tobin Darling

Dissertation: *How Does Being in the Know Set You Up for Success?: Empowering First-Year Students With Tools and Resources From Psychology*

Advisor: Chris Unger

Beth A. DeAngelis

Dissertation: *Can a Course on Social-Emotional Learning Impact College Students' Well-Being?*

Advisor: Chris Unger

Rachel Suzanne Hall Deleveaux

Dissertation: *The Effects of Predominantly White School Culture and Black Mentorship on Black Academic Identity Development*

Advisor: Wendy Crocker

Jodie Delsol

Dissertation: *Increasing the Persistence of Underrepresented Community College Students Pursuing STEM: Results of Student Development Workshops*

Advisor: Joan Giblin

Cynthia Danielle DePalma

Dissertation: *Making Sense and Sensibility: How Gifted and Talented Staff Made Sense of Adaptations to COVID Restrictions*

Advisor: Shira Leibowitz

Kristen Lauren DiGiovanni

Dissertation: *Social Emotional Learning in Teacher Preparation: Impact on Pre-Service Teachers' Emotional Resilience, Perceived Self-Efficacy and Entrepreneurial Spirit*

Advisor: Chris Unger

Ethan W. Dolleman

Dissertation: *Leadership Experiences in High School Authentic Education Programs*

Advisor: Sara Ewell

Timothy Patrick Donahue

Dissertation: *The Impact of Life Experiences on the School Disciplinary Practices of Suburban High School Administrators*

Advisor: Sara Ewell

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* Hong Kong Student

Paul H. Dorestant

Dissertation: *College Student Experiences With Computer-Assisted Instruction in a Developmental Mathematics Course*

Advisor: Dan Volchok

Sara Marx Dorman

Dissertation: *Supporting Struggling Readers: An Exploration of Best Practices in High School Classrooms in a Large Northeastern School District*

Advisor: Patricia Mason

Joshua Adam Dowdy

Dissertation: *A Narrative Case Study of a Culturally Responsive Professional Learning Community*

Advisor: Karen Reiss Medwed

Rachael Virginia Draper

Dissertation: *How Transfer Admission Professional Staff Make Sense of Their Role: An Interpretative Phenomenological Analysis*

Advisor: Sara Ewell

Reginald Vincent Duhé

Dissertation: *You Belong Here: Teachers' Perspectives on Incorporating a Culturally Responsive Approach To Increase Engagement for Students of Color in AP Courses*

Advisor: Cherese Childers-McKee

Patrick Duane Dunston

Dissertation: *Examining the Holistic Course Delivery in an Integrated System Administration Course*

Advisor: Lynda Beltz

Amanda Joyce Durocher

Dissertation: *Developing Awareness of Ableism in Intellectual and Developmental (Dis)abilities*

Advisor: Keisha Taylor

Eugenie Elias

Dissertation: *An Interpretative Phenomenological Analysis: Struggles of Arabic-Speaking Adults in the U.S.: Language, Culture, and Fear*

Advisor: Corliss Thompson

Nicole Elmasry

Dissertation: *Academic Dishonesty: Exploring the Relationship Between Culture and Curriculum*

Advisor: Joan Giblin

Heather Emerson-Young

Dissertation: *Co-Creational Professional Development That Encourages Preparedness and Empowerment in Part-Time Professors in the California Community College System*

Advisor: Chris Unger

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* Hong Kong Student

Wendy Anne Falchuk

Dissertation: *Communication and Collaboration Across Student Support Teams and Montessori Classroom Teachers*

Advisor: Lindsay Portnoy

Ralph David Fasano

Dissertation: *Documentary-Style Educational Video for Online Learners: Student Perceptions of an Innovative Approach to Learning*

Advisor: Alex Fronduto

Katelyn Lorraine Federico

Dissertation: *Investigation of Remote Teaching and Learning for Mathematics Courses at the Post-Secondary Level*

Advisor: Chris Unger

Alexis Abrantes Correia Forgit

Dissertation: *Experiences of Parents of Deaf and Hard-of-Hearing Children With Supporting the Literacy Education of Their Children*

Advisor: Patricia Mason

Rosalind Barnes Fowler

Dissertation: *Recognizing the Role of Leaders in Recruiting and Enrolling Nontraditional Part-Time Adult Learners*

Advisor: Sara Ewell

Brian Marcos Gaines

Dissertation: *Engaging Students in Elementary Science*

Advisor: Andrew Anderson

Natalie Lynn Gaudette

Dissertation: *Closing the Racial Representation Gap in Youth Leadership Programs*

Advisor: Lindsay Portnoy

Mekbib Gameda

Dissertation: *Through Their Voices: A Narrative Analysis of Experiences of Faculty Engaged in Integration of Social Determinants of Health*

Advisor: Melissa Parenti

Tithi Ghosh

Dissertation: *"It's Lonely at the Top": Identifying High-Yielding Strategies Used by K-12 Administrators To Create Authentic Connections With Stakeholders*

Advisor: Andrew Anderson

Roberta Giannini*

Dissertation: *The Impact of COVID-19 Pandemic and Beyond on Teaching-Learning Practices of Boutique Business Schools in Barcelona, Spain*

Advisor: Lynda Beltz

Lenneen Gibson

Dissertation: *Mitigating Learning Disruption: School Leadership Sensemaking and Preparation for Blended and Remote Learning During COVID-19 School Closures*

Advisor: Rashid Mosley

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* Hong Kong Student

Jennifer D. Glickman

Dissertation: *A Family Affair: An Action Research Study Exploring College Resources for First-Generation Students and Their Family Members*

Advisor: Wendy Crocker

Eva Gonova

Dissertation: *Changing the Configuration of Learning Experiences for Paraprofessionals in Social Emotional Learning*

Advisor: Afi Wiggins

Natasha A. Graf

Dissertation: *Supporting the Transfer Pipeline: Increasing First-Generation Community College Transfer Students' Persistence at Four-Year Institutions*

Advisor: Joan Giblin

Christa Grant

Dissertation: *Identifying an Effective Strategy to Enhance Black Students' Experience and Sense of Belonging at a Predominantly White Institution Through Action Research*

Advisor: Cherese Childers-McKee

Elizabeth A. Gray

Dissertation: *Behavioral Intervention Teams in Higher Education: A Descriptive Phenomenological Study of Academic Representatives Serving on Multidisciplinary Behavioral Intervention Teams*

Advisor: Dan Volchok

Jaron Stephen Green

Dissertation: *Engaging African American Fathers in the Education of Their Children*

Advisor: Afi Wiggins

Karmin-Tia Renee Greer

Dissertation: *A Case Study of Wraparound Facilitators and Their Community of Practice: Intentional, Collaborative Communications*

Advisor: Corliss Thompson

Brittany Denise Griffin

Dissertation: *"Fill the Educator Cup": Utilizing Educator Collaboration, Support, and Training To Better Support Students' Social-Emotional Learning*

Advisor: Wendy Crocker

John F. Griffin

Dissertation: *Investigating Curriculum Design for Implementing Artificial Intelligence Literacy Education for Senior Leaders at the Military Education Institutes*

Advisor: Michael Dean

Chyenne Bostwick Gunn

Dissertation: *Investigating the Use of Social Media in University Crisis and Emergency Communications*

Advisor: Chris Unger

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* Hong Kong Student

Nancy A. Hagstrom

Dissertation: *Leveraging Collective Inquiry and Collegial Relationships to Catalyze Innovation*

Advisor: Andrew Anderson

Megan Flaherty Hall

Dissertation: *Building a Culturally Inclusive School Through Student Empowerment*

Advisor: Wendy Crocker

Rebecca Derwent Hamilton

Dissertation: *Who Teaches the Teacher? Increasing the Literacy Professional Knowledge of Teachers Through Formation of a Professional Learning Community*

Advisor: Melissa Parenti

Seth Lewis Harmon

Dissertation: *How Innovative High School Programs Grow and Scale: A Case Study on the Implementation of an Innovative Profession-Based Learning Program*

Advisor: Chris Unger

Chanell Lakia Harris

Dissertation: *Hidden Voices: The Academic Resilience of Black High School Girls From Single-Parent Homes*

Advisor: Sara Ewell

Elizabeth Anne Harrison-Toledo

Dissertation: *Mentor Teacher Impact on Student Teacher Development*

Advisor: Lindsay Portnoy

Matthew Jason Heiser

Dissertation: *Understanding the Capacities of Mid-Level Supervisors in Addressing Burnout Resulting From the COVID-19 Pandemic: An Interpretive Phenomenological Analysis*

Advisor: Joseph McNabb

Carlene Justine Hempel

Dissertation: *Seeking an Alternative for High-Stressed High School Students: Can There Be Multiple Paths to Success?*

Advisor: Lynda Beltz

Margaret Clement Hemstrought

Dissertation: *Physical Education Teacher Education (PETE) Students' Perceptions of Physical Education*

Advisor: Chris Unger

Katrina Marie Herold

Dissertation: *Best Practices for Institution-Wide Implementation of Universal Design for Learning in Higher Education*

Advisor: Thomas Wylie

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* Hong Kong Student

Eric Thomas Hofmann

Dissertation: *“Everyone is a Case Study”: The Learning Foundation of Academic Careers in a Community College*

Advisor: Wendy Crocker

Ralph L. Hogan III

Dissertation: *Changing the Approach: Promoting Student Affairs Competencies in EOP Professional Development*

Advisor: Kimberly Nolan

Nancy Aguado Holtje

Dissertation: *Leadership Practices in New Jersey State Mandated Preschools*

Advisor: Lindsay Portnoy

Rhonda Leila Isley

Dissertation: *From Boomers to Gen Z: Building Teacher Efficacy Towards 21st Century Teaching Practices*

Advisor: Andrew Anderson

Melissa Anne Jacobs

Dissertation: *Building Adolescent Peer Mentorship Relationships in Support of Sustainable Global Civic Engagement*

Advisor: Wendy Crocker

Leif Jacobsen

Dissertation: *When Adversity Strikes: Exploring the Pandemic Recovery of a Boston Charter School*

Advisor: Joseph McNabb

Lori Ann Jaeger

Dissertation: *A Qualitative Study: Expanding Preservice Teacher Perspectives on the Possibilities of Schooling Through Engagement With Nontraditional and Progressive Learning Environments*

Advisor: Chris Unger

John Alden James III

Dissertation: *Thinking Critically in Hawaii: A Narrative Analysis of ESSA in the Classroom*

Advisor: Cherese Childers-McKee

Tracie D. Jones

Dissertation: *Cite a Sista: How Black Women at Ivy League Graduate Schools of Education Make Meaning of Thriving*

Advisor: Mounira Morris

Mark W. Justice

Dissertation: *Strategic Enrollment Management Practices at Graduate-Level Institutions: A Case Study Analysis*

Advisor: Carolyn Bair

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* Hong Kong Student

Elizabeth Anjel Kennedy

Dissertation: *A Qualitative Study on the Impact of Teacher-Facilitated Advising on Sense of Belonging and Student Achievement for Minority Females in High School*
Advisor: Andrew Anderson

Brendan Kent

Dissertation: *School Leader's Perspectives of Implementing and Supporting Social Emotional Learning (SEL): An Interpretive Phenomenological Analysis*
Advisor: Kelly Conn

Emily Tomlinson Kessel

Dissertation: *Social and Emotional Learning Across Grades Three Through Five*
Advisor: Afi Wiggins

Paula Anne King

Dissertation: *Career Preparation Practices for Neurodiverse Students in Higher Education*
Advisor: Joseph McNabb

Jennifer N. Kirk

Dissertation: *Secondary School MTSS Framework Implemented with Fidelity: A Case Study*
Advisor: Andrew Anderson

Janet Persson Koza

Dissertation: *"We've Left Out a Person": Teachers' Experiences of the Implementation of Restorative Practices: An Interpretive Phenomenological Analysis*
Advisor: Kelly Conn

Jonathan Scott Krol

Dissertation: *The Role of Experiential Learning and Reflection in the Classroom*
Advisor: Michael Dean

Kandace Jocelyn Kukas

Dissertation: *Expanding Access to Legal Education and Representation Through Distance Learning*
Advisor: Chris Unger

Angela M. Kyle

Dissertation: *Why Do I Have To Learn This?: Developing Innovative STEM Opportunities for Middle School Students*
Advisor: Chris Unger

Matthew James LaCava

Dissertation: *Supporting Students With Emotional Impairments in the Public Schools: A Case Study Exploring Key Components to Program Development and Sustainability*
Advisor: Sara Ewell

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* Hong Kong Student

Yun Yao Hannah Lai*

Dissertation: *Internationalization Post-COVID-19: Exploring Internationalization at Home Initiatives in Public and Private Universities in Hong Kong*

Advisor: Lynda Beltz

Lai Yee Lau*

Dissertation: *A Narrative Inquiry Study To Explore New Graduate Nurses' Experience With Virtual Simulation*

Advisor: Cidhinnia Torres Campos

Trang Minh Le-Chan

Dissertation: *An Exploration Into the Best Practices That Support the Underrepresentation of Asian American Female Leaders in Higher Education: An Action Research Study*

Advisor: Cherese Childers-McKee

Kenya Nyota Lee

Dissertation: *"This is Church...We Are All Priests": The Role of the Peer Group Mentorship Community in the Professional Lives of Women of Color Higher Education*

Advisor: Wendy Crocker

Helaine Meyer Levenbrook

Dissertation: *How Assessing District Response to COVID-19 Can Lead to Positive Change*

Advisor: Shannon Alpert

Lisa Ann Levinger

Dissertation: *For Teachers by Teachers: Cocreating a Literacy Framework With Educators to Serve Students With Poverty-Induced Trauma*

Advisor: Wendy Crocker

Faith Corrine Litchock-Morellato

Dissertation: *Persisting Beyond Acculturative Barrier Towards a Baccalaureate Degree: International, Non-Native-English-Speaking Student Retention From Year One to Year Two During a Pandemic*

Advisor: Paula Boyum

Hao Chan Loi

Dissertation: *How Can a Community College Faculty Member Improve Retention and Persistence in an Introductory Computer Science (CS1) Course?*

Advisor: Chris Unger

Wan Kei Loong*

Dissertation: *An Interpretative Phenomenological Analysis of the Lived Experiences of Alumni Mentors of Students at an institution of Higher Education in Macao*

Advisor: Kelly Conn

Kathryn Elizabeth Luby

Dissertation: *Strategies for Teachers That Reduce Anxiety and Promote Productive Struggle for Students in Secondary Mathematics Classes*

Advisor: Shannon Alpert

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* Hong Kong Student

Thomas John Lucas

Dissertation: *Supporting Student Mental and Emotional Health: Self-Directed Methods and Practices*

Advisor: Chris Unger

William E. Maelia

Dissertation: *The Effects of a Science Research Program and Experiential Learning Opportunity on High School Student Engagement in Science, Technology, Engineering, and Mathematics (STEM)*

Advisor: Michael Dean

Kim Kamla Mahase

Dissertation: *Bridging the Gap Between Education and Employability in Electrical Engineering*

Advisor: Michael Dean

Kwok Kim Mak*

Dissertation: *Enriching the General Public's Participation With and Cognition of Cultural Heritage Conservation in Hong Kong*

Advisor: Mounira Morris

Carla A. Mandell

Dissertation: *The Future of Business Education – Connecting Value and Relevancy: An Action Research Study*

Advisor: Joan Giblin

James Armando Marvin

Dissertation: *Workplace Digitization: An Exploration of the Effects the Accelerating Nature of Disruptions Caused by Advances in Technology Are Having on Front-Line Managers and Their Teams in Industry*

Advisor: Chris Unger

Laurie Marie McCadden

Dissertation: *Second-Degree Nursing Student Engagement and the Notion of Consumerism*

Advisor: Lynda Beltz

Michelle McCarthy

Dissertation: *The Impact of Virtual Simulation on Enhancing Critical Thinking in the Novice Nurse's Patient Care Performance*

Advisor: Carolyn Bair

Lexis McCoy

Dissertation: *Examining and Extending the Legacy of Fred Rogers' Influence on Contemporary Teacher Student Relationships*

Advisor: Lynda Beltz

Henry Franklin McKay

Dissertation: *Effective Leadership for Project-Based Learning*

Advisor: Kimberly Nolan

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* Hong Kong Student

Bryan Alfred McKenna

Dissertation: *“Knowledge Is Power, the Richest People Still Be Trying To Learn”:
A Study on Self-Determination and Design Thinking*

Advisor: Lindsay Portnoy

Mary Catherine McNamara

Dissertation: *Punching Above My Weight: Mentoring Entrepreneurs’ Well-Being*

Advisor: Lindsay Portnoy

Myriam Milfort Sullivan

Dissertation: *Making Sense of Human Capital Theory: An Interpretative
Phenomenological Analysis That Explores How Black Women Perceive Their
Human Capital After Participating in a STEM Registered Apprenticeship Program*

Advisor: Cidhinnia Torres Campos

Carey Scheide Miller

Dissertation: *An Action Research Study on Improving Job Satisfaction and
Belonging Through Flexible Work*

Advisor: Joan Giblin

Julia Rose Miller

Dissertation: *“The Scales Lifted from My Eyes”:
How an Equity Lens Can Inspire Teachers To Differentiate for Their Gifted Students*

Advisor: Wendy Crocker

Marrion Mitry

Dissertation: *International Students and the Need for More Support
and Resources*

Advisor: Cherese Childers-McKee

Sabrina Rachael Mohan

Dissertation: *Supporting Single Mothers to Graduation: The Role of Faculty at
Community Colleges*

Advisor: Sara Ewell

Susan Marie Moitozo

Dissertation: *Learning From Success: A Narrative Study of Women Who Ascended
to a C-Suite Role in a Community Health Center*

Advisor: Sara Ewell

Bryan Clark Moskop

Dissertation: *Understanding the Sensemaking Experiences of Cross-Collaborating
Mid-Level International School Leaders: An IPA Study*

Advisor: Corliss Thompson

Katie Twarog Moulton

Dissertation: *Why Students Want to Stay: A Culture of Student Success
and Retention*

Advisor: Joan Giblin

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* Hong Kong Student

Beatrice J. Moy

Dissertation: *The Impact of Bullying on the Training and Careers of Medical Doctors and Medical Scientists*

Advisor: Lynda Beltz

Brett Elizabeth Murphy Hunt

Dissertation: *Still the One-Stop Fix-It Shop?: A Question of Professional Tutor Identity in the University Tutoring Center*

Advisor: Lynda Beltz

Brianna Marie Murtagh

Dissertation: *Strategies for a School-Based Response to Student Preparation to Post-Secondary Learning*

Advisor: Wendy Crocker

Erik Müürisepp

Dissertation: *Co-Curricular Student Leadership and Its Impact on Career Readiness*

Advisor: Paula Boyum

Jeffrey Roy Neill

Dissertation: *Expanding the Perspective of Global Citizenship in Secondary Schools: A Phenomenological Study*

Advisor: Karen Reiss Medwed

Tyrone Newsome

Dissertation: *I Want To Be a Mentor, Teacher, and Just a Resource: Supporting First-Generation Students Within and Beyond Higher Education*

Advisor: Lindsay Portnoy

Kristen Ellison Nguyen

Dissertation: *From the Frontlines: Developing an Educator-Led Professional Learning Series to Improve K-12 Educators' Use of Trauma-Responsive and Healing-Centered Practices*

Advisor: Chris Unger

Allison Nofzinger

Dissertation: *Teacher Self-Efficacy and Science Beliefs With the Implementation of the NGSS Into a High School Science Curriculum*

Advisor: Kelly Conn

Elizabeth Jane Noonan

Dissertation: *Student and Educator Perceptions on Opportunities Towards College Readiness and Post-Secondary Enrollment of Career and Technical Education Completers*

Advisor: Lindsay Portnoy

Laura A. Norbut

Dissertation: *Enriching Relationships and Community Connections: Co-Constructing a Mentorship Model Within Positive Behavioral Interventions and Supports*

Advisor: Wendy Crocker

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* Hong Kong Student

Sheryl O'Brien

Dissertation: *Implications of High-Stakes Testing on Classroom Practices in Grades 3-5*

Advisor: Cherese Childers-McKee

Karen Vittoria O'Leary

Dissertation: *An Investigation of the Ways in Which Adults Use Picture Books As Tools To Support Student Exploration of Cultural and Ethnic Diversity*

Advisor: Wendy Crocker

Raymond Lu-Ming Ou

Dissertation: *The Balancing Act: A Case Study on Midlevel Student Services Managers*

Advisor: Shannon Alpert

Katie Lynn Page

Dissertation: *Trauma in the Public-School System*

Advisor: Chris Unger

Bianca Giselle Palacios

Dissertation: *Exploring the Internationalization Efforts at a South Florida University*

Advisor: Cidhinnia Torres Campos

Sarah Palanjian

Dissertation: *Inclusion in Practice*

Advisor: Michael Dean

Monica Anne Parker-James

Dissertation: *Leading Change in the Transition to Flexwork Beyond the COVID-19 Pandemic*

Advisor: Joseph McNabb

Chintan H. Patel

Dissertation: *Exploring How Professional Ideologies Are Impacted by New Knowledge*

Advisor: Andrew Anderson

Alexander Carlo Patturelli

Dissertation: *Increasing College Access and Awareness of Options for Low-Income Students Through Collaborative College Admission Practices*

Advisor: Michael Dean

Zak Pearson

Dissertation: *Co-Designing Professional Learning Communities (PLCs) for Expatriate Educators at an International High School in Hangzhou, China*

Advisor: Chris Unger

Branda Lynn Peebles

Dissertation: *Assessing the Role of Emotional Intelligence (EI) in Small Organizational Leadership*

Advisor: Afi Wiggins

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* Hong Kong Student

Cari Lynne Purchase

Dissertation: *Principals Leading for Social Justice in Predominantly White Suburban Schools*

Advisor: Sara Ewell

Meghan Emily Perdue

Dissertation: *Building MOOC Design on Learners: An Action Research Study*

Advisor: Kimberly Nolan

Susana A. Peron

Dissertation: *Exploring Bilingual Teachers' Attitudes and Beliefs Regarding Their Approach to Teaching Newcomer Middle School Students*

Advisor: Cherese Childers-McKee

Wandra M. Perry Hartsfield

Dissertation: *Investigating Factors That Challenge Academic Progress of African American High School Student-Athletes*

Advisor: Andrew Anderson

JoEllen Renee Price

Dissertation: *Data Security in Higher Education: Protecting Confidential Financial Aid Data*

Advisor: Michael Dean

Sonsauhray Price

Dissertation: *An Investigation of the Relationship Between Self-Efficacy Beliefs and Technology Integration and Technology Pedagogical Content Knowledge (TPACK) Among Contingent Faculty at Tuskegee University*

Advisor: Lynda Beltz

Nicole Ann Prince

Dissertation: *Exploring the Classroom Tools Used To Develop Students' Higher Order Thinking Skills in Middle and High School STEM Courses*

Advisor: Andrew Anderson

Jeffrey Robert Quebec

Dissertation: *The Values and Benefits of Independent Boarding Schools*

Advisor: Andrew Anderson

Ashlee Haynes Razor

Dissertation: *Unpacking Chronic Absenteeism: Teachers' Perceptions of Absenteeism Among High School Students*

Advisor: Sara Ewell

Dayshel M. Reid

Dissertation: *BIPOC Employees Need Effective Coaching Practices in the Workplace*

Advisor: Melissa Parenti

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* Hong Kong Student

Cynthia Elizabeth Ritchie

Dissertation: *Collaborating on and Tapping Into Multi-Lingual Parents'/ Caregivers' Perceptions, Assumptions, and Understandings as Assets; Building Strong Family-School Partnerships; and Supporting Smooth Early Childhood Transitions, Beginning in Preschool*

Advisor: Karen Reiss Medwed

Denise Sheree Rolle

Dissertation: *A Descriptive Analysis of the Relationship Between Student Career Support Services Efficacy and On-Time Graduation in Online Education*

Advisor: Michael Dean

Lisa Ann Rubin-Johnson

Dissertation: *Benefits and Challenges of Cross-Racial Mentoring as Experienced by First-Generation BIPOC PWI Student Mentees and Their White Mentors in a Non-Profit College Success Program*

Advisor: Lynda Beltz

Anthony Michael Saegert

Dissertation: *The Art of the Journey: Utilizing Travel as a Means To Transform the Unintentionally, Ethnocentric Tendencies in the Worldview of Students From a Private, Christian High School*

Advisor: Michael Dean

Kaci Anne Salnick

Dissertation: *Creating Student-Centered Schools: Discovering Best Practices in Experiential, Progressive Public School Design and Exploring the Effectiveness of Media and Community Events in Creating Grassroots Change*

Advisor: Chris Unger

Cynthia Muir Robinson Sandler

Dissertation: *Keeping It Real: Integrating Critical Media Literacy Education in a U.S. Public School*

Advisor: Wendy Crocker

Sabrina K. Sanichar

Dissertation: *Perceptions of Engineering Students' Career Readiness Competencies Participating in a Cooperative Education Program and Supervisors' Expectations*

Advisor: Melissa Parenti

Christopher Joseph Scanlon

Dissertation: *An Interpretative Phenomenological Analysis of First-Generation College Students' Involvement Experiences During the COVID-19 Pandemic*

Advisor: Cidhinnia Torres Campos

Mary Kathleen Scardillo

Dissertation: *New Ideas, New Directions: Experiential Learning for MBA Students*

Advisor: Lindsay Portnoy

Viola Marie Schmid-Doyle

Dissertation: *Cultivating Professional Dialogue To Develop Collaborative Culture in Elementary Literacy Instruction*

Advisor: Cherese Childers-McKee

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* Hong Kong Student

Roshni K. Shah

Dissertation: *Faculty Perceptions of Reading Consultants and a Teacher-Led Professional Learning Community for Upper Elementary Reading Workshop Teachers*

Advisor: Chris Unger

Zoe Stern Silberberg

Dissertation: *Successful Student Support Interventions and Strategies Needed for Successful Student Service Support Systems*

Advisor: Michael Dean

Justin William Silvestri

Dissertation: *What's My Intention?: How Male Undergraduate Students Make Sense of Study Abroad*

Advisor: Alex Fronduto

Sherrie Staveley Singer

Dissertation: *How Students Define Their Roles and Responsibilities as Members of a Community Through Critical Service-Learning Pedagogy*

Advisor: Andrew Anderson

Marjaline G. Sosa

Dissertation: *Community College: The Learning Experience for Criminal Justice Students Since COVID-19*

Advisor: Kristal Clemons

JoAnne Marie Spagnuolo

Dissertation: *Building Social-Emotional Learning Awareness and Sustainable Supports Through Teacher Collaboration*

Advisor: Melissa Parenti

Corey Fitzpatrick Stefan

Dissertation: *Bridges Over Barriers: Using Literature To Enhance Student Cultural Responsiveness*

Advisor: Chris Unger

Sheila M. Stepp

Dissertation: *An Interpretative Phenomenological Analysis: How Do Community College Faculty Experience Learning, Selecting, and Refining Their Teaching Methods?*

Advisor: Kelly Conn

Wendy Lee Stewart

Dissertation: *Inclusive Collaboration Spaces: Translating an Equity-Centered Strategic Plan Into Action*

Advisor: Chris Unger

Shereitte Charles Stokes III

Dissertation: *How To Increase Alumni Giving in the HBCU Environment*

Advisor: Kimberly Nolan

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* Hong Kong Student

Tylisha Elan Story

Dissertation: *The MisEducation of Urban Education: The Lack of College Readiness Among Urban Students at a Community College: A Case Study*

Advisor: Dan Volchok

Kyla Amanda Stripling

Dissertation: *Cultivation of Professional Leadership Behaviors in Women*

Advisor: Rashid Mosley

Harriette Jane Sullivan

Dissertation: *Drug Education*

Advisor: Joan Giblin

Stephanie Syre-Hager

Dissertation: *Supporting Teachers' Understanding and Implementation of Universal Design for Learning (UDL) for Student Engagement Through Transformational Leadership: One School's Journey*

Advisor: Wendy Crocker

Mark Andrew Tarallo

Dissertation: *Exploring Proven Strategies That Enable Remote Workers To Take Active Breaks During Their Workday*

Advisor: Wendy Crocker

Samille Delphine Taylor

Dissertation: *Young, Black, and (Mis)Educated: A Narrative Inquiry Study of Black Student Leadership at Predominantly White Institutions*

Advisor: Carolyn Bair

Earle McKinn Test

Dissertation: *Considering the Value of Post-Secondary Culinary Education*

Advisor: Mary Ann Benites Kaplan

Peter Anthony Testori

Dissertation: *Why Do They Stay?: A Study Exploring Persistence and Attainment of Historically Underrepresented Students at a Regional Women's University in New England*

Advisor: Joseph McNabb

Christopher John Themistos

Dissertation: *Building a Strong Foundation: Collaborating to Find Effective Teaching Strategies To Teach Writing in English and Social Studies*

Advisor: Andrew Anderson

Jacquelyn Rummel Thompson

Dissertation: *Cultivating the College Recruitment Domain Through a Community of Practice*

Advisor: Kimberly Nolan

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* Hong Kong Student

Micah Jolyn Tomlin

Dissertation: *Supporting Teachers Through the Collaborative Process: An Interpretive Phenomenological Analysis Examining Teacher Perceptions on Principal Best Practices That Support Their Collaboration in Professional Learning Communities*

Advisor: Afi Wiggins

Yaneli Torres Townsend

Dissertation: *"I Was Not Confident Enough To Ask for Help": Serving First-Generation Minority Undergraduate Students at a Private University*

Advisor: Wendy Crocker

Ann Marie Treadaway

Dissertation: *Bridging the Military-Civilian Knowledge Gap: The Impact of Military Cultural Competency in Higher Education*

Advisor: Thomas Wylie

Jennifer Unis Truboff

Dissertation: *Perceptions of U.S. School District Leaders Initiating and Implementing Learner or Problem-Centered Educational Initiatives: Ideologies, Actions, and Resources*

Advisor: Chris Unger

Allison Leah Turcio

Dissertation: *Co-Creating a Student-Centered Marketing Plan for a Small Liberal Arts College: An Action Research Study*

Advisor: Lindsay Portnoy

Ashley Rebecca Vaccaro

Dissertation: *Fostering Partnerships and Cultural Responsiveness in the Urban Classroom*

Advisor: Wendy Crocker

Gladys Marie Valle

Dissertation: *¡Hacia Adelante! Building Resiliency in English Learners*

Advisor: Afi Wiggins

Heather Lee Vezner

Dissertation: *An Analysis of the Conflicts in the Student Teacher and Cooperating Teacher Relationship*

Advisor: Cherese Childers-McKee

Peter Wadja

Dissertation: *Perspectives of Teachers and Key Educational Stakeholders on Basic Education Policy Formulation Processes in Ghana: A Qualitative Evidence Study From One District*

Advisor: Gail Matthews-DeNatale

Jessica Anna Wasilewski

Dissertation: *The Role of Error Culture in Math Classroom Learning*

Advisor: Michael Dean

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* Hong Kong Student

Alexandra Watkins

Dissertation: *Global Work and Leadership Identity Development: A Narrative Inquiry Study*

Advisor: Lynda Beltz

Dorothy M. Wax

Dissertation: *A Woman's Place Is in the Lead: A Narrative Research Study Exploring Nonprofit Women Leaders' Experiences in Getting to the Corner Office*

Advisor: Mounira Morris

Katonja Webb Walker

Dissertation: *"I Need People": Mentoring as a Strategy To Support Black Doctoral Student Success*

Advisor: Joan Giblin

John Paul Wihbey

Dissertation: *Accelerating Knowledge Communities: Learning and Evaluation Dynamics Within a National Research Network*

Advisor: Michael Dean

Kelly A. Williamson

Dissertation: *Partnering With Caregivers To Improve Home and School Connection*

Advisor: Cherese Childers-McKee

Paul Andrew Wilson*

Dissertation: *Making Sense of Intercultural Leadership Interactions in a Type C Internationalized School in China: An IPA Study*

Advisor: Harriette Rasmussen

Jamie Kay Winters

Dissertation: *How Do We Get There From Here?: Accomplishing Internationalization at a Higher Education Institution*

Advisor: Dan Volchok

Leslie R. Wise

Dissertation: *Genius Move: Recognizing Gifted Potential Through a Project-Based Learning Student Showcase*

Advisor: Andrew Anderson

Mary Ann McAlister Wiseman

Dissertation: *They Deserve To Engage and See: Promising Practices for Faculty Providing Online Courses at a Hispanic Serving Institution*

Advisor: Wendy Crocker

Emily Wood

Dissertation: *Instructors' Lived Experiences of Using Learning Analytics To Improve Online Course Design*

Advisor: Thomas Wylie

Jarvis Martias Wyche

Dissertation: *The Effects of Intersectionality on Adolescent Black Male's Accessing Educational Opportunities*

Advisor: Andrew Anderson

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* Hong Kong Student

Ya-Chu Lynn Yang*

Dissertation: *How Seasoned Human Resource Managers Make Sense of Digital Intelligence in Today's Workplace: An Interpretative Phenomenological Study of Their Experiences in Multinational High-Tech Companies*

Advisor: Nancy Pawlyshyn

Melissa Ann Zablonki

Dissertation: *"It's Not Really Something We Talk About": Building Mainstream Teacher Capacity to Effectively and Equitably Serve English Language Learners*

Advisor: Wendy Crocker

Karena Leigh Zulkowski

Dissertation: *Competing Logics in Academic Program Development*

Advisor: Thomas Wylie

DOCTOR OF LAW AND POLICY

Charity Carmody

Dissertation: *Evidence-Based Criteria's Effect on the Implementation of the Family First Prevention Services Act in Nebraska and Colorado*

Advisor: William Ewell

Ronke Ekwensi

Dissertation: *Data As Philanthropy: How Can Telecommunications Companies Freely Share Their Data for Social Good and Humanitarian Crisis Response?*

Advisor: Megan Kennedy

Bonnie Verlaine Smith

Dissertation: *An Analysis of Deferred Action Policy: Benefit or Detriment Through Perceptions of Recipients*

Advisor: Kevin Brannon

Katie Spencer White

Dissertation: *Equal Justice Under Law: The Experience of Justice for Pro Se Defendant Tenants in Eviction Proceedings*

Advisor: Megan Kennedy

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* Hong Kong Student

DOCTOR OF PHYSICAL THERAPY

Victoria Bednarczyk

Dissertation: *The Effectiveness of Cervical Rehabilitation Interventions for Pain in Adults With Myogenic Temporomandibular Disorders: A Systematic Review*

Advisor: Arsenio Paez

Simranpreet Bhumra

Dissertation: *PCOS: Potential Role of Hyperandrogenism in Muscle Mass and Strength*

Advisor: Jeananne Elkins

Michael Angelo Pecjo Datu

Dissertation: *Is Modified Clinical Test for Sensory Interaction of Balance Valid in Predicting Falls in Patients Age 65 and Over?*

Advisor: Jeananne Elkins

Kathleen Mary Doehla

Dissertation: *A Neuroplastic Approach to Chronic Gait Deviation: Case Series*

Advisor: Jeananne Elkins

Gili Dotan-Schori

Dissertation: *Early Intervention Providers' Perspectives on Physical Therapy Needs for Infants At-Risk for Autism Spectrum Disorder*

Advisor: Jeananne Elkins

Diane Mealani Fowler

Dissertation: *Exploring Injuries, Balance and Strength in Adolescent Alpine Ski Racers*

Advisor: Adam Thomas

Mohamed Anwar Ghayeb

Dissertation: *IMOOVE With Strengthening Exercise As Functional Rehabilitation for Postoperative Chronic Ankle Instability: A Case Report*

Advisor: Jeananne Elkins

Dawn Ryder Haskell

Dissertation: *How Inpatient Physical Therapists and Rehabilitation Managers Can Prevent Physical Therapist Burnout During Times of Stress: A Synthesis Review*

Advisor: Jeananne Elkins

Maral Hassanshahi

Dissertation: *Ulnar Nerve Repair Physical Therapy in a Musician: A Case Report*

Advisor: Jeananne Elkins

Christopher A. Keidong

Dissertation: *Treating Chronic Pelvic Pain in Men With Dry Needling: A Case Report*

Advisor: Jeananne Elkins

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* Hong Kong Student

Mary Lisa Lampe

Dissertation: *Peripheral Nerve Injury and Recovery With Physical Therapy After Total Knee Arthroscopy: A Case Report*

Advisor: Jeananne Elkins

Danielle Ann Marie MacFarlane

Dissertation: *Use of Innovative Foot Strengthening Exercises To Treat Flexible Hallux Malleus Deformity: A Case Report*

Advisor: Jeananne Elkins

Amy Logan Maloney

Dissertation: *Effective Physical Therapy Telerehabilitation for Older Adults: A Review of Evidence*

Advisor: Jeananne Elkins

Kimberley P. Miranda

Dissertation: *Dance for a Better Stance: A Literature Review*

Advisor: Jeananne Elkins

Teri Mogavero

Dissertation: *Community Reintegration Goals for Stroke Survivors During Outpatient Physical Therapy*

Advisor: Jeananne Elkins

Reenu Chacko Perakathu

Dissertation: *Retention of LSVT Gait Gains One Year Posttreatment: A Scoping Review*

Advisor: Jeananne Elkins

Krystian Timothy Piatek

Dissertation: *Treating Chronic Myofascial Pain After a Total Knee Arthroplasty: A Case Report*

Advisor: Jeananne Elkins

Fereshteh Poursaeed

Dissertation: *Aquatic Dual-Task Training Effectiveness on Balance Recovery in Individuals With Stroke: A Review*

Advisor: Jeananne Elkins

Stacie Beth Simko

Dissertation: *Physical Therapy for Students With Autism: Survey of School-Based Physical Therapists*

Advisor: Jeananne Elkins

David Vrsalovic

Dissertation: *Brachial Neuritis With Scapula Winging Following COVID-19: A Case Report*

Advisor: Jeananne Elkins

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* Hong Kong Student

DEAN'S MEDAL FOR OUTSTANDING DOCTORAL WORK

The Dean's Medal for Outstanding Doctoral Work is the highest honor awarded by the College of Professional Studies to a doctoral graduate. It was established to acknowledge exemplary academic achievement and to recognize demonstrated creativity.

The process for determining one or more recipients involves evaluating nominated candidates based on the following criteria: the degree of comprehension, innovation, and creativity; the scope and importance of the work to a field of study; and the caliber of writing. Faculty advisors from all three doctoral programs are invited to nominate students whose final doctoral work they deem exceptional. A review committee composed of faculty from the college chooses a group of finalists, and the Dean of the College makes the final decision.

2023 Dean's Medal Recipient

Stacie Simko, DPT

A committed and accomplished professional, Stacie Simko, has brought her passion for pediatric healthcare and physical therapy to school-based settings for the past 25 years. She is a graduate of Northeastern's transitional doctorate of physical therapy program and a 2023 recipient of the Dean's Medal award for her dissertation, *Physical Therapy for Students with Autism: A Nationwide Survey of School-Based Physical Therapists*.

As a school-based physical therapist, Simko noticed the number of students with autism on her caseload had steadily increased. Frustrated with how to best manage the increasing caseload and challenging behaviors, she wondered if other school-based physical therapists were also experiencing these same difficulties with their students with autism. She wanted to identify if and how her peers were providing their student interventions and if they had received any specialized training. Most importantly, she wondered what common barriers were impacting their school-based physical therapy practice.

To her surprise, Simko discovered that school-based physical therapists with years of experience and training did not predict success or failure in managing the barriers to care. In fact, her research found that more experienced physical therapists reported even more barriers than less experienced ones.

Simko plans to share her research to encourage doctoral programs in physical therapy to provide additional education and specialized training to students specifically tailored to working with challenging behaviors in children.

Simko is an active member of the American Physical Therapy Association as well as a local Communities of Practice group for school-based physical therapists sponsored by the Connecticut State Department of Education.

It was while earning her bachelors in physical therapy from Northeastern, that she had a co-op experience at Franciscan Children's in Boston. It was there she first discovered an interest in working with children. This joined her long held interest in physical therapy which began in high school after attending her grandfather's physical therapy sessions.

She lives with her husband and fellow Husky, Steve, and their two children in Coventry, Connecticut.

2023 Dean's Medal Recipient

Katonja Webb Walker, EdD

Katonja Webb Walker has demonstrated a lifelong calling and deep commitment to improving educational outcomes for urban students—particularly first-generation college students. She is a graduate of Northeastern's doctor of education program and a recipient of the Dean's Medal for Outstanding Doctoral Work for her dissertation, *"I Need People": Mentoring As A Strategy To Support Black Doctoral Student Success*.

In selecting her dissertation topic, Webb Walker was prompted by the stark disparity in completion rates between Black, Latinx, and white students enrolled in the doctoral program in the Urban Education Leadership program that she helped to direct. Her research revealed that Black students were twice as likely to drop out before finishing the program as were their fellow white and Latinx students. Through her thesis research she was able to identify curricular, professional, and social factors that contributed to these outcomes. As a potential solution to address these multiple factors confronting students, Webb Walker suggested that mentoring could be used as an intervention to mitigate them.

Before resuming her academic journey at Northeastern, Webb Walker's prior professional experience included over 25 years in the nonprofit and education sectors where she has held multiple positions in K12 school districts including Dual Credit Coordinator and Deputy Chief of Staff. Since July 2022, she has served as the Interim President of Kennedy-King College, one of the City Colleges of Chicago.

Dedicated to community-based organizations, she has served as the founding executive director of the Illinois Education Foundation, now One Million Degrees, a key partner in promoting the success of students at City Colleges of Chicago. She went on to serve as the Associate Director of the Center for Urban Education Leadership at University of Illinois Chicago, and then at Malcolm X College and Kennedy-King College in the roles of Dean of Continuing Education and Vice President of Academic Affairs.

Webb Walker, a first-generation college student herself, has also earned a bachelor's degree in psychology from Harvard University and a master's degree in education policy, planning, and administration from Boston University. A native of New Jersey, she has made Chicago home for nearly 20 years and currently lives there with her husband Mylon and son Cameron, while seizing every possible opportunity to travel to warm, sunny places.

2023 Dean's Medal Recipient

Katie Spencer White, DLP

A tireless advocate for justice and human rights, Katie Spencer White has dedicated her professional and academic energies to both the legal and ethical issues around housing. As the president and CEO of Mid-Maine Homeless Shelter & Services, she is a leader in providing low barrier shelter to people experiencing homelessness. A doctoral graduate of Northeastern's law and policy program, White's thesis, *Equal Justice Under Law: the experience of justice for pro se defendant tenants in eviction proceedings*, developed from her desire to better understand the U.S. legal system and a commitment to expand the field of empirical legal research to view justice as being more than bare procedural fairness.

The desire to center people with lived expertise in empirical legal research was born out of White's own experience of marginalization and injustice. At the age of twenty, while still an undergraduate, she became a single parent and immediately encountered educational, healthcare, and legal systems which seemed intent on excluding people like her. White built on this life experience along with her work on affordable housing in immigrant communities to design her thesis research.

As a scholar and practitioner, White has already used the findings from her research to advocate for policies with the potential to achieve a better balance between the rights of property owners and the aspirations of tenants for stable housing and healthy communities.

Appointed by Maine Governor Janet Mills to the Statewide Homeless Council, White remains active in the current legislative session where she continues to impact her sector and her state with additional research on housing, homelessness, and social services. She is also currently examining models of case management, and will soon launch two new studies, one on the ethics of Housing First, and the second a companion study to her doctoral thesis which examines the landlord experience of justice in eviction proceedings.

White holds a bachelor's degree in women's studies from the University of California, Santa Cruz, a post graduate diploma in English Law from the University of Law (U.K.), and a post graduate diploma in legal practice from Staffordshire University (U.K.). She has also earned a master's in nonprofit management from the College of Professional Studies and is now a double Husky. She is the proud mother of five incredible humans.

A UNIVERSITY ENGAGED WITH THE WORLD

THE HISTORY OF NORTHEASTERN UNIVERSITY

Founded in 1898, Northeastern is a global research university and the recognized leader in experiential learning. Despite the university's current preeminence, Northeastern had modest origins.

At the end of the 19th century, immigrants and first-generation Americans constituted more than half of Boston's population. Chief among the city's institutions committed to helping these people improve their lives was the Boston YMCA. The YMCA became a place where young men gathered to hear lectures on literature, history, music, and other subjects considered essential to intellectual growth.

In response to the enthusiastic demand for these lectures, the directors of the YMCA organized the "Evening Institute for Young Men" in May 1896. Frank Palmer Speare, a well-known teacher and high-school principal with considerable experience in public schools, was hired as the institute's director. Two years later, under Speare's direction, the YMCA advertised the creation of the "Department of Law of the Boston YMCA," and on October 3, 1898, Robert Gray Dodge taught the first class. The program, an immediate success, marked the birth of Northeastern University. Speare would later remark, "We started with an eraser and two sticks of chalk."

When demand for other courses grew, Speare moved to add more programs, and in 1909 the full-time day colleges began instruction. That same year, the Evening Polytechnic School announced "cooperative engineering courses," in which students would have an opportunity to apply classroom knowledge in the workplace—the beginning of Northeastern's signature cooperative education program.

Decades of expansion

The school continued to grow, and in 1922 the College of Business was founded. More space was needed. The university purchased the former home of the Boston Red Sox in 1929, and in 1934 the Boston architectural firm Shepley, Bulfinch, Richardson, and Abbott was awarded the contract to design Richards Hall. Using what was to become the campus signature—white brick—Shepley, Bulfinch presented plans for a neoclassical building. Opened in 1938, Richards Hall was the first building to appear on the front quadrangle.

As the campus grew, so did Northeastern's programs. In 1935, the College of Liberal Arts was added, signaling that Northeastern was on its way to becoming a major university.

When Speare stepped down as president in 1940, he was replaced by Carl Stephens Ell, dean of the College of Engineering. It was under Ell's leadership that Northeastern first admitted women to full-time day programs.

In the postwar world, Northeastern, like its peer institutions, saw a phenomenal increase in the number of people attending college. The university expanded its programs to accommodate this growing population of increasingly diverse students. In rapid succession, additional programs and colleges were established: College of Education, 1953; University College, 1960; College of Pharmacy, 1962; College of Nursing, 1964; Boston Bouvé College, 1964; College of Criminal Justice, 1967; and College of Computer Science, 1982.

This expansion of programs brought with it a need for more buildings—and land. When Ell retired as president in 1959, he was succeeded by Asa S. Knowles. Under his leadership, suburban properties in Weston, Nahant, and Burlington were acquired and the Boston campus blossomed with new buildings, including various undergraduate dormitories designed to accommodate the increasing number of residential students at what had been primarily a commuter campus.

Transforming the Boston campus

When Knowles retired in 1975, he was succeeded by Kenneth G. Ryder, who had begun his career at Northeastern as a member of the history department and had risen through the ranks to become executive vice president before his election as president. Under his leadership, the university expanded and enriched its programs, particularly in the arts and humanities, and continued to improve its facilities. Plans for the Snell Library were finalized during Ryder's tenure, and the campus was beautified. During these years, Northeastern also deepened its commitment to Boston and its neighborhoods.

In 1989, Ryder stepped down as the fourth president of the university. He was succeeded by John A. Curry, Northeastern's executive vice president and its first alumnus to become president. With President Curry in charge, the university embarked on a series of ambitious undertakings, including a new science and engineering research center, a state-of-the-art classroom building, a recreation complex, and several new graduate and undergraduate programs.

To support these new ventures, Curry led Northeastern in a successful fundraising campaign. His years of leadership also featured significant restructuring as the university prepared to enter its second century. In June 1996, after four decades of service, Curry retired from Northeastern. To succeed him, the trustees elected Richard M. Freeland as the university's sixth president.

Elevating experience

A distinguished historian and administrator, President Freeland brought to the university a renewed sense of energy and mission. His programs were designed to support his vision of Northeastern as a university that would be student-centered, practice-oriented, and urban. Northeastern developed the West Campus with architecturally acclaimed residence halls and teaching facilities for the health sciences and computer science, and added new spaces to enrich student life on campus.

When Freeland stepped down in 2006, he was succeeded by Joseph E. Aoun, an internationally known linguistics scholar. Northeastern's seventh president came from the University of Southern California, where he served as dean of the College of Letters, Arts, and Sciences. President Aoun developed an academic plan outlining the university's vision in several areas: experiential learning, global outreach, use-inspired research, urban engagement, and intellectual life. He greatly expanded global co-op opportunities. He also aligned the university's research with three worldwide imperatives—health, security, and sustainability—with a focus on interdisciplinary solutions.

A rising global profile

Under Aoun's leadership, Northeastern launched a system of campuses designed to be platforms for lifelong learning aligned with area economies. The first two opened in Charlotte, North Carolina (2011), and Seattle (2013). Three more campuses followed in San Francisco and San Jose, California (2015), and in Toronto (2016).

In 2016, Aoun led the development of a new academic plan, *Northeastern 2025*. The plan was a blueprint for transforming the university into a global university system—featuring networks of learners and innovators—designed to empower people to succeed in this era of unprecedented technological change. Accordingly, the university expanded the role of its global campuses to serve as platforms for learning, research, and industry partnerships. In 2019, it opened another location in Vancouver and acquired New College of the Humanities in London, now officially Northeastern University London and offering undergraduates a unique opportunity to earn a dual U.S./U.K. degree. Later in 2019, Northeastern launched a research campus in Arlington, Virginia, an addition to two existing research campuses in Nahant and Burlington, Massachusetts (formed in 1967 and 2012 respectively).

Then in January 2020, technology entrepreneur David Roux and his wife, Barbara, made an investment in the university to open the Roux Institute in Portland, Maine. The institute focuses on graduate studies and research in fields such as AI, digital engineering, and

advanced life sciences, amplified by industry partnerships. It was specifically designed to be a model of how higher education can ignite economic development in regions of the country largely bypassed by the innovation economy, setting a new bar for what the global university system could achieve.

Resilience and momentum

The same revolutionary vision for global learning and discovery that inspired *Northeastern 2025* infuses the university's latest academic plan, *Experience Unleashed*. The plan is designed to deepen the impact of Northeastern's global network by maximizing the power of experience to understand and solve the world's interconnected, ever-evolving challenges.

In 2022, the university took a significant step in realizing the potential for its global system by merging with Mills College in Oakland, California, becoming the first university with comprehensive residential campuses for undergraduate and graduate students on both U.S. coasts. Northeastern's Oakland campus is now home to Mills College at Northeastern and the Mills Institute, focused on equity, social justice, and women's leadership. Later in 2022, Northeastern announced its newest campus in Miami, with graduate education and innovation partnerships aligned with South Florida's economic growth.

Thanks to the dedication and hard work of our university community, Frank Palmer Speare's "eraser and two sticks of chalk" have evolved into one of the world's most innovative universities and a platform for significant impact. Our faculty collaborates more fluidly with experts across industry, government, and community-based organizations. Ideas and solutions can be scaled. And our students are empowered to be true global citizens, scientists, entrepreneurs, and creators—prepared to make an impact wherever they go.

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PROGRAM NOTES

HISTORICAL NOTES ON ACADEMIC DRESS

Academic dress appears to have originated at the universities of Oxford and Cambridge more than 600 years ago, and, to this day, the most colorful gowns in the world are those worn at Oxford functions. European institutions show great diversity in their academic costume, since each adopted or initiated its own dress.

In contrast, American colleges and universities follow a single system of academic apparel. In 1894, a group of leading American educators met to draft guidelines on apparel. Known as the Intercollegiate Code, these guidelines were adopted the following year and amended slightly in 1932.

The distinctions set up by the Intercollegiate Code are simple. Gowns for the bachelor's degree are to be fashioned from "worsted stuff" with a yoke, pleated front, and intricate shirring across the shoulders and back. Worn closed, the bachelor's gown is distinguished primarily by its long, pointed sleeves. The master's gown has the same yoke effect and long, crescent-shaped sleeves; it may be worn open or closed.

The doctor's gown, which may also be worn open or closed, has velvet panels draped around the neck. Three horizontal velvet bars are stitched on full bell-shaped sleeves. This velvet trimming may be black or in the color that indicates the field of study to which the degree refers.

Northeastern University's distinctive doctoral gown is crimson with black velvet panels and sleeve bars. The crimson cap, or mortarboard, bears a gold metallic tassel. In accordance with academic custom, recipients of the doctor's degree, members of the university's governing boards, and government officials in the procession are entitled to wear the official regalia. The bachelor's and master's hoods have a similar shape, while the doctor's hood has a rounded base. The length of the hood indicates the level of academic achievement, with the doctor's hood being longest; the width of the border distinguishes the degree, with the doctor's being widest. The color of the border indicates the field of study; the lining color indicates the institution conferring the degree.

At Northeastern, where only the master's and doctor's hoods are worn, a black chevron on a crimson background is used for the lining.

When colors were first assigned to signify a particular field of study, historical associations were retained as much as possible. For example, white, for arts, refers back to the white fur edging of the Oxford hood; red, for theology, to the traditional color of the church; and green, for medicine, to the color of herbs.

The tassel on the mortarboard may be black or in a color that indicates the graduate's major field of study.

