

SAINT ELIZABETH UNIVERSITY
HOODING CEREMONY

2024

TUESDAY, MAY 14, 2024

6:00 P.M.

Annunciation Center
Dolan Performance Hall

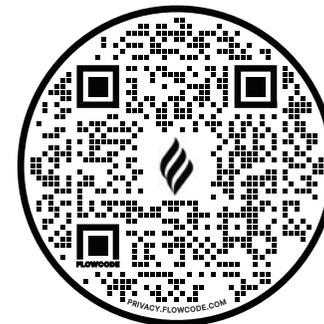


Academic Hooding Tradition

Academic attire including hoods and robes has been part of scholarly attire since medieval times with the start of Europe's first universities. While the date of origin remains unknown, the distinctive style of academic dress gradually appeared as a modification of ecclesiastical robes and hoods, which protected wearers from cold and wet weather. In 1895, a uniform academic attire code was set for U.S. universities and colleges that followed the European tradition of academic regalia diversity in color and style, which included berets, multicolored hoods, and distinctive robes.

Today, the mortarboard cap, the hood, and the robe are the primary elements of academic garb. The mortarboard emerged at Oxford University around 1600 to secure scholars' skullcaps in the wind. The robes vary in length to signify the level of the degree with doctoral gowns the longest at four feet. The hues, stripes, and crests adorning the hoods and gowns are based on the traditional colors and symbols of the candidates' academic field and degree-granting university or college.

Please scan this QR code to find the PDF version of this program.



Ceremony

Processional.....Dr. Anne Buison Pellizzon
Faculty Assembly President

Invocation..... Aaron Bianco
Campus Minister

Welcome.....Dr. Anne Bartlett
Provost and Vice President for Academic Affairs

Hooding Ceremony.....Dr. Patricia Heindel
Dean, College of Professional Studies

Dr. Nicole Yanoso
Dean, College of Arts and Sciences

Student Address.....Stephanie Kurilla
Candidate for Doctor of Psychology
Counseling Psychology

Donna Beck
Candidate for Master of Arts
Theology

Induction in the SEU Alumnae/i Association
Kathleen McGlory Karkos '81
President Alumnae/i Association
College of Saint Elizabeth and University

Benediction.....Fr. Joseph Farias

Recessional.....Dr. Anne Buison Pellizzon
Reception to follow in Lower Lobby

President's Message

Dear Graduates,

I am delighted to extend my warmest congratulations to each of you on the occasion of the 2024 Hooding Ceremony. This significant milestone in your academic journey marks a momentous achievement that must be celebrated with great pride and joy.

The Hooding Ceremony holds a special place in the hearts of graduates, as it symbolizes the culmination of years of hard work, dedication and perseverance. It is a time to reflect on the knowledge gained, the skills honed and the personal growth experienced throughout your educational pursuit. This ceremony recognizes your academic accomplishments and serves as a testament to your commitment to excellence and readiness to embark on new endeavors.

Once again, congratulations on your outstanding achievement. We, the Board of Trustees, administration, faculty, staff, students and alumni, wish you a successful future filled with endless possibilities. Go forward and take God with you.

Sincerely,

Gary B. Crosby, Ph.D.

President

Class of 2024

Doctor of Education in Educational Leadership

Olivia Cuzzo

Olivia Cuzzo began her career in education in 2016, teaching for a charter school in Plainfield, New Jersey. She presently works as an elementary teacher in Boonton Township, New Jersey. Ms. Cuzzo has taught students from grades 1–6 and has experience teaching both special education and general education students. She earned a Master of Arts in Educational Leadership from Saint Elizabeth University in 2021.

Her dissertation, “*The Impact of Mentoring on Novice Teachers*,” examined the perceptions of administrators, mentors and novice teachers of their current districts’ mentoring programs. The attributes of successful mentoring practices, mentor and new teacher compatibility, and administrative leadership impact teacher retention. These practices can strengthen teaching effectiveness early in educators’ careers, enhance mentoring relationships and support novice and experienced teachers.

Doctoral Committee:

Dr. Deirdre Spollen-LaRaia, Ed.D., Faculty Advisor

Dr. Joseph Ciccone, Ed.D., Second Reader

Dr. Brian Zychowski, Ed.D., Third Reader

Kelly Curtiss

Kelly Curtiss is an accomplished educator and academic leader with extensive experience in mathematics education. Holding a bachelor’s degree in mathematics and a master’s degree in education: Curriculum & Instruction, her career spans over two decades dedicated to improving mathematics teaching and learning in K–12 public education. As a district-level administrator in Science, Technology, Art, Mathematics, and Business in New Jersey, she has spearheaded initiatives to enhance STEM education, emphasizing rigorous math content and equitable access to high-quality instruction for all students.

Her dissertation, “*The Impact of Math Workshop Model on Secondary Math Teachers’ Capacity to Implement Equitable, Research-Based Practices in Mixed-Ability Classrooms*,” explored the efficacy of the Math Workshop Model in enhancing the capacity of secondary mathematics teachers to differentiate instruction, implement equitable teaching practices, and meet the diverse needs of students in mixed-ability classrooms. This study contributes to the field by highlighting the Math Workshop Model’s potential to transform secondary mathematics education, suggesting further research on its long-term impact on student achievement and the optimization of teacher training programs.

Doctoral Committee:

Dr. Deirdre Spollen-LaRaia, Ed.D., Faculty Advisor

Dr. Joseph Ciccone, Ed.D., Second Reader

Dr. Brian Zychowski, Ed.D., Third Reader

Teesha Davis

Teesha Davis began her career in education in 2004, teaching as a building substitute for the Newark Public School District in Newark, New Jersey, where she was born and raised. After finishing her undergraduate degree at New Jersey City University, she taught sixth grade at her previous elementary school and then went on to teach middle school in the district of Newark. Next, she became a Literacy Specialist (Coach) in Irvington Public Schools where she currently works as the Supervisor of English Language Arts for grades K-5. She earned a Master of Science degree with certification as a Reading Specialist from New Jersey City University in 2015.

Her dissertation, *“Teachers’ Effective Utilization of Explicit Phonics Instruction in Grades K-2,”* explored the importance of phonics instruction in early literacy development and foundational skills for reading. This study centered on teachers’ effective use of explicit phonics instruction in grades K-2. The findings indicated that effective utilization of explicit phonics instruction is facilitated by several factors, including teachers’ understanding of phonics instruction, their knowledge of students’ reading levels and needs, and their ability to differentiate instruction to meet the needs of individual learners. It emphasizes the need to effectively implement classroom phonics instruction to support students’ reading proficiency.

Doctoral Committee:

Dr. Joseph Ciccone, Ed.D., Faculty Advisor
Dr. Keith Neigel, Ed.D., Second Reader
Dr. Tamika Pipkin, Ed.D., Third Reader

Adrienne Tolbert

Adrienne Tolbert began her career in public education in 1990, commencing her teaching career in Paterson, New Jersey. Presently, she holds the positions of Adjunct at Montclair State University and Felician University, teaching History, and Adjunct at Bergen Community College, teaching ESL. In 2020, she earned her Master of Arts in Holocaust/Genocide Studies. Beyond academics, Dr. Adrienne Tolbert is deeply committed to nurturing the holistic development of students.

Her dissertation, *“The Role of The Accessibility Specialist and Related In Supporting Students with Disabilities At Higher Education Institutions,”* investigates The Role of Accessibility Specialists and Related personnel for students with disabilities in providing services at higher education institutions, such as faculty attitudes regarding students with disabilities, the support program to address students with disabilities, and the role of Accessibility Specialists and Related personnel to implement accommodations and to solicit institutional support for students with disabilities.

Doctoral Committee:

Dr. Joseph Ciccone, Ed.D., Faculty Advisor
Dr. Keith Neigel, Ed.D., Second Reader
Dr. Felix Linfante, Ph.D., Third Reader

Doctor of Education in Organizational Leadership

Martha Walsh

Martha Walsh began her career in public education in 1989, commencing her teaching career in Cresskill, NJ. Presently, she holds the position of principal in Ho-Ho-Kus, NJ. With a diverse background and certifications, in 1993, she earned her Master of Arts with certification as a Reading Specialist, followed by a Master of Arts in Educational Leadership in 2014 from Montclair University. She ardently advocates for addressing the social and emotional needs of children, ensuring a comprehensive educational experience that caters to the whole child.

Her dissertation, *“The Impact of a Sustainable Multi-Tiered System of Support has on the Social, Emotional, and Behavioral Needs of Students,”* investigated the significance of integrating social-emotional learning (SEL) into school environments, a trend that has gained momentum over the past four decades. Recognizing that students’ social and emotional competencies profoundly affect their academic success, educators are increasingly prioritizing the cultivation of skills such as relationship-building, emotional regulation, conflict resolution, and collaborative problem-solving. This research project focuses on evaluating the efficacy of PBSIS in addressing the social, emotional, and behavioral needs of students at ABC Public School.

Doctoral Committee:

Dr. Deirdre Spollen LaRaia, Ed.D., Faculty Advisor
Dr. Joseph Ciccone, Ed.D., Second Reader
Dr. Brian Zychowski, Ed.D., Third Reader

Tamar Spitzer

Tamar Spitzer has been working in public education for 20 years. She started her career as a world language and ESL teacher and became supervisor of her subject areas, which she has been doing for 13 years. She is currently a district supervisor in Montville Township Public Schools. She is an active speaker and trainer on the topics of sheltered instruction, feminism in K-12 schools and work/life balance. As a supervisor of over 30 (mostly female) teachers, she is adamant about the necessity for servant leadership and positive feminism at all levels, and the importance of both in the future of public education.

Her study, *“Superintendents’ Experiences at the Intersection of Leadership and Gender,”* sought to examine the underlying issues and perceptions of sitting male and female superintendents to add to the current literature on feminism in the K-12 school setting. Specifically, this study sought to examine the perceptions of currently employed superintendents about how they experienced the intersection of gender and leadership in the organization of their administrative structure. This study sought to provide the foundation and open the door for future research on feminism, leadership, and gender in the K-12 setting.

Doctoral Committee:

Dr. Deirdre Spollen-LaRaia, Ed.D., Faculty Advisor
Dr. Joseph Ciccone, Ed.D., Second Reader
Dr. Regina Riccioni, Ed.D., Third Reader

Doctor of Psychology in Counseling Psychology

Patricia Sullivan

Pat Sullivan has been employed at a Fortune 500 telecommunications company in New Jersey since 1997. Ms. Sullivan is currently a senior financial analyst and has held various senior managerial roles in international and national functions, including cost analysis, product marketing, and revenue assurance. Ms. Sullivan holds a Master of Science in Management from Saint Elizabeth University and is Six Sigma Green Belt certified. She is enthusiastic about helping women succeed in business and to overcome barriers in the workplace.

Her dissertation, *“Factors that Prevented or Contributed to Women’s Career Advancement in Fortune 500 Companies,”* examined the factors that prevented or influenced women’s career advancement in Fortune 500 companies to provide insights for women aspiring to leadership roles. Participants, all women professionals ranging from managers to CEOs with a minimum of five years in Fortune 500 companies, were analyzed and revealed 12 key findings. The study unveiled influential factors for women’s career advancement, specific experiences with females in leadership positions whether they contributed or hindered advancement, and the hurdles or barriers women attributed to not advancing in their careers at Fortune 500 companies. Recommendations were provided to assist corporate America in mitigating persistent barriers faced by women, addressing gender bias, and supporting the successful career advancement of women within Fortune 500 companies.

Doctoral Committee:

Dr. Spollen-LaRaia, Ed.D., Faculty Advisor
Dr. Joseph Ciccone, Ed.D., Second Reader
Dr. Regina Riccioni, Ed.D., Third Reader

Tiffany Barthelemy

Dr. Barthelemy works for the Department of Adult Corrections in North Carolina as a Human Service Program Manager, providing psychological services for incarcerated offenders. She also works remotely for a New Jersey-based private practice, providing therapy for adult clients.

Tiffany’s research for her dissertation, *“Why Do You Work in a Prison? Job Satisfaction Among Psychologists Working in State Prisons,”* focused on job satisfaction of correctional psychologists working in North Carolina State Prisons. It involved 55 participants who assessed their overall job satisfaction, willingness to remain in the career for the next three years, and work-related quality of life. The findings revealed a general satisfaction among correctional psychologists in their roles. However, a notable relationship emerged between security levels and job satisfaction, indicating that correctional psychologists in higher-security settings reported lower job satisfaction.

Doctoral Committee:

Dr. Christina Liparini, Ph.D., Faculty Advisor
Dr. Michelle Yurecko, Ph.D., Second Reader
Dr. Glen Sherman, Ph.D., Third Reader

Anthony J. Ferrer

Dr. Ferrer is presently working as a school psychologist. His main area of interest has been working with children and adolescents to aid in their development and growth. He is a passionate advocate for child/adolescent mental health, school psychology, parent mental health and quality of life for students ages 11 to 21.

“Examining Fathering Stress: The Relationship Between Parenting Stress, Styles, and Personality Traits in Fathers” focused on different parenting styles fathers use and the stress they experience in parenting. Previous research had identified the important link between an individual’s personality and their observable parenting style. It was found to be statistically significant that fathers who identified with a high level of authoritative parenting tendencies were also found to identify with a high level of the personality trait, openness. This along with several other findings may serve in clinical capacities as well as to support future research.

Doctoral Committee:

Dr. Steven Hertler, Psy.D., Faculty Advisor
Dr. Christina Liparini, Ph.D., Second Reader
Dr. Jill Caruso, Psy.D., Third Reader

Kaitlyn Komar

Dr. Komar has specialized in forensic psychology and completed her internship at a forensic state hospital in Pennsylvania. She is now completing her postdoctoral residency in Pittsburgh at a private practice, completing court-ordered forensic evaluations and sex offender specific therapy.

Her dissertation, *“A Quantitative Study of Whether Drug of Choice and Attachment Style Affect the Length of Sobriety Before a Relapse,”* investigated the effect that drug of choice and attachment style had on the length of sobriety before a relapse. This study showed that there was not a significant relationship between Adverse Childhood Experiences (ACEs) and relapse rates; attachment style did not significantly affect the relationship between ACEs and relapse; and there is not a significant relationship between relapse and opiate use.

Doctoral Committee:

Dr. Christina Liparini, Ph.D., Faculty Advisor
Dr. Dan Balboni, Psy.D., Second Reader
Dr. Jill Caruso, Psy.D., Third Reader

Stephanie Kurilla

Stephanie Kurilla is a Licensed Professional Counselor and Approved Clinical Supervisor. She holds two Master's degrees from John Jay College of Criminal Justice in Forensics. Stephanie's professional interests include treating trauma and advocating for victims of child abuse and/or neglect.

Dr. Kurilla's dissertation, "*Intergenerational Transmission of Child Abuse: A Case Study Perspective*," aimed at identifying themes and patterns present in families where the cycle of violence is repeated throughout at least two generations. An analysis of three families that Agency C, a 501(c)(3) nonprofit mental health organization, worked with resulted in findings that appeared to contribute to the repetition compulsion present in these families. These findings support the need for future research to focus on early and consistent interventions and community outreach in the form of education and engagement.

Doctoral Committee:

Dr. Glen L. Sherman, Ph.D., Faculty Advisor
Dr. Christina Liparini, Ph.D., Second Reader
Dr. Michael Fiore, Ph.D., Third Reader

Ashley McCall

Ashley McCall works for a remote New York-based private practice and a local private practice providing individual and couples therapy with adult clients. Her clinical interests include anxiety, depression, trauma, substance abuse, and relationship issues, as well as general life stressors and transitions.

Dr. McCall's dissertation, "*Counseling Self-Efficacy as a Predictor of Burnout Among Early Career Psychologists*," focused on the experiences of early career psychologists across a wide range of clinical settings. It examined the relationship between burnout, counseling self-efficacy, client caseload, and years of experience, while taking into consideration the impact of the COVID-19 pandemic.

Doctoral Committee:

Dr. Steven Hertler, Psy.D., Faculty Advisor
Dr. Christina Liparini, Ph.D., Second Reader
Dr. Michele Yurecko, Ph.D., Third Reader

Allison Spranger

Allison obtained her Master's degree in Forensic Psychology from John Jay College of Criminal Justice in 2012. Currently, she is completing her internship at the Center for Evaluation and Counseling and will be continuing there for postdoctoral training. Her research and professional interests include child abuse/neglect prevention and the impact of childhood trauma on development.

Since little is known about the experience of non-abused siblings, Dr. Spranger's dissertation, "*Seeing Glass' – An Interpretative Phenomenal Analysis of the Lived Experience of Child Sexual Abuse Among Non-Abused Siblings*," examined how CSA impacted siblings within the family system. She used an Interpretative Phenomenological Analysis (IPA) of archived forensic team assessments, which revealed siblings' experiences of minimizing their own feelings and a lack of parental support. Observed themes included protection, autonomy, and positive sibling connections within multi-sibling systems.

Doctoral Committee:

Dr. Christina Liparini, Ph.D., Faculty Advisor

Dr. Jill Caruso, Psy.D., Second Reader

Dr. Randolph Shipon, Ph.D., Third Reader

Brendan Sullivan

Brendan Sullivan holds degrees from Seton Hall University (M.A.) and Loyola University Maryland (B.A.). He has worked primarily in college counseling with a focus on serving the student-athlete population. He also works as an adjunct professor at Saint Elizabeth University. Additional professional interests include sport and exercise psychology, group therapy, men's mental health, and work with underserved populations.

"*Perspectives in Esports: Gender Differences in Team Role Commitment, Gamer Identity, and Perceived Harassment*" investigated the experiences of Esports players participating in competitive Esports competition as part of teams, specifically analyzing the differences between the male and female experience. He found that female-identified respondents reported lower levels of role commitment and gamer identity while reporting higher levels of harassment. Preliminary qualitative findings highlighted spectator harassment as significant in both gender groups.

Doctoral Committee:

Dr. Christina Liparini, Ph.D., Faculty Advisor

Dr. Glen Sherman, Ph.D., Second Reader

Dr. Daniel Balboni, Psy.D., Third Reader

Erica Vieira

Erica earned her Bachelor's degree in Psychology, her Masters degree in Counseling Psychology, and now her doctoral degree—all at Saint Elizabeth University. Her professional interests include Parent Management Training, as well as assisting families affected by Autism Spectrum Disorder and other neurodevelopmental disorders.

Her dissertation, “*Maternal Stress and Self-Care: The Examination of Stress and Self-Care of Mothers with Children with Autism Spectrum Disorder in a Post COVID-19 World,*” is a qualitative study Erica created to analyze self-care and stress levels of mothers of children with ASD after COVID-19. Qualitative analyses determined the relationship between these two variables, stress and self-care. The findings showed that post-COVID-19 mothers of children with Autism Spectrum Disorder had lower stress levels as a function of self-care activities or awareness of self-care proponents.

Doctoral Committee:

Dr. Jill Caruso, Psy.D., Faculty Advisor

Dr. Christina Liparini, Ph.D., Second Reader

Dr. Steven Hertler, Psy.D., Third Reader

Master of Arts in Applied Behavior Analysis

Rebecca Brigid Conroy
Rockaway, NJ

Sarah Elizabeth Yoscary
Ridgefield Park, NJ

Simone Suzana Scance
Hillsdale, NJ

Master of Arts in Counseling Psychology

Julie-Ann Antoine
Westfield, NJ

Chloe Jane Medder
Chandler, AZ

Gallage Stephanie Chanika De Silva
Monroe, NY

Migdalia Mercado
Roselle, NJ

Carolina Gutierrez Camargo
Rockaway, NJ

Alexandra Kathryn Otto
Succasunna, NJ

Heather R. Hernandez
North Plainfield, NJ

Juwan Thomas-Jackson
Newark, NJ

Master of Arts in Education

Victoria Joyce Ozkan
Hackettstown, NJ

David Alan Smelko
Basking Ridge, NJ

Binal Shah
Randolph, NJ

Master of Arts in Educational Leadership

Graciele Blanco
Old Bridge, NJ

Erik Arnold Novack
Hackettstown, NJ

Kristen Nicole Johnson
Randolph, NJ

Robert Petrucelli
Rockaway, NJ

Van Marie Luu
Mendham, NJ

Danielle Christine Roach
Edison, NJ

Master of Arts in Justice Administration and Public Service

Kayla Abdul-Baatin
South Orange, NJ

Jared Vincent Orgel
East Hanover, NJ

David Christopher Achenbach
Andover, NJ

Nikodemus Petrone
Suffern, NY

Kevin J Aufiero
Andover, NJ

Taylor Keona Pettiford
Passaic, NJ

Theodore L Dima
Hillsborough, NJ

Joseph Pirillo
Bridgewater, NJ

Gabriele DiPietro
Greystone Park, NJ

Abner Rodriguez
Elizabeth, NJ

Nicole Maria Godoy
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David John Selecky
Stirling, NJ

Aaron Hobbs
Montclair, NJ

Elisha Tard
Hamilton, NJ

Robert F. Horvot Jr.
Cliffside Park, NJ

Drew Zimmerman
Sayreville, NJ

Master of Arts in Theology

Donna Stephanie Beck
Irvington, NJ

Master of Science in Data Analytics

Peter Fagnoli
Madison, NJ

Master of Science in Management

Arooj Ahmed Parsippany, NJ	Najee Derrick Plunkett Vauxhall, NJ
Samantha Lucia Bartling Bloomfield, NJ	Geraldine Alexis-Rayme Philadelphia, PA
Laurie Ann Musolino Morristown, NJ	

Master of Science in Nursing

Michael Munoz Paterson, NJ	Alisa Marie Sheridan Wayne, NJ
Lucy Peschel Wayne, NJ	Jazmin Leticia Veliz Hawthorne, NJ

Master of Science in Nutrition

Breanne Bonilla Parlin, NJ	Hannah Levine Bellmore, NJ
Allison Jane Cooper Point Pleasant, NJ	Courtney Lynch Nutley, NJ
Erica Margareta Einhorn Millburn, NJ	Brenda T. Mahecha Brick Township, NJ
Julia C. Grande Plainsboro, NJ	Madeline Taylor Mocko Madison, NJ
Sarah Margaret Harley Bangor, PA	Jessica Elizabeth Mondelli Ringoes, NJ
Lydia Harris Lincoln Park, NJ	Lina Maria Nieto Englewood, NJ
Yara Helmy Sicklerville, NJ	Naomi Alexandra Parham North Plainfield, NJ
Scott R. Kimmell Florham Park, NJ	Meghan Salamon Long Valley, NJ
Nicole Tikva Kuperus Wantage, NJ	Briana Karen Vazquez Wharton, NJ
Kathleen Patricia Law Keyport, NJ	Allison M. Vu Hillsborough, NJ

Master of Science in Physician Assistant

Shahnaz Afroza Ringoes, NJ	Donna Lam Summit, NJ
Chitra Ajodhia Kew Gardens, NY	Muoi Loi San Jose, CA
Melissa Arca Clifton, NJ	Jenna Marie Lugtu Freehold, NJ
Lori Ann Cantu Jersey City, NJ	Maeve Maloney Westfield, NJ
Alexandria Colamaria Staten Island, NY	Sigmund Andre McDonald Brooklyn, NY
Alexandra Kimberly Conforti Morristown, NJ	Helina Owusu-Abankwa New Brunswick, NJ
Christopher Michael Daidone Elmwood Park, NJ	Priya Prakash Patel Fayetteville, NY
Allison Nicole Duffy Wayne, NJ	Anne Roberts Lakewood, NJ
Kevin Joseph Gazzale Brunswick, NJ	Shirley Rosales Mejia Suwanee, GA
Amanda Nicole Godine Whippany, NJ	Shulamith Rosen Passaic, NJ
Estelle Patricia Hixon Jersey City, NJ	Kaitlyn Ashlee Seitter Point Pleasant, NJ
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Benjamin J. Kim East Brunswick, NJ	Hayden Davis Wheatley Rigby, ID
Stephanie Giselle Kui Parsippany, NJ	Kristina Jordan Woo Watchung, NJ
Amanda Catherine Laffin Springfield, NJ	Kylie Jo Zimmerman Morristown, NJ

Master of Public Health

Victoria Wel
Garfield, NJ

*Thank you to all who helped make
this event a success:*

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