The following is a list of the completed dissertation titles. These dissertations reflect the interdisciplinary nature of the program. In addition, the dissertation studies range from traditional Ed.D. studies to theoretical Ph.D type studies. These diverse titles reflect the opportunity for each student to pursue research that is relevant to her or his needs and interests.

Dollyne W. Brody, Ed.D.: The Effects of Organizational Culture and Agape on Educators’ Self-Esteem. (Dissertation No. 1)

Ivy L. Brown, Ed.D.: Examining the Beliefs of Parents and Teachers: Perceptions of Children Readiness Skills for School Entering a Full-Day Kindergarten. (Dissertation No. 2)

Bruce W. Burgess, Ed.D.: A Longitudinal Case Study on Transformative Learning: “Lesson Study” as Professional Development for Bilingual Grade Teachers. (Dissertation No. 3)


Ernestine Dancy, Ed.D.: Parents’, Teachers’, and Principals’ Perceptions of the Effectiveness of the Practice of Inclusion. (Dissertation No. 5)

Mary Lou Fischer, Ed.D.: Service-Learning: Relating Philosophical Frameworks and Pedagogical Practices to One’s Teacher’s Success in Implementation. (Dissertation No. 6)

Richard Fox, Ed.D.: The Influence of Computer Technology upon the Pedagogical Practice of Two Elementary School Teachers. (Dissertation No. 7)


Deborah B. Gaspar, Ed.D.: Stereophonic Teaching for Learning and Literacy: Assessing the Parallel Approaches of Library Media Specialists and Reading Specialists. (Dissertation No. 9)


Sister Mary Joan Jacobs, Ed.D.: The Anorectic Poverty of Self: Eating Disorders and Young Women. (Dissertation No. 12)

Tony Lapin, Ed.D.: Job Satisfaction and Intention to Remain in the Profession Among Elementary Teachers in Philadelphia. (Dissertation No. 13)


Samuel Lee, Ed.D.: Staff Perceptions of Connections between New School Facilities and School Climate. (Dissertation No. 15)

Kathleen Y. McCladdie, Ed.D.: A Comparison of the Effectiveness of the Montessori Method of Reading Instruction and the Balanced Literacy Method for Inner City African American Students. (Dissertation No. 17)


Joyce Reeves, Ed.D.: What Does For-Profit Privatization Reveal About the Expectations and Realities of Leadership in Three Edison-Partnership Elementary Schools? (Dissertation No. 21)


Christine Schwarz, Ed.D.: Examining the Juncture Between Strategic Planning and Organizational Learning in an International Mission Organization. **Awarded: Nicholas S. Rashford, SJ, Award.** (Dissertation No. 23)


Burma J. White, Ed.D.: Teacher Job Satisfaction: A Comparative Study of Restructured and Non-Restructured Elementary Schools in the Philadelphia Public Schools. (Dissertation No. 26)

Delores W. Williams, Ed.D.: The Voices of African American Female School Administrators: Using Life Histories to Create Inclusive Learning Communities. (Dissertation No. 27)

David R. Willis, Ed.D.: Connecting Middle School Teacher Beliefs with Interdisciplinary Team Effectiveness. (Dissertation No. 28)

Denise B. Wing, Ed.D.: Educating as a Vocation: Letting Their Lives Speak. (Dissertation No. 29)


Renee Lang-Reasons, Ed.D.: General Educators’ Attitudes and Perceptions Towards Students with a Social and Emotional Disturbance Included Within Their Regular Education Classroom: Implications for Leaders. (Dissertation No. 35)


Sarah Reynolds, Ed.D.: The Role of “Racialized Conscious” For Three White, Female, Middle Class Teachers in Urban Classrooms: Findings That Impact Educational Leaders. (Dissertation No. 37)


Charles Kocher, Ed.D.: The Impact of the Interactive Learning Model as an Effective Tool to Enhance Retention Rates of Criminal Justice Majors at Cumberland County College. (Dissertation No. 45)

Barbara Moore Williams, Ed.D.: Changing the Odds: A Qualitative Examination of Influences on the Academic Success of African American Males in Urban High School. (Dissertation No. 47)


Patricia Williams-Diaw, Ed.D.: Case Study: The Influence of Storytelling as Prewriting Activity (In the Writing Process) on Narrative Writing in the No Child Left Behind Learning Environment. (Dissertation No. 50)

Kathlene Wright, Ed.D.: Approval of Clinical Instructor Preparation in Relation to the Quality of Clinical Education Experience in Athletic Training Education Programs. (Dissertation No. 51)

Melanie-Jo McCarthy, Ed.D.: The Relationship Between High School Principal Leadership Behaviors as Measured by the Principal Instructional Management Rating Scale and Student Achievement as Measured by Eleventh Grade PSSA Scores in Reading and Mathematics in Suburban High Schools Located in Southeastern Pennsylvania. (Dissertation No. 52)


Elizabeth Hoffman, Ed.D.: The Impact of the Literacy Coach on Teachers’ Sense of Self-Efficacy during the Practice of the America’s Choice Model of Literacy Workshop in an Urban Elementary School. (Dissertation No. 54)

Byron McCook, Ed.D.: Maximizing Basic Education Subsidy in Pennsylvania Public School Districts by Accounting for Children in Educational Settings. (Dissertation No. 55)

Kathryn Pegler, Ed.D.: A Critical Examination of the Attitudes and Practices of First Year Teachers Educated in a Graduate Reading Program that Emphasized Cultural Responsiveness. (Dissertation No. 56)

Chadwick Antonio, Ed.D.: Middle School Teacher and Administrator Perceptions of the Whole Child Professional Development Program Based on the PA School-Wide Positive Behavior Support Cohort Training System and the Tom Stecher and Associates Adult Training Program. (Dissertation No. 57)

Romeo Cochrane, Ed.D.: Redefining the Notion of Highly Qualified: Stories of Novice Teachers in an Urban Setting. (Dissertation No. 58)

Ruthann Crawford-Fisher, Ed.D.: A Case Study of Student Perceptions on the Usefulness of Complementary, Naturopathic, Therapeutic Interventions Utilized by Female Students Coping with Adolescent Stress Disorders. (Dissertation No. 59)

Thomas Conway, Ed.D.: The Electrical and Technology Curriculum of an Urban Charter High School and Its Impact for the Adolescent Female in Academic and Industrial Settings. (Dissertation No. 60)
Michelle T. Williams, Ed.D.: The Outsider Within: First Generation Urban African American Female College Students’ Understanding of Their Support Needs in Transitioning from High School to Community College. **Awarded: Nicholas S. Rashford, SJ, Award.** (Dissertation No. 61)

Kevin Clapano, Ed.D.: The Effects of Content Presentation and Learning Styles on Recall in an Online Course Environment. (Dissertation No. 62)

Angelina Schalk, Ed.D.: Elementary Teacher Candidates’ Degree of Cultural Competency and Beliefs Regarding Special Education Referrals: Uncovering Factors Related to Disproportionality. (Dissertation No. 63)

Robert Szejner, Ed.D.: Chief Correctional Officers’ Attitudes about Prison Education: Impact Upon Prison Education Sustainability and Recidivism. (Dissertation No. 64)


Toni Damon, Ed.D.: The Possibilities for Career and Technology Centers When Academic Standards and Accountability Requirements are Integrated into Competency Based Curricula. (Dissertation No. 67)

Lisa Savini, Ed.D.: The Integration of Educational Technologies in a Language Arts Literacy Classroom and Its Effect on the Sense of Writing Self-Efficacy and Achievement of Seventh Grade Male Students Compared to Female Students. (Dissertation No. 68)

Carol Marion, Ed.D.: An Exploration of Teachers’ Attitudes and Beliefs about the Reform of an Eighth Grade Math Curriculum from an Integrated Math Curriculum to a Core Math Curriculum. (Dissertation No. 69)

Roberta LaRocca, Ed.D.: Analysis of How an Anthrax Push Exercise Initiative Involving Public and Private Sectors Can be Adapted to an Influenza Pandemic Event. (Dissertation No. 70)

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Cassandra Parker, Ed.D.: Spanish-Speaking Parents’ Perceptions of their Children’s Social, Cultural, and Academic Improvements and/or Difficulties While Enrolled in an Urban Dual Language Head Start Program. (Dissertation No. 74)

Students’ Reading Achievement and Teachers’ Instructional Methods in Tier 2. (Dissertation No. 75)


Linda Keels, Ed.D.: The Relationship between an Integration of Reading and Mathematics in a Visual Arts Program and Student Learning in Urban Schools Grades Five through Eight. (Dissertation No. 78)


Fatimah Davis, Ed.D.: The Influences of the School and Home Environment on the Differences between Academically Successful and Unsuccessful Gifted Urban High School Students. (Dissertation No. 82)

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