

**Interdisciplinary Doctor of Education Program for Education Leaders
Saint Joseph's University
Completed Dissertation Titles**

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)
- Joseph Cifelli, Ed.D.: A Critical Ethnography of African-American Males and the Cultural Reproduction of the Achievement Gap. (Dissertation No. 4)
- 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)
- Miki L. Garlin, Ed.D.: Mentoring: The Ideal Versus the Experienced as Perceived by New Teachers in Suburban Philadelphia School Districts. (Dissertation No. 8)
- 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)
- Lynn K. Giambri, Ed.D.: Administrator and Staff Perceptions of the Leadership Role in the Effective Operationalization of the Mission of the 21ST Century Christian School. (Dissertation No. 10)
- Valerie Hill-Jackson, Ed.D.: Towards Voice: Urban Mothers of Color and Their Children's Threat of Low Level Lead Poisoning (Lead Burdening) in Camden, New Jersey. (Dissertation No. 11)
- 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)
- John Lavin, Ed.D.: Guerilla Pedagogy: The Discourse, Ethics, and Educational Uses of Caribbean Storytelling. (Dissertation No. 14)
- Samuel Lee, Ed.D.: Staff Perceptions of Connections between New School Facilities and School Climate. (Dissertation No. 15)

- Michael Maslayak, Ed.D.: Exploring the Tension of Racial Identity Development in Suburban Students during The 1960's and 1970's: A Critical Historical Ethnography. (Dissertation No. 16)
- 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)
- Kimberly D. Mueller, Ed.D.: Teacher Perceptions of Implementation of the New Jersey Core Curriculum Content Standards in Mathematics. (Dissertation No. 18)
- Michael O'Malley, Ed.D.: Constructing a Critical Pedagogy of the Human Soul Through a Postmodern Analysis of the Kairos Retreat. **Awarded: Nicholas S. Rashford, SJ, Award.** (Dissertation No. 19)
- Jane Plenge, Ed.D.: Gender, Race and Representation in Educational Films: The Role of Curricular Materials in the Identity Development of African American and European American Females. (Dissertation No. 20)
- 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)
- John V. Roche, Ed.D.: The Relation of Speech/Rhetoric and Performance in Secondary School Curricula to Undergraduate Academic Experience. (Dissertation No. 22)
- 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)
- Eileen M. Schweyer, Ed.D.: The Effects of Kairos Retreats upon the Self-Identity, Interpersonal Relationships and Spirituality of Female Adolescents. (Dissertation No. 24)
- Dawnee Watson-Bouie, Ed.D.: Critical Multicultural Interpretations of Mexican Parents' Seemingly Silent Voices in Their Children's' Formal Education for Transformational Leadership. (Dissertation No. 25)
- 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)
- Shoshanna Edwards-Alexander, Ed.D.: Moving from Rhetoric to Practice: Exploring Tensions and Possibilities in Mentoring for Black Women in the Academy. (Dissertation No. 30)
- Cleopatra Figgures, Ed.D.: The Impact of School Choice on the Academic Performance of Middle Grade Students in the School District of Philadelphia. (Dissertation No. 31)

- Charlene Glenn, Ed.D.: Outcomes Assessment in Higher Education: Using Assessment Instruments to Improve Business Curriculum and Instruction at Association of Collegiate Business Schools and Programs Schools. (Dissertation No. 32)
- Rita Hardy, Ed.D.: How Can Multiple Intelligences Empower Secondary Students to Confront the Traditional Instructional Practices of the Dominant Culture? (Dissertation No. 33)
- Cassandra Jackson, Ed.D.: Perceptions of School Through the Voices of Young African American Females: Shaping Identities and Creating New Possibilities. (Dissertation No. 34)
- 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)
- Kevin Nerz, Ed.D.: Autonomy and Innovation: Charter School Leaders' Visionary Pursuits. (Dissertation No. 36)
- 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)
- Patricia Rigby, Ed.D.: (NON) Traditional Imagination: The Role of Catholic Imagination in Naming and Integrating Catholic Identity in the Teaching of Non-Tenured Teachers Involved in a Mentoring Program of Induction in a Catholic Secondary School: A Qualitative Study. **Awarded: Nicholas S. Rashford, SJ, Award.** (Dissertation No. 38)
- Tamara T. Thomas Smith, Ed.D.: Race, Pedagogy, & Practice: A Qualitative Study of African American Teachers and Socioeconomically Disadvantaged African American Urban School Students. (Dissertation No. 39)
- Carolyn Berenato, Ed.D.: A Historical Analysis of the Influence of John Dewey's Educational Philosophy on the Barnes Foundation's Art Educational Experience: 1922 to the Present. (Dissertation No. 40)
- Cynthia Biggs El, Ed.D.: The Influence of Plutocracy and Inequities in Institutional Arrangements of American Imperialism on the Educational and Emotional Discourse of Rap Lyricism and the Spoken Word and the Convergence of the Resulting Colloquies in the Construction of Lyricism for Both Art Forms. **Awarded: Nicholas S. Rashford, SJ, Award.** (Dissertation No. 41)
- Anne Marie Borneman, Ed.D.: Alternative Catholic School Models as a Prospective Future of Catholic Education in the City of Philadelphia for Catholic and Non-Catholic Children of Poverty. **Awarded: Nicholas S. Rashford, SJ, Award.** (Dissertation No. 42)
- Kimberly Glick, Ed.D.: The Effect of Foreign Language Instruction in the Elementary School on Mathematics and Verbal Pennsylvania System of School Assessment Scaled Test Scores. (Dissertation No. 43)
- Hayat Heji, Ed.D.: The Aspects of American Doctoral Educational Leadership Programs Utilized In the Construction of a Culturally Sensitive Proposal for a Qatari Doctoral Educational Leadership Program. (Dissertation No. 44)
- 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)

- William Murphy, Ed.D.: Resilience and the Post-Secondary Student with Chronic Illness: The Contribution of Protective Factors in the Environment. (Dissertation No. 46)
- 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)
- Candida Antonelli, Ed.D.: Catholic Lay Leadership in the Enhancement of Faculty Morale within the Context of the Catholic Identity of a Catholic School. (Dissertation No. 48)
- Joseph Gbaba, Ed.D.: The Chiandeh Afrocentric Curriculum and Textbook Experience: Exploring Children's Responses to an Afrocentric Curriculum. (Dissertation No. 49)
- 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)
- Timothy Briles, Ed.D.: Factors Most Influential in Southern New Jersey High School Seniors' College Selection Processes. (Dissertation No. 53)
- 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)
- Carole Hoy, Ed.D.: Educator Perceptions: The Relationship between Student Achievement, Professional Development, and Instructional Practices in a Suburban Secondary Mathematics Program. (Dissertation No. 65)
- Roy Alabado, Ed.D.: Determining Difference in Equitable Teacher Treatment of Elementary School Inclusion Students: A Comparison of Elementary School Inclusion Students with and Students without IDEA Services Through an Analysis of Praise and Desisting. (Dissertation No. 66)
- 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)
- Emilia Lengyel, Ed.D.: The Motivational Factors that Affect Adolescent Reader's Comprehension. (Dissertation No. 71)
- Robert Phillips, Ed.D.: The Impact of Principal Reassignment on the Educational Environment in Relation to Distributed Leadership and Sustainable Professional Learning communities. (Dissertation No. 72)
- Patricia Rafferty, Ed.D.: A Case Study of Graduate Business Student Experiences with Group Work. **Awarded: Nicholas S. Rashford, SJ, Award.** (Dissertation No. 73)
- 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)
- George Ramoundos, Ed.D.: Pennsylvania's Response to Instruction and Intervention Framework: The Relationship Between Economically Disadvantaged Third Grade

- Students' Reading Achievement and Teachers' Instructional Methods in Tier 2. (Dissertation No. 75)
- Nanette Edeiken-Cooperman, Ed.D.: Transitions for Students with Low-Incidence Disabilities: The Relationship Between the Implementation of the Individualized Transition Plan and the Transition to Post-School Life. (Dissertation No. 76)
- Shannon Reddick-Smack, Ed.D.: Our History, Our Society, Our Culture: The Perception of Black Females on how History, Society, and Culture Affect their Decision to Become Educational Leaders. (Dissertation No. 77)
- 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)
- Jennifer R. Houston, Ed.D.: Urban Elementary School Teachers' Use of African American Literature Within a Technical-Scientific Curriculum. (Dissertation No. 79)
- Br. John Kane, Ed.D.: The Experience of Association for Mission in Lasallian Secondary Schools and Higher Education Institutions by Lay Teachers who have Completed the Lasallian Leadership Institute. **Awarded: Nicholas S. Rashford, SJ, Award.** (Dissertation No. 80)
- Fr. Stephen J. Baker, Ed.D.: Augustinian Values Institute: Vehicle for Educator Participants' Assessment of the Implementation of the Augustinian Core Values in the Pedagogy and Leadership of an Augustinian School. **Awarded: Nicholas S. Rashford, SJ, Award.** (Dissertation No. 81)
- 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)
- Monica Dickerson-Floyd, Ed.D.: Catholic High School Teachers' Re-Conceptualization of Teenage Pregnancy through the Study of Different Discourses of Teenage Pregnancy as Represented through Media Portrayals. (Dissertation No. 83)
- Daniel Mankowski, Ed.D.: Performing Shakespeare: Fun and Games *Or* Purposeful Emancipatory, and Empowering Pedagogy. (Dissertation No. 84)
- Marie Bey, Ed.D.: The Negative and Positive Characteristics of Teacher Technology Professional Development Programs (PDPs) in Relation to Efficient Classroom Integration and Knowledge of Interactive Whiteboards. (Dissertation No. 85)
- Hayley Edwards, Ed.D.: The Nigrescence of the "Okay" Brother: A Phenomenological Study on the Impact of an Education in a Traditionally White Learning Institution on the Racial Identity Development of Black Males in Professional Careers. (Dissertation No. 86)
- David Cambridge, Ed.D.: The Relationship Between Student's Quantitative Skills, Application of Math, Science Courses, and Science Marks at Single-Sex Independent Schools. (Dissertation No. 87)
- Katy Swetkowski Giovanisci, Ed.D.: Pennsylvania Public School Vice Principals' Perceptions about Formal and Informal Mentoring Structures and the Effective Transfer of Leadership Knowledge, Skills, and Dispositions. (Dissertation No. 88)
- Benjamin Hammond, Ed.D.: Cultural Ecological Theory and Black American College Male Perceptions: Successful Coping Strategies towards the Community and

- Educational System Forces Encountered During their High School Years. (Dissertation No. 89)
- James Fry, Ed.D.: Lesbian and Gay Alumni Perceptions of Their Acceptance in a Catholic University in the United States. (Dissertation No. 90)
- David Weber, Ed.D.: Exploratory Factor Analysis and Multi-Section Validation by Correlation of Student Self-Reported Attitudes of Teacher Effectiveness for Middle School Students. (Dissertation No. 91)
- Christopher Heasley, Ed.D.: Students' Sense of Community Based on Experiences with Residence Hall Design. (Dissertation No. 92)
- Julia Barcalow, Ed.D.: The Long-Term Effects of Childhood Bullying Experiences on Female Adults as it Relates to Their Perception of Themselves and Their Relationships With Women. (Dissertation No. 93)
- Marjorie Milunic, Ed.D.: The Experience of Learning to Teach: A Study of a Traditional and an Alternative Teacher Certification Route in Relation to John Dewey's Theory of Experience and Education. (Dissertation No. 94)
- Maria Reitano, Ed.D.: Inquiry-Oriented Professional Development: Participating Teachers' Perceptions of Influence on Agency, Enactment, and Professional Growth. **Awarded: Nicholas S. Rashford, SJ, Award.** (Dissertation No. 95)
- John Jeffery, Ed.D.: Effect of Gender Differences in Sense of Competence Related to Academic and Social Adjustment for First Year College Students at Saint Joseph's University. (Dissertation No. 96)
- Carolyn R. Stout-Swain, Ed.D.: Responses of Children in an Ethnically Diverse Elementary Classroom to the Use of Multicultural Cinderella Stories: A Qualitative Case Study. (Dissertation No. 97)
- Gary Moyer, Ed.D.: Understanding the State of Discipline in a Suburban High School: Factors that Affect the Perceptions of Stakeholders that have Responsibility for Establishing and Implementing Disciplinary Policies. (Dissertation No. 98)
- Millicent Lavelle-Lore, Ed.D.: Parent-Child Home Numeracy Intervention and the Mathematics Scores of First Grade Students in Urban Catholic Schools. (Dissertation No. 99)
- John Council, Ed.D.: Parents' Understanding of the Character Counts Program Within a Positive Behavioral Interventions and Support System in a Suburban Elementary School and Their Perception of the Effectiveness of Their Children's Participation in the Program (Dissertation No. 100)
- Kiersten Noonan White, Ed.D.: The Influence of "Clery Act Training Seminars" on Participants' Ethical Commitment to Campus Safety Beyond Compliance in Colleges and Universities. (Dissertation No. 101)
- Michael Hogan, Ed.D.: The Formation and Implementation of a Suburban Middle School's Policy Concerning Bullying Behavior Among Tweens with an Emphasis on the Current Phenomenon of Cyberbullying (Dissertation No. 102)
- Robin Cooper, Ed.D.: Changes in Teaching Practices for African American Students in the Urban Setting after Teacher Participation in Professional Development Focused on the Racial and Cultural Context of the Students (Dissertation No. 103)
- Tadé Ayeni, Ed.D.: A Phenomenological Study of the Experiences of Black Minority Medical Students through the Frameworks of Critical Race Theory and Gender as a Social Structure (Dissertation No. 104)

- Elizabeth Blake, Ed.D.: A Summer Review of Anatomy and Physiology and Medical Surgical Nursing Concepts at a Hospital Based-Nursing Program for At-Risk Students: A Recipe for Program and National Council Licensure Examination Success (Dissertation No. 105)
- Caroline Frazier, Ed.D.: Through Educators' Eyes: A Narrative Inquiry into Teachers Utilizing Transformative Pedagogy as a Practice of Freedom to Build Mutual Understanding and Respect between Prisoners and University Students. **Awarded: Nicholas S. Rashford, SJ, Award.** (Dissertation No. 106)
- Lydia Hallman, Ed.D.: Do Inquiry-Based Science Classroom Experiences Promote Science Achievement for Public High School Students? An Application of the Opportunity-Propensity Framework. (Dissertation No. 107)
- Silvino J. Alexander Jr., Ed.D.: A Study of the Experiences of Middle School Students' of Color Participation in a Hip-Hop Based Vocabulary Program. (Dissertation No. 108)
- Essence Allen, Ed.D.: The Influence of an Attachment Theory-Based Professional Development on the Day-to-Day Interactions between Early Childhood Professionals and Infants in Childcare Facilities. (Dissertation No. 109)
- Patricia Blanding-Stewart, Ed. D.: The Effect of a Re-Implemented Student Dress Code Policy on Keystone Algebra Examination Scores: Students' and other Stakeholders' Perceptions of the Effect of a Re-Implemented High School Dress Code Policy on School Safety, Discipline, and the Learning Environment. (Dissertation No. 110)
- Khadijah Bright, Ed.D.: Reconciliation of the Incongruity Between Ethnic Identity and Academic Identity of Middle School Students through the Practices of High-Performing Charter Schools. (Dissertation No. 111)
- Marie Wilcom Bunner, Ed.D.: The Association of Tacit Knowledge with High Academic Achievement among Developmental College Students. (Dissertation No. 112)
- Gifty Akomea Key, Ed.D.: The Effectiveness of New York City Public Health Policy Curriculum and Instruction on Increasing Business Owners' Understanding of the Law. (Dissertation No. 113)
- Nicole Bricketto, Ed.D.: Understanding Differences in Academic and Socio-Emotional Skills of Pennsylvania Kindergarten Students: Does the Setting and Quality of Pre-Kindergarten Program Matter? (Dissertation No. 114)
- Jason R. Bacani, Ed.D.: Building Leadership Through Community: K-12 School Leaders' Experiences with Principal Professional Learning Communities. (Dissertation No. 115)
- Jill C. Schreiber, Ed.D.: A Phenomenological Study: Parents' Perspectives on Their Roles and Influences on Their Elementary School-Aged Children's Physical Activity Outside of School (Dissertation No. 116)
- Ruba Saeed Abdoh, Ed.D.: A Comparison of Female Saudi Arabian and American High School Teachers' Perceptions of Their Preparation for Teaching Foreign Languages (Dissertation No. 117)
- Ebtihal (Abudawood) Sami, Ed.D.: Saudi Arabian Students' Perceptions of the Importance of Critical Thinking in Their Learning Experience in Institutions of Higher Education in the Philadelphia Region in Comparison to Their Saudi Arabian Educational Experience (Dissertation No. 118)

- Elana M. Evans, Ed.D.: Through a Deweyan and Foucaultian lens: The perceptions of participating teachers and administrators on the implementation of response to instruction and intervention in an urban high school setting. (Dissertation No. 119).
- Katharine Croce, Ed.D.: Effectiveness of *self & match* as an intervention for increasing appropriate classroom behavior in children with autism spectrum disorders. (Dissertation No. 120).
- Mikisha T. Morris, Ed.D.: Exploring the role of a cultural arts program in empowering an urban school community in sustaining their neighborhood school and the value of cultural arts to kindergarten through eighth grade African-American students. (Dissertation No. 121).
- Ali Altamimi, Ed.D.: Professional development trainers' experiences with Kolb's experiential learning model in professional development programs for Saudi Arabian faculty. (Dissertation No. 122).
- Carl Brown, Ed.D.: America's black mythology: Foundation of racism, regression, and activism. (Dissertation No. 123).
- Koreem Bell, Ed.D.: An historical analysis of the effects of transformational leadership: Dr. Leslie Pinckney Hill and the creation of a sense of community among black supporters of the West Chester Community Center. (Dissertation No. 124).
- Thomas J. Farren, Sr., Ed.D.: An exploration of the cognitive and academic effects of the classical language curriculum on students at Jesuit secondary schools. (Dissertation No. 125).