



**Saint
Elizabeth
University**

Hooding Ceremony



Tuesday, May 13, 2025

6:00 P.M.

Annunciation Center

Dolan Performance Hall

The History of Academic Regalia

The tradition of academic regalia in higher education developed in the 12th and 13th centuries in the early European universities. Medieval gowns and hoods served practical purposes, providing warmth in unheated stone buildings and distinguishing individual scholars and their academic specialties.

Over time, these practical garments evolved into symbolic representations of academic achievement and institutional affiliation. By the 14th century, specific styles and colors began to denote scholarly rank and field of study.

The American academic dress code largely follows the system established in the late 19th century by European universities, drawing heavily from Oxford and Cambridge traditions.

Academic regalia may include:

Gowns, which vary in style according to the degree earned (bachelor's, master's, doctorate), primarily reflected in the cut of the sleeves.

Hoods, which feature the official colors of the institution granting the degree and the traditional colors of a graduate's field of study. The length of the hood also varies by degree.

Caps, which may vary on shape and size according to the specific institution and the student's degree level. Doctoral graduates may sometimes wear a velvet tam and the tassel color can indicate the field of study for bachelor's and master's degrees.

Academic regalia connects contemporary graduates to a long and distinguished history of scholarship and learning, symbolizing their accomplishments and the traditions of higher education. For Saint Elizabeth University's 2025 Graduate Hooding Ceremony, these colorful garments represent your dedication, achievement, and entry into a community of scholars.

Ceremony

ProcessionalDr. Anne Buison Pellizzon
Faculty Assembly President

InvocationDr. Elena Colicelli, S.C.
Professor Emerita

WelcomeDr. Anne C. Bartlett
Provost and Vice President for Academic Affairs

Hooding Ceremony.....Dr. Patricia Heindel
Dean, College of Professional Studies and
Interim Dean, College of Arts and Sciences

Student Address.....Mini Sharma '25
Candidate for Doctor of Psychology
Counseling Psychology

Diana Umana '25
Candidate for Master of Arts
Counseling Psychology

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
University Chaplain and
Advisor to the President for Mission Integration

Closing Remarks.....Dr Anne C. Bartlett

RecessionalDr. 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 2025 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 2025

Doctor of Education in Educational Leadership

Daniel A. Clarke

Daniel A. Clarke began his career in education in 2010 as a kindergarten teacher at Chancellor Avenue School in the Irvington Public Schools district. In 2015, he earned a Master's in Educational Leadership from the College of Saint Elizabeth (now Saint Elizabeth University). He currently serves as a K-5 ELA Specialist for Irvington Public Schools.

His dissertation, "Alternative Discipline: Using Restorative Justice to Combat Discipline Issues in an Urban School," explores the principles of Restorative Justice. This approach, which is theoretical and practical, focuses on understanding the harm caused by transgression, determining how to repair it, and holding the individual responsible accountable. The research examines how Restorative Justice practices can be effectively taught to teachers and students as an alternative to traditional disciplinary methods—ultimately fostering accountability, encouraging responsibility, and promoting meaningful conflict resolution in a school setting.

Doctoral Committee:

Dr. Joseph Ciccone Ed. D., Faculty Advisor
Dr. Keith Neigel Ed. D., Second Reader
Dr. David Jefferson Jr. Ed. D., Third Reader

David Charles Cozart, Jr.

David Charles Cozart, Jr., began his educational career in 1992 with the Baltimore City Public School District. He earned a Bachelor of Business Administration and Finance from Virginia State University, a Master of Education in Special Education from Coppin State College, and a Master of Educational Leadership from New Jersey City University. In 1994, he joined the Paterson Public School District, where he has served for over thirty-one years in various teaching and administrative roles, advancing to Assistant Superintendent of Schools. Dr. Cozart is committed to ensuring all students receive a high-quality education.

His dissertation, "Perceptions of Secondary Teachers of Co-Teaching to Enhance Instruction for Students with Disabilities," explores the views of secondary English language arts, math, and special education teachers on their effectiveness in teaching students with disabilities through co-teaching models in general classroom environments. The findings offer insights for district administrators to allocate resources and provide professional development to enhance teachers' skills, benefiting all students.

Doctoral Committee:

Dr. Joseph Ciccone, Ed.D., Faculty Advisor
Dr. Keith Neigel, Ed.D., Second Reader
Dr. Moses McKenzie, Jr., Ed.D., Third Reader

Carlos Manuel Gramata

Carlos Gramata has served in public education for 23 years. He is currently the principal of Hillside Elementary School in Livingston, where he has spent half his career. Previously, Carlos was principal of Beatrice Gilmore School in Woodland Park, NJ, for two years. He began his career as an elementary school teacher at Livingston Park Elementary School in North Brunswick, NJ, where he spent nine years as a classroom teacher, language arts coordinator, and director of elementary instruction. Carlos holds a Bachelor of Arts in Sociology from Rutgers College, Rutgers University, and two Master of Education degrees from the Graduate School of Education, Rutgers University, in Early Childhood/Elementary Education and Educational Administration. In 2023, Carlos was named the Visionary Elementary Principal of the Year by the New Jersey Principals and Supervisors Association and was selected as New Jersey's National Distinguished Principal by the National Association of Elementary School Principals.

His dissertation, "Examining Teacher Perceptions Regarding the Effectiveness of and Barriers to Service Learning in an Elementary School," examined teachers' perceptions of the school's current service learning program and its impact on character development in students. The study evaluated the program's effectiveness, identified barriers, and provided recommendations for improvement. Findings indicated that service learning benefits character development, particularly with appropriate materials and support. The study emphasized the need for staff development and resources to ensure successful implementation in elementary schools.

Doctoral Committee:

Dr. Joseph Ciccone, Ed.D., Faculty Advisor
Dr. Keith Neigel, Ed.D., Second Reader
Dr. Lisa Barreto, Ed.D., Third Reader

Marilyn P. Quinones

Marilyn Pinto Quinones began her professional journey in public education in 2003. She is currently the Assistant Principal at West End Elementary School in North Plainfield, New Jersey, where she has spent her entire educational career. Initially, she served as a classroom teacher before progressing to the position of Student Liaison. Marilyn possesses a Bachelor of Arts degree in Elementary Education from Kean University and a Master of Arts degree in Educational Leadership obtained from the College of Saint Elizabeth.

Her dissertation, "Promoting Substantial Gains of Multilingual Learners Through Language Acquisition in Daily Instruction," examines instructional methods that support the language acquisition processes of multilingual learners; teachers' ability to differentiate between learning difficulties related to language acquisition and learning disabilities; and the resources required to deliver instruction that promotes substantial gains for ML effectively. Current pedagogical practices were assessed, and suggestions for enhancement were articulated.

Doctoral Committee:

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

Dr. Keith Neigel, Ed.D., First Reader

Dr. Marilyn Birnbaum Ed.D., Third Reader

Doctor of Psychology in Counseling Psychology

Leslie Perez

Leslie began her career in 2018 as a Psychiatric Clinician for an outpatient program at CarePoint Health, providing culturally competent therapeutic services to marginalized children and families involved with the Division of Child Protection and Permanency. In 2021, she became a Licensed Professional Counselor and has treated individuals with diverse clinical presentations in college counseling and community mental health settings. Leslie is currently a Clinical Intern at Seton Hall University's Counseling and Psychological Services. Leslie earned her Bachelor's degree in Psychology and Master's degree in Professional Counseling from Seton Hall University. She is passionate about cultivating a space where advocacy, autonomy, and belonging are fostered.

Her dissertation, "Who is Allowed to Have Hope? The Untold Stories of First Generation Latinx College Students," explored the experiences of hope in first-generation Latinx college students within the context of cultural orientations. Leslie utilized Interpretative Phenomenological Analysis to capture the lived experiences of the participants. The findings indicated the relevance of barriers, facilitators, cultural orientations, and implications of social roles as superordinate themes that impacted the undergraduate experiences of these participants. This study sheds light on the factors which influence academic retention and attrition within this population.

Doctoral Committee:

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

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

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

Elizabeth Smith

Elizabeth Smith earned her Bachelor of Arts in Psychology and Sociology with honors from Rutgers University, and her Master of Social Work from Rutgers University. Elizabeth began her career in Psychology in 2010, providing psychotherapy services at an outpatient mental health clinic. In 2015, she launched her private practice, and in 2020, she transitioned to her private practice full-time to pursue her doctorate in Counseling Psychology. Currently, Elizabeth is completing her doctoral internship at Ancora Psychiatric Hospital. In 2024, Elizabeth welcomed her first child, Nina Ann Smith.

Her dissertation, "Characteristics of Behavioral Healthcare Providers Serving the IDD Community," examines how clinicians conceptualize and approach mental health treatment for individuals with intellectual and developmental disabilities. The study highlights historical treatment trends, provider biases, and how training and personal contact impact the provision of services to this population.

Doctoral Committee:

Dr. Patricia Heindel, Psy.D. Faculty Advisor
Dr. Daniel Balboni, Psy.D, Second Reader
Dr. Wolf Shipon, Psy.D, Third Reader

Mini Sharma

Mini Sharma began her career in counseling psychology in 2013. She earned her Master of Science in Mental Health Counseling at Monmouth University in 2013 and became a Licensed Professional Counselor (LPC). She worked as a manager for It Takes a Family, providing counseling services to underserved and low-income families, and as a program director for a child and adolescent Partial Hospitalization and IOP. Mini also gained experience teaching as an Adjunct Faculty for the Undergraduate Psychology program at SEU. Her practicum training includes forensic interviewing training and psychological assessments. Presently, she is completing her Doctoral internship at Jersey Shore University Medical Center. Mini was offered two post-doctoral fellowship positions at Child and Family Institute and Avena Psychology.

Her dissertation, "The Experience of Psychotherapy for Asian Indians," investigates the experience of psychotherapy for Asian Indians. Her research examined the role of barriers in accessing mental health treatment and sought to understand the essence of the psychotherapy experience. Implications of this study include an increased understanding of mental health treatment for this population. For providers, it means being able to better assist Asian Indians with accessing care by understanding their experience through a cultural lens.

Doctoral Committee:

Dr. Glen Sherman, Faculty Advisor
Dr. Christina Liparini, Ph.D., Second Reader
Dr. Daniel Balboni, Psy.D., Third Reader

Anton Steiger

Anton Steiger holds a Bachelor's degree in Psychology from Rutgers University and a Master's degree in Professional Counseling from William Paterson University. He began his professional career in psychotherapy in 2020 as a Licensed Associate Counselor at a community non-profit agency in Wayne, New Jersey. In 2024, he earned his LPC and currently serves as a Doctoral Intern at the World Trade Center Health Clinic, where he specializes in grief, trauma, and complex health concerns.

His dissertation, "Risk and Protective Predictors of Suicidal Ideation among Emergency Responders," examined the factors associated with suicide and self-harm ideation among emergency responders involved in the recovery efforts following the September 11th attacks in New York City. Using quantitative methods, the study focused on participants in the World Trade Center Health Program at Rutgers University. Findings revealed that certain responses were significantly correlated with suicidal ideation. These results suggest that specific items within the clinic's screening tools may assist mental health clinicians identify individuals at risk.

Doctoral Committee:

Dr. Steven Hertler, Ph. D., Faculty Advisor

Dr. Jodi Streich, Ph. D., Second Reader

Dr. Patricia Heindel, Ph. D., Third Reader

Master of Arts in Applied Behavior Analysis

Angie Giselle DeLaRoca

Justin Alonzo Smith

Joshua Yoshikazu Watabe

Master of Arts in Counseling Psychology

Alana Marie Albanese

Imani Leona Blakely

Emily Anne Elizabeth Bober

Jabir Lamont Brinkley

Karen Chucaralao

Lauren Fernandes

Christopher William Ferrante

Briana Higgins

Christopher Joseph Koskulitz

Elena Elizabeth Minardi

Bianca Marie Negron

Lindsey Ryan

Brianna Lynn Thor

Diana Umana

Jack Yannucci

Damaris Ynoa-Ayala

Alexis Stephanie Zois

Master of Arts in Education

Julianne Caccavale

Patrick Joseph Ganley

Ryan Christopher Karpack

Katherine O'Melia

Kathryn Rachel Reilly

Master of Arts in Educational Leadership

Julia Buccini
Brianna Costello
Kimberly Marie Volz

Master of Arts in Justice Administration and Public Service

Eric D. Berkins
Scott William Chertoff
Frank David DeRogatis III
Theodore Robert Goodman
Gianna Rosa Miraglia
Nikodemus Petrone
Tamahine Icza Rivera
Alexander Vincent Tredy

Master of Science in Health Administration

Shamia Mickens
Christopher Neumann

Master of Science in Management

Nicole Berger
Inarid Brito
Irene Felipe Estrella
DaNiyah Goodwin
Taylor Everlena Michael
Kodi L. Peters

Master of Science in Nutrition

Emily RoseAvella
AbigailLyn Cospers
Shannon Elizabeth Frascella
Emily Fuller
Kate Lindsey Garnache
Kiersten Amanda Higgins
Angela Patricia Jonas
Hannah Maloney
Abigail Onyi Nelken
Brianna Lynn Nissel
Julianna Marie Ombaldo
Mariah Pollet
Isabella Hope Ranieri
Poonya Renjen
Lauren Rudolph
Kallina Theresa Russo
Danielle Elizabeth Zych

Master of Science in Physician Assistant

Rama Abbireddy
Meghana Bhaiya
Anila Cafuli
Emma S. Carmody
Melitssa Castellar
Katlyn Cusack
Peter Thomas Davis
Ramathia Michele DeFreese
Doris Fapohunda
Emily Louise Flint
Sherie Gonter
Avery C. Hall
Chrystel Hyman
Leona Sara Jagiello
Jenan M. Kanan
Katrine Luddy
Angelina Mekhail
Jessica Moss
Jennifer Ngoc Nguyen
Sarah Una Palumbo
Megha Patel
Nand Patel
Katherine Porterfield
Ceida Quispe
Shiza Qureshi
Robert Raggi
Chad Glen Sibbett
Macarena Silvestri
Ryan Tiernan
Amun Usman Uppal
Gina Watkins
John Zakko

Master of Science in Nursing

Lenore Fleischer
Wagenia Jones
Christina Ann Kaufmann
Catherine Marrash
Patience Adeola Opaola
Yesenia A. Pena
Stacey A. Schreiber

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

*Academic Affairs
Aramark
Facilities
Faculty
IT
Registrar
Student Affairs*

*The inclusion or exclusion of names in this program does not have any official bearing on a student's standing with Saint Elizabeth University. Official records regarding degree completion are maintained by the Office of the Registrar.



Saint
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University

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