



**EAST
STROUDSBURG
UNIVERSITY**

COMMENCEMENT

Graduate Studies

Friday, May 5, 2023

Koehler Fieldhouse

A Member of Pennsylvania's State System of Higher Education

East Stroudsburg University Commencement

Welcome to East Stroudsburg University's Commencement celebration for our graduates. Congratulations to our students who have completed their academic programs, and to their family and friends who have supported them on this journey.

Academic Procession

An usher will lead the faculty followed by the graduating students. Candidates are placed according to the degree to be conferred, and each group is preceded by a commencement marshal. Once all are seated the grand marshal leads the platform participants and the president.

Academic Attire

The tradition of academic costume began in the medieval universities of Europe where gowns were everyday dress, providing for their wearers not only distinction but, quite possibly, warmth during long hours of study in poorly heated buildings.

Today, academic attire is seen on American campuses only at formal affairs such as commencement, Founder's Day, dedications and inaugural ceremonies. In 1895, an Academic Costume Code was established, and has since been adopted by most of our colleges and universities. When the code is followed, one can identify the degree which the wearer holds, the university that awarded it, and the course of study it represents. The distinguishing features are the cut of the gown, the length and colors of the hood, and the color of the tassel on the cap.

The bachelor's and master's gowns are generally made of plain black cotton without trim, while the gown for the doctor's degree is faced with black or colored velvet and has three bars of the same material across the sleeves. The bachelor's gown has long open sleeves, the master's gown has longer closed sleeves with arm slits at the elbow, and the doctor's gown has bell-shaped sleeves extending to the wrist.

The hoods can be distinguished by both the length and color. The bachelor's hood measures three feet, the master's, three and one-half, and the doctor's, four. The color of the velvet edging, which is wider for degrees higher than the bachelor's, indicates the subject area to which the degree pertains. In addition to the colored edging, the hood shows in its lining the official color or colors of the institution which awarded the degree. The hood is worn such that a large part of the lining is visible.

The black mortarboard cap with tassel is worn with each type of gown. Those holding the doctorate wear gold tassels, while holders of the bachelor's and master's degrees generally wear a black tassel, although in recent years it has often been customary to wear the colored tassel symbolizing, like the hood, the subject area of the wearer's degree.

In nearly every academic procession, a few costumes may be seen which do not conform to the standard patterns described above. Gold braid is frequently added to the gowns of academic administrators, and most faculties include several members who hold degrees from foreign universities, some of which prescribe very colorful attire.

The following colors are associated with the various faculties. It is mandatory that they be used on hoods and optional that they be on the tassels and the velvet used with the doctor's gowns.

| Faculty..... | Color |
|---|------------|
| Agriculture..... | Maize |
| Arts, Letters, Humanities | White |
| Commerce, Accountancy, Business | Drab |
| Dentistry | Lilac |
| Economics | Copper |
| Education..... | Light Blue |
| Engineering | Orange |
| Fine Arts, including Architecture | Brown |
| Forestry | Russet |
| Journalism | Crimson |
| Law | Purple |
| Library Science | Lemon |
| Medicine..... | Green |
| Music..... | Pink |
| Nursing | Apricot |

| Faculty..... | Color |
|--|----------------|
| Optometry..... | Sea Foam Green |
| Oratory (Speech) | Silver Gray |
| Pharmacy..... | Olive Green |
| Philosophy | Dark Blue |
| Physical Education | Sage Green |
| Podiatry-Chiropractic | Nile Green |
| Public Administration including Foreign Service | Peacock Blue |
| Public Health | Salmon Pink |
| Science | Golden Yellow |
| Social Science | Cream |
| Social Work..... | Citron |
| Theology..... | Scarlet |
| Veterinary Service | Gray |

The Presidential Medallion

The medallion, or pectoral, has long been a symbol of the rights, authority, and power of kings and queens. At the inception of the university around the year 1000 A.D., and to this day in many European institutions, the reigning monarch still functions as the chancellor of the institution, its chief executive holding appointment as vice chancellor. With the establishment of the academy independent of the crown, the royal medallion has been retained as a symbol of the responsibilities and authority vested in the office of the president of the university by the state.



The East Stroudsburg University medallion was commissioned by the Student Activity Association in 1969, and first used by President Frank D. Sills at his inauguration. It was designed by Dr. Irene Mitchel, professor of art at East Stroudsburg University, and struck by Mr. Leslie Smith, an Allentown, Pa., craftsman. The chain of the pectoral was designed and crafted by Mr. Richard E. Phillips of East Stroudsburg, Pa.

The medallion has, on its obverse, the seal of the university. The seal is surrounded by the torch and the mace representing the light of learning and the authority of the university. These two symbols are superimposed on an abstract rendition of the Delaware Water Gap, so much a part of the geography of the region. On either side of the seal are representations of the original Stroud Hall (1893) and the current Koehler Fieldhouse (1967). Below the seal are the extended rays representing the fourteen institutions of the Pennsylvania State System of Higher Education.

The University Mace

The mace was originally a weapon of hand-to-hand combat in medieval times. With the advent of firearms, such a weapon became archaic and was adopted to symbolize the power and authority of kings and queens. Early in the history of the academy, the mace was borrowed from royalty and utilized to symbolize the authority of the institution given to it by the kings and queens and hence, the state, to grant baccalaureate and advanced degrees so specified. The mace is used at all official university functions of an academic nature.

The original East Stroudsburg University mace was commissioned by the ESU Alumni Association for the inauguration of President Frank D. Sills in 1969. It was designed and created by Mr. Richard E. Phillips, a local Pocono artisan. The redesigned mace, incorporating many features of the original mace and symbolizing the achievement of university status by East Stroudsburg State College, was commissioned by the University Commencement Committee in 1987. Mr. Phillips was again requested to modify the mace to reflect the transition from college to university, and Cherry Valley artisan Abby Porter completed the silver work. The current mace is made of cherry and is approximately 38 inches long. The mace has overlays made of hemlock, dating from 1893 from the original Stroud Hall. The black and red coloring represents the school colors.

The octagonal head of the mace represents the disciplines of the traditional academy, and four disciplines of contemporary higher education: science, arts, humanities, and philosophy. Surrounding the head are silver hands bearing the names and dates of the five precursor institutions. The handle is inset in silver with black onyx and red carnelian. The university seal crowns the mace.





Kenneth Long
President

Kenneth Long was appointed president of East Stroudsburg University of Pennsylvania by the Board of Governors for Pennsylvania's State System of Higher Education, effective November 2, 2022, after serving more than two years as the interim president. Long brings more than 35 years of progressive experience in higher education to the position. Prior to the interim appointment, which began July 31, 2020, Long served as the university's chief administrative, financial, and operations officer. Among his many accomplishments at ESU, he has been responsible for: stabilizing the University's financial condition; increasing the University cash reserves and reducing capital debt; lowering costs and increasing availability and access to student health services by partnering with a regional medical center; initiating the university's first academic space utilization study; enhanced campus accessibility; coordinated the development of an athletic master plan and upgrading athletic facilities, including adding air conditioning and a generator in Koehler Fieldhouse, painting and branding Eiler-Martin Stadium, replacing the turf for all outdoor sports, and partnering

with the local municipality and little league for baseball and softball facilities; coordinating the construction of a new student housing building which included new counseling and testing centers and the offices of the Dean of Student, Student Conduct, Accessibility Services and Title IX; and facilitated the land development plans for a new student center.

Prior to joining ESU, Long held leadership positions at two other Pennsylvania State System institutions, Kutztown and Cheyney universities. He served five years as assistant vice president of administration and finance at Kutztown University and during that time he worked six months as interim vice president for finance and administration at Cheyney University, in a loaned executive capacity. Long has served on a number of taskforces, committees and workgroups over his 14 years in the State System, including: Tuition Alignment Committee, System Appropriation Funding Review Committee, State of PA 529 Advisory Board, co-chaired the State System Budget and ESU Sports Alignment Taskforces, and Kutztown University General Education Committee.

Prior to coming to the Pennsylvania State System, Long held multiple leadership positions at the University of Toledo and University of Toledo Physician Practice Group and played an instrumental role in the merger of the University of Toledo with the Medical University of Ohio. Long started his career in higher education at DeVry University – New Jersey where he worked for 18 years beginning as an assistant director of the office of student accounts and working his way to the chief administrative and financial position of the New Jersey campus. As one of the most senior administrative and financial officers in the northeast region, Long assisted with the opening and staffing of DeVry locations in New York, Florida, Pennsylvania and Virginia.

Long earned his bachelor's degree in math and political science from Drew University in Madison, N.J., and an M.B.A. from Monmouth University in West Long Branch, N.J. He has experience teaching college courses in business administration, financial accounting, and managerial accounting and statistics, and during his career has made numerous presentations at regional and national meetings and conferences. In 2013, Long was selected to serve on the Board of Directors for the Eastern Association of College and University Business Officers (EACUBO) and in 2017 he was selected as the association's treasurer, which he served until he was appointed ESU's president in 2022. While serving as interim president of ESU, Long was selected to serve as the chairperson of the PASSHE Freedom of Speech and Title VI Task Group and President Liaison for the PASSHE Board of Governor's Governance Committee, a role he continues to hold.

Long is married to Evelyn and has three daughters, Alysha, Peyton, and Taylor.



***Susan Dillmuth-Miller, Au.D., CCC-A, FAAA, Grand Marshal
University Senate President***

Dr. Susan Dillmuth-Miller is an associate professor in the Department of Communication Sciences and Disorders. She is ESU's clinic audiologist and manages the on-campus audiology clinic. She serves as the president of the University Senate.

Dr. Miller teaches both undergraduate and graduate courses. She has presented internationally on the effects of rheumatic disease and hearing manifestations and has published articles pertaining to educational audiology. Scholarly endeavors include examining knowledge and attitudes of excessive noise levels and hearing protection in young adults and concussion and audiological characteristics. She advises the ESU Sign Language Club.

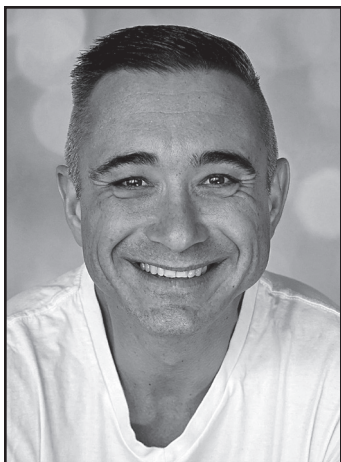


***Mickayla Grow '21 M'23
Graduate Student Commencement Speaker***

Mickayla Grow, a master's degree candidate from Lykens, Pa., was selected from a pool of student speaker candidates to serve as the graduate student speaker for tonight's commencement ceremony.

Grow, a communication sciences and disorders graduate student, has been an active member of the ESU campus community for six years. As an undergraduate student, Grow was a student-athlete on ESU's softball team. She also enrolled in the university's ROTC program. Upon graduation she earned a bachelor's degree in communication sciences and disorders and commissioned as a 2nd Lieutenant as a Medical Services Corps officer in the Pennsylvania Army National Guard. She attended her Basic Officer Leadership Course at Fort Sam in Houston, Texas while balancing the requirements of graduate school.

Grow has assisted with speech, language, and hearing screenings at the Head Start classes, hearing screenings in the local area, and provided treatment in the university speech and hearing clinic. She has acted as an ambassador for the communication sciences and disorders graduate program, providing tours for interested students, participating in open houses, mentoring new graduate students, and participating in health fairs in the community.



Randy Detrick '00
Keynote Speaker

You can have anything in life that you want, if you're willing to help enough other people get what they want. Randy Detrick, a 2000 East Stroudsburg University graduate with degrees in business administration and management and economics, lives his life by these words. His hero is his mom who's the most upbeat, positive, enthusiastic, and excited for life person he's ever known. Randy's mission is to add value to others. To fulfill this mission, Randy presents on topics of hope, trust, and enthusiasm for life. It all started with mom, giving him the advice to 'pursue all your dreams with all your imagination and to never let the false sense of fear interfere with your life'. Randy has had the honor to race the World Cup in ski racing, be the president of his own medical equipment business, and now is the president of the 13th-top-ranked winery in the nation – Blue Ridge Estate Vineyard & Winery.

Creativity in life is connecting the unseemly connectable dots. With this realization, Randy created The Underground Experience, a consistently sold-out presentation pairing wine with the most powerful topics of life. Randy has enthusiastically presented live over 9,000 times, and every day strives to add value to the world through a message of hope, trust, and excitement for life. Today, in his mid-40's, Randy lives on the farm at Blue Ridge Winery with his wonderful wife, Tiffany, and their three spectacular children.



Rep. Kyle Mullins
2022-2023 Legislative Fellow

Representative Mullins was elected to represent the 112th Legislative District in 2018. He is a member of the Appropriations, Consumer Affairs, Policy, Professional Licensure, and Transportation Committees. He is also a member of the Autism and Intellectual Disabilities, LGBTQ Equality, PA SAFE, and Women's Health caucuses.

Representative Mullins' legislative priorities are rooted in three critical issue areas: strengthening communities, protecting hard-working families, and reforming state government. Mullins believes that creating a climate for good jobs and opportunities means strong communities. These opportunities must be available at family-sustaining wages so that young people can stay and build families in Northeast Pennsylvania. He also has a proven record of fighting for more state funding in critical areas – from our children's education and safety, to care services for our seniors and those with disabilities or illness. He

believes that taxpayers deserve relief, and responsible and compassionate fiscal policy at the state level is a major component of that objective.

Raised in Peckville – a town just north of Scranton in Northeastern Pennsylvania – Mullins is a 2003 graduate of Valley View High School and a 2007 graduate of West Chester University, where he earned a Bachelor of Science degree in political science. Mullins served as student body president of both his high school and college classes. Mullins and his wife, Lauren [Cobb], reside in their hometown of Peckville where they are raising their son, Connor; daughter, Caroline; and chocolate lab, Jagger. Mullins is the son of Michael and Christina [Flannery] Mullins, also residents of Peckville.

Program

| | |
|--|--|
| PRELUDE: Fanfare and Celebration March, Yo Goto..... | <i>Music from My Neighboro Totoro, Joe Hisaishi, arr. Hiroki Takasashi</i> |
| PROCESSIONAL: Procession of the Nobles* | <i>Mlada, Nikolai Rimsky-Korsakov, arr. Brian Hodge</i> |
| Greetings | Kenneth Long, M.B.A. <i>President</i> |
| NATIONAL ANTHEM: The Star-Spangled Banner | <i>Key/arr. Damrosch/Sousa</i> |
| Singing led by | Myles Betancourt <i>ESU Freshman</i> |
| Performed by | East Stroudsburg University Ceremonial Band <i>Brian Hodge, Director</i> |
| Greetings from the Council of Trustees | Thomas J. Grayuski '84 |
| Greetings from the 2022-2023 Legislative Fellow | Rep. Kyle Mullins |
| Graduate Student Commencement Address..... | Mickayla Grow '21 M'23 |
| Commencement Address | Randy Detrick '00 <i>President, Blue Ridge Estate Vineyard & Winery</i> |
| Presentation of Candidates and Conferring of Degrees | Margaret J. Ball, D.M.A. <i>Interim Provost and Vice President for Academic Affairs</i> |
| Underscoring: Selections from Alan Silvestri's MCU Works | <i>East Stroudsburg University Ceremonial Band/arr. Hodge</i> |
| Greetings from the Alumni..... | Caitlin Ord '07 M'09 <i>Secretary, East Stroudsburg University Alumni Board</i> |
| Singing of Alma Mater* (lyrics on last page) | Myles Betancourt <i>ESU Freshman</i> |
| RECESSIONAL: Great Gate of Kiev+ | <i>Mussorgsky/arr. Sohei Kano</i> |

* Please stand for Processional and Alma Mater.

+ Please remain seated for Recessional.

Thank you to the following participants in this evening's ceremony:

Reader: Shawn Watkins, Associate Professor and Department Chair of Reading

Sign language interpreters: Sandy Shaika and Caitlin Lysogorski

Please turn off cell phones during the Commencement Ceremony. Thank you.

Candidates for Doctoral Degrees

DOCTOR OF EDUCATION

**Karen Ann Bagnini**

B.A., Hampshire College, 1991

M.A., Lesley University, 2000

M.S.W., Hunter College, 2005

Dissertation: Social Justice Leadership: In Search of Itself

Chair: Dr. Beth Rajan Sockman

Karen Ann Bagnini has been a social worker-supervisor and creative arts therapist practicing in public schools since 1998. The NYU Silver School of Social Work welcomed her as an adjunct faculty member in 2016. Currently, she is an assistant director of clinical services with Berkshire Farm Center and Services for Youth. Brooklyn New York, Port Washington, Long Island, Western Massachusetts, and Pike County Pennsylvania are her home-places. She is indescribably grateful for the experience of being a student of motherhood with an insightful, graduating high school senior (wahoo, Basie!). In 2001, she met her husband, Barry, a phenomenally capable and soon-to-be retiring public high school music teacher. Her four parents, grandparents, great grandparents, aunts, uncles, and cousins accompany her here. Their discoveries, recipes, ways of being, differences, devotions to learning, and struggles are here with 'me-us' today.

Dissertation Abstract: The theory and practice of social justice and leadership in schools has been widely studied for decades although what it feels, looks and sounds like remains elusive and left to chance (Adams & Zuñiga, 2018; Arar, 2015). This study leveraged autoethnographic, phenomenological, and narrative methods to seek an understanding of the following research questions: What are the stories school leaders tell me about their enactments/embodiments of social justice practice? In what ways do leaders' stories affect me as a social worker? In what ways do I make meaning from their stories?

This study's relational, conceptual framework included critical self-awareness (Hooks, 1994), embodiments (Damasio, 1999), affect (Ahmed, 2005), emotions, power, and a pedagogy of discomfort (Boler, 1999; Zembylas, 2017). Semi-structured interviews with seven social justice school leaders and researcher journal entries were iteratively coded with attention to action, feeling, doing language, and simultaneous researcher meaning-making. My positionality and biases are informed by intersubjectivity (Peshkin, 1988) and autoethnography (Poulos, 2021). Themes of injustice, the importance of relationships, and experiences of discomfort emerged through participants' stories. Themes from researcher journal entries were: Following as a form of leadership, love, and curiosity and inquiry as relationship-building. Leaders' stories and the themes derived move me, as a social worker, to feel about and focus on the act of learning about and with others in my own practice of social justice leadership. Critical self-awareness emerged as an essential component of each theme and supported the notion that social justice leadership needs to be felt before it can be practiced.

Candidates for Doctoral Degrees

DOCTOR OF EDUCATION

**James D. Ware**

B.A., East Stroudsburg University of Pennsylvania, 2000

M.A., East Stroudsburg University of Pennsylvania, 2019

Dissertation: Combining Literature, Culturally Relevant Resources, and a Hybrid of the Hochman and Constructivist Frameworks to Teach Developmental and College Writing to Academically Advanced High School Seniors

Chair: Dr. Laura Kieselbach

James D. Ware is a 22-year-veteran English teacher at North High School in the East Stroudsburg Area School District where he teaches Advanced Placement, honors, and college preparatory senior English courses. James is also adviser of the school's National Honor Society chapter. James focused his research on pedagogical techniques and frameworks to instruct academically advanced high school senior students in writing. Throughout his doctoral studies, James has created a research-based writing program specifically designed for the academically advanced seniors whom he teaches. James capitalizes on the cross-modal benefits from having students engage in both reading and writing as complementary communicative processes; additionally, James increases student engagement and motivation by incorporating culturally relevant resources into his instruction and writing program. James has a Master of Arts degree in professional and digital media writing from East Stroudsburg University.

Dissertation Abstract: With a growing emphasis in colleges and career readiness programs on written communication skills, a person's ability to communicate coherently through writing is paramount. Despite being enrolled in academically rigorous courses, many high school seniors lack the prerequisite advanced writing skills for higher education. Therefore, the purpose of my study was to examine research-based strategies to teach college writing skills to academically advanced high school seniors. Participants in my study consisted of a convenience sampling of the senior students whom I teach who are enrolled in Advanced Placement, honors, and college preparatory English courses. Analyzing data to measure student growth in writing, I was able to assess student progress in writing by providing students with an overall percentage of growth as well as providing a specific percentage of growth for specific writing skills.

The study focused on combining two frameworks for teaching writing: the Hochman Method and Constructivism. When an instructor applies either framework in isolation, students do not reap maximal benefits compared to when an instructor combines both frameworks. Furthermore, the research differentiates between grammar knowledge and grammar ability. Too often instructors rely only on the Hochman framework to impart grammar knowledge to students through textbook exercises and worksheets. However, to develop grammar ability, students need to apply grammar knowledge to writing through Constructivist activities. The study also examines the importance of developing culturally relevant resources to maximize student engagement and motivation as well as making the content relatable to all students.

Candidates for Doctoral Degrees

DOCTOR OF EDUCATION

**Joshua Johnson Ziatyk**

B.S., Kutztown University of Pennsylvania, 1999

M.S., Wilkes University, 2005

Dissertation: Back Home Again: Exploring High School Principal Perceptions of Students Leaving for Cyber Charters but then Returning to the Resident District

Chair: Dr. Beth Rajan Sockman

Joshua Ziatyk is currently an assistant superintendent for the Easton Area School District. After studying abroad in Valladolid, Spain, and also in Costa Rica, Josh graduated from Kutztown University with a degree in secondary education with a Spanish concentration. Josh spent the majority of his teaching career in the Parkland School District as a high school Spanish teacher. He holds a Master of Education degree in educational leadership with principal certification from Wilkes University. Upon the transition to school administration, he served as a high school assistant principal for his alma mater, Emmaus High School, and also as a high school principal for the Brandywine Heights Area School District. Josh currently resides within the East Penn School District with his wife Victoria, his son Zachary, and his daughter Chelsea, and is extremely proud of all of them and appreciates all of the support they have provided over the years.

Dissertation Abstract: Cyber charter schools continue to emerge and bring new opportunities for individualized learning to students and families, and at the same time, have a financial impact on the home school they left. However, some students return to their home school after trying cyber charter options. This study explores what motivated students to leave their home school and sought to understand the strategies adopted by districts in an effort to regain those students who disenrolled for a cyber charter school.

Using qualitative methods in a descriptive multi-case study, this study examined why high school students disenrolled for cyber charter school and ultimately decided to return to their school district-of-residence by speaking with administrators, specifically principals, of the home school. Data was gathered through a survey, followed up with a qualitative method approach consisting of semi-structured interviews in an effort to examine participant perceptions of motivating factors as well as strategic interventions. Students returned to their home school for various reasons, mostly for connectedness, academic and extracurricular opportunities, and general dissatisfaction with the cyber charter school. The study found that school districts did not have a process in place to specifically target students who are considering attending a cyber charter, nor was there an effective process utilized to convince students currently attending a cyber charter school to return to the school district-of residence.

Candidates for Doctoral Degrees

DOCTORATE OF HEALTH SCIENCES

**Elizabeth Agutu Otieno-Bryant**

B.S., East Stroudsburg University of Pennsylvania, 2008

M.P.H., East Stroudsburg University of Pennsylvania, 2010

Dissertation: Barriers to Seeking Mental Health Services Among Kenyan Immigrant Adults 18 or older Living in the United States

Chair: Dr. Shala E. Davis

Elizabeth Agutu Otieno-Bryant is married and has three children. She started her education in the U.S. in 2004 at Northampton Community College where she graduated with an associate degree in social work in 2006. While at NCC, she attained a certificate in leadership program which was funded by the MET Foundation, which prepared her to be a leader in her community. She graduated from East Stroudsburg University with her bachelor's degree with a concentration in community health in 2008, and received her master's degree in public health (MPH) in 2010. She was inspired to return to ESU to pursue a doctoral degree in health sciences with a concentration in health management and administration in fall 2019 after a life changing event that occurred in her life and family. Elizabeth began her employment with the Lehigh Valley Health Network (LVHN) as a community liaison in 2019, transitioned to comprehensive health services (formerly known as aids activity office) and is currently a medical case manager. She is also the Founder of John Agutu Abando Charitable International Organization, Inc (JAACOI) and chief executive officer of Community Resources for Human Services, L.L.C in Bethlehem, Pa. She served as the chairlady of the Kenyan Community in the Northeast (K.C.N.E.) a non-profit Organization in Allentown from 2015 to 2021 and continues to serve as a board member.

Dissertation Abstract: In spite of the high burden of mental health (MH) problems among Kenyan immigrants 18 years of age or older living in the U.S., the results indicated that they rarely seek MH services. The study identified help-seeking behavior, factors and barriers to seeking MH services in this target population. A cross-sectional study was completed through an online survey of Kenyan immigrant adults' aged 18 years or older living in the U.S. The participants were recruited through virtual platforms, e.g., "Facebook and WhatsApp" groups, and the survey administered using "Google Forms" which was used to collect the demographic data. There were two in-person focus groups discussions held in two churches frequented by Kenyan immigrants in Allentown, Pa.

The survey was available from August 1 to September 15, 2022 and only those who provided consent completed the survey. The survey measured psychological aspects using Barriers to Access to Care Evaluation (BACE) instrument (Clement et al., 2012) and open-ended questions that identified reasons for not seeking MH services. The findings showed that most participants not only experienced MH problems such as stress, anxiety and depression, but also experienced barriers to seeking MH services due to personal or societal stigma, lack of understanding of MH, negative perceptions, and attitudes about MH illness. There's a need for culturally competent intervention programs and spreading the MH awareness through social media to address the issues identified. In addition, train and equip local Kenyan leaders with the skills, knowledge, and resources to support those facing MH issues because most participants reported seeking MH support from family and friends.

Candidates for Doctoral Degrees

DOCTORATE OF HEALTH SCIENCES

**Megan E. Rudelitsch**

B.S., Kutztown University of Pennsylvania, 2003

M.S., East Stroudsburg University of Pennsylvania, 2018

Dissertation: Descriptive Evaluation of Men and Women's Pain Perceptions

Chair: Dr. Shala E. Davis

Megan E. Rudelitsch started her education at Lehigh Carbon Community College where she graduated with an associates degree in criminal justice administration. While attending LCCC, she also obtained a dual associate with core classes in business management. She graduated from Kutztown University with her bachelor's degree in criminal justice administration with a concentration in sociology in 2003. She went on to obtain an additional year certification in drug and alcohol education in 2004 and received her master's degree in public health and health education in 2013 and 2018 from East Stroudsburg University. While working in research administration for the University of North Florida, she pursued additional course work in business management. However, she returned to ESU to pursue a doctoral degree in health science with a concentration in health management and administration in fall 2019 after traveling back home to help her mother transition into retirement. Megan's professional accomplishments include patient care as she worked in healthcare as a skilled technician and clinical research coordinator as well as in regulatory, compliance, research administration and now, study start-up and site activation. Currently, Megan works for a biotech company integrated site services department as well as a part-time fitness instructor. Megan is also a volunteer/advocate for her company's health and wellness department. Megan is registered with the Yoga Alliance as a certified yoga instructor and hoping to obtain her RYT 500. Megan is a first-generation graduate. Currently, she resides in Florida.

Dissertation Abstract: Both gender and sex differences prevalence rates are both key contributing factors in pain perception research. Throughout the years, there has been a significant increase in pain research regarding men and women and their responses to pain which contribute to chronic pain, quality of life, physical disabilities, and is a critical risk factor in self-harm related behaviors, rendering pain management as an essential component in receiving healthcare and treatment.

In researching contributing factors of pain, research shown a linked between men and women ranging from psychosocial, physiological, biological, and socio-cultural factors. Gender and sex difference disparities of pain have been gaining recognition in pain research, and these contributing factors of pain were investigated in various pain-related studies. It is essential to investigate whether gender and sex differences in pain perception are due to a variety of diseases associated with pain or chronic pain conditions such as arthritis that led to increase prevalence in both men and women. The extent to which pain perception psychosocial, biological, and socio-cultural factors could be predicted by gender, sex difference, and perception of pain were investigated with participant survey, questionnaire and assessment responses to pain sensitivity, pressure threshold, tolerance and other measures. A sample of adults ranging from 18 to 36 years of age were surveyed using the Visual Analogue Scale (VAS), Gender Role Expectation of Pain (GREP), and the West Haven-Yale Multidimensional Pain Inventory (MPI) scales at a local YMCA in Northeast Pennsylvania.

Candidates for Doctoral Degrees

DOCTORATE OF HEALTH SCIENCES

**Mark Takacs**

B.S., East Stroudsburg University of Pennsylvania, 2016

M.S., East Stroudsburg University of Pennsylvania, 2017

Dissertation: The Effects of Exercise on Mental Health Among College Students

Chair: Dr. Shala E. Davis

Mark Takacs is from Easton, Pa. and attended East Stroudsburg University for all three of his degrees. Mark has been employed at Bloomsburg University as an instructor in exercise science since August 2018. Mark recently accepted a tenure track position at DeSales University in the Sport & Exercise Physiology Department beginning in January 2023.

Dissertation Abstract: Mental health (MH) disorders continue to rise at an alarming rate and college-aged, young adults (18-25 years) have the highest prevalence of MH disorders in the U.S. (30.6%). Approximately 50% of individuals suffering from MH disorders also suffer from poor physical health, are overweight/obese, and have at least comorbidity. Despite the well-known benefits, approximately 70% of U.S. young adults do not meet the recommendations for aerobic and resistance training exercise. Therefore, the purpose of this study was to examine the effects of exercise on MH among college students. Fifteen participants (60% males, 20.0±2.0 years) from one university in Northeastern Pennsylvania volunteered to participate in this study. Nine participants completed the eight-week exercise (EX) intervention and six participants served as the non-exercise control (CON).

The pre/post mixed methods design collected and analyzed quantitative and qualitative data. The Depression Anxiety Stress Scores (DASS-21) instrument was used to collect pre/post-quantitative data, and open-ended questions and semi-structured interviews were used to collect post-intervention qualitative data.

There were no statistically significant differences in depression, anxiety, and overall MH scores between or within groups. However, the qualitative data revealed that acute and chronic bouts of exercise improved MH in both groups. In addition, the EX group reported that the social interaction involved with exercise further improved MH and the CON group reported improved MH as motivation to continue exercise. Lastly, three themes emerged from the interviews: various health benefits of exercise (38%), exercise improved sense of self (25%), and lack of exercise negatively impacted health (19%).

Candidates for Doctoral Degrees

DOCTORATE OF HEALTH SCIENCES

**Tanya Vietta Thompson**

B.A., Notre Dame College, 2002

M.S., East Stroudsburg University of Pennsylvania, 2004

Dissertation: An Evaluation of Health Care Disparities Amongst Sickle Cell Anemia Patients

Chair: Dr. Shala E. Davis

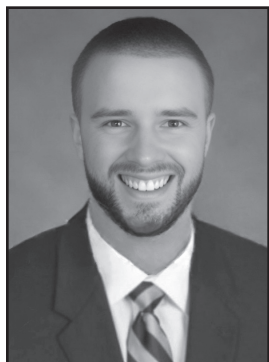
Tanya Vietta Thompson was born in Bronx, N.Y. and moved to East Stroudsburg, Pa. in 1992. She graduated from East Stroudsburg University with her master's degree in biology. She was always encouraged and inspired by her parents, John A. Thompson Sr. & Estella A. Thompson, to continue her education. Her family includes mom Estella, brother John, nephews Jayln, Brayden, and Cameron, and nieces Jordyn and Aspen. She has worked in the pharmaceutical industry for over 20 years. She is also the founder of The John A. Thompson Sr. Foundation, a non-profit organization that helps sickle cell anemia patients and caregivers. She loves to travel, maintain a 75-gallon saltwater aquarium, and watch her nieces and nephews grow up. She is also the co-founder of T&E designs with her cousin Erica Karim. She dedicates this degree to her father John A. Thompson Sr., hoping that he is smiling down at her.

Dissertation Abstract: Sickle cell anemia is an inherited genetic red blood cell disorder affecting approximately millions worldwide and hundreds of thousands in the United States of America. Over 55 percent of people with sickle cell anemia reside in only 10 States, majority in the Eastern region of the United States. People suffering from sickle cell anemia receive poor quality of care and face healthcare disparities and barriers within the Eastern region of the United States. This may lead to significant physical and mental consequences across the lifespan.

The purpose of this study was to identify and evaluate the barriers, disparities, and quality of care in sickle cell anemia patients. Specifically, the objectives were to (1) evaluate access to care such as healthcare providers' knowledge, expertise, and training; (2) evaluate healthcare system barriers such as providers' communication and relationship with patients with sickle cell anemia; (3) evaluate quality of care and the impact of such quality of care on the life expectancy; (4) assess patients' needs for pain management, pain management intervention, self-efficacy, and self-management for adolescents and adults with sickle cell anemia. Surveys were provided to sickle cell anemia patients, caregivers, primary/specialty healthcare providers and emergency department care providers. The results from these surveys provided a better understanding on how well-equipped healthcare providers are in treating patients with sickle cell anemia. The results were used to develop strategies to help improve sickle cell anemia care in certain regions of the United States.

Candidates for Doctoral Degrees

DOCTORATE OF HEALTH SCIENCES

**Brandon R. Wallick**

B.S., East Stroudsburg University of Pennsylvania, 2018

M.S., East Stroudsburg University of Pennsylvania, 2019

Dissertation: Caregiver's Perception of Childhood Obesity Risk Factors With The Early Implementation of Structured Daily Physical Activity on Adolescents Attending a YMCA After-School Program

Chair: Dr. Shala E. Davis

Brandon Wallick is originally from Bristol, Pa., a small town outside of Philadelphia. He currently resides in the Lehigh Valley with his girlfriend Megan and his two cats, Theo and Cleo. Brandon received his bachelor's degree in exercise science and master's degree in clinical exercise physiology from East Stroudsburg University. As a current St. Luke's employee, Brandon is applying his knowledge as an exercise physiologist by performing various stress tests for inpatient and outpatient clientele of all ages to analyze and determine those at risk for heart disease. In his free time, Brandon is a South Mountain Community Fitness member who attends and instructs group classes. Brandon enjoys sharing time with family and friends outside of the gym and work. Brandon is passionate about his continued growth and hopes to reach his highest potential as a clinician.

Dissertation Abstract: To address parent/guardian's perception of the risk factors that contribute to childhood obesity and the effects of structured daily physical activity (SDPA), a pre/post mixed method quasi-experimental research design was performed. An 8-week SDPA was tested on male (n=5) and female (n=5) school-aged children and adolescents (SACA) as part of a YMCA after-school program. A 13-item Likert scale questionnaire was completed by the parents/guardians (n=14) prior to SACA's participating in the five times/week SDPA program. The 13-item questionnaire was based on the constructs of outcome expectations, situation, and behavioral capability. The SACA's age-adjusted body mass index (BMI)(kg/m²) and body fat (%), were measured pre-and-post intervention. After-school personnel led the SDPA sessions, which lasted 30-60 minutes and included cardiovascular, muscle-and-bone-strengthening, and flexibility activities. Following the 8-week SDPA, a semi-structured interview was performed with one of the YMCAs after-school personnel.

The quantitative core component of this study revealed that caregivers were more likely to agree with statements regarding the construct of outcome expectations (i.e., "Eating foods that have too much fat and sugar increase the risk of childhood obesity") rather than statements about the constructs of behavioral capability or situation. Following the 8-week SDPA, showed a statistically significant impact on SACA's age-adjusted BMI (Pre-M=20.45, SD=6.37; Post-M=20.68, SD=6.28; t= -2.38, p<0.05). However, no statistically significant impact on the SACA's body fat (Pre-M=27.02, SD=8.43; Post-M=26.69, SD=8.18, t=1.02, p>0.05). Four themes emerged from the qualitative analysis that professional staff need to consider when developing and implementing an after-school SDPA program for SACA, which included (1) communication, (2) level of success, (3) structure-management, and (4) motivation-interest.

Candidates for Doctoral Degrees

DOCTORATE OF HEALTH SCIENCES

**Andrea Wilson**

B.Ed., University of Guyana, 2006

M.A., Seton Hall University, 2015

Dissertation: Framing Narratives: A Socio-ecological Inquiry of Resilience Among Youth and Young Adults (Immigrants)

Chair: Dr. Shala E. Davis

Andrea Wilson grew up in a very close-knit community in Guyana, South America. As a high school teacher of English, she implemented a community reading room and provided out-of-school time programs that included elements of the arts such as dance and poetry. She relocated to the island of St. Lucia and became head of department – English at a high school built specifically to inspire and support students from a low-income, high gang activity neighborhood. Andrea immigrated to the U.S. and obtained her master’s degree from Seton Hall University. She also became a Certified Medical Assistant and worked in urgent care and surgical settings. She is currently the education director at Casa Guadalupe Center, a nonprofit organization that provides extensive support for underserved families in Allentown, Pa. Andrea resides in Phillipsburg, N.J. with her extremely supportive family, including her two children, Montell and Alazniae, and their dog Apollo.

Dissertation Abstract: This dissertation explored the concept of resilience among 42 youth and young adults who are immigrants representing 17 countries of origin. Participants responded to open-ended survey questions that assessed resilience along two socio-ecological subscales and prompted definitions of resilience, descriptions of resources needed to foster it, and messages for other youth and young adults who are immigrants. Narrative inquiry led to a collection of personal stories of processes of resilience which defied absolute linearity. Each narrative rose and fell according to the rhythms of lived experiences of the storytellers and their encounters with the challenges of being in a new country. Patterns of oscillation were most evident in the stories with moments of stability followed by shifting, movements, change, and making peace with endings.

Results revealed that relationships and connections with family were strong, largely available socio-ecological resources, whereas a sense of belonging and experiencing fair treatment in their communities were less present. Another highly valued and somewhat more accessible socio-ecological resource was the opportunity to accomplish ambitious goals and dreams. Motivations for participants acting to transform adversity could be readily situated within Maslow’s Hierarchy of Needs. There was also strong evidence that processes of resilience present among participants included adaptation and transformation. The data affirms the need for multisystemic approaches across social and physical environments that support the well-being of youth and young adults who are immigrants.

Candidates for Graduate Degrees

COLLEGE OF ARTS AND SCIENCES

MASTER OF ARTS

Communication

Kayla Michelle Cahill

B.S., East Stroudsburg University of Pennsylvania, 2013

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B.A., Millersville University of Pennsylvania, 2019

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B.S., Kutztown University of Pennsylvania, 2020

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B.S., Mercy College, 2008

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B.S., Kutztown University of Pennsylvania, 2017

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Riley Sardinha

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Political Science

Sidy Yakhya Diakhate

B.Ed., Cheikh Anta Diop University of Dakar (Senegal), 2013

Advisor: Dr. Ko Mishima

Professional and Digital Media Writing

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M.Ed., East Stroudsburg University of Pennsylvania, 2002

Advisor: Dr. Jasmine Villa

MASTER OF SCIENCE

Biology

Christopher James Cully

B.S., East Stroudsburg University of Pennsylvania, 2019

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B.S., Pennsylvania State University, 2020

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Computer Science

Dennis Flynn

B.A., Rutgers University, 2008

Advisor: Dr. Eun-Joo Lee

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General Science

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Management and Leadership (Public Administration)

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COLLEGE OF BUSINESS MANAGEMENT

MASTER OF SCIENCE

Accounting

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Sport Management

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COLLEGE OF EDUCATION

MASTER OF EDUCATION

Elementary Education

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Instructional Design Technology

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Reading

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COLLEGE OF HEALTH SCIENCES

MASTER OF PUBLIC HEALTH

Natalie Duah
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MASTER OF SCIENCE

Athletic Training

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Clinical Exercise Physiology

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Communication Sciences and Disorders

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B.S., East Stroudsburg University of Pennsylvania, 2021
Advisor: Dr. LuAnn Magnuson

Kerri L. Crossnohere
B.S., East Stroudsburg University of Pennsylvania, 2021
Advisor: Dr. LuAnn Magnuson

Patricia Joy Curley
B.A., West Chester University of Pennsylvania, 2020
Advisor: Dr. LuAnn Magnuson

Julia Elizabeth De Marco
B.S., East Stroudsburg University of Pennsylvania, 2021
Advisor: Dr. LuAnn Magnuson

Shannon Elizabeth Dent
B.S., East Stroudsburg University of Pennsylvania, 2021
Advisor: Dr. LuAnn Magnuson

Jennifer Marie Estright
B.S., East Stroudsburg University of Pennsylvania, 2021
Advisor: Dr. LuAnn Magnuson

Amanda Jayne Fine
B.S., East Stroudsburg University of Pennsylvania, 2021
Advisor: Dr. LuAnn Magnuson

Carly Alyssa Fischer
B.S., West Chester University of Pennsylvania, 2021
Advisor: Dr. LuAnn Magnuson

Daphne Brooke Gilchrest
B.A., Geneva College, 2021
Advisor: Dr. LuAnn Magnuson

Mickayla Louise Grow
B.S., East Stroudsburg University of Pennsylvania, 2021
Advisor: Dr. LuAnn Magnuson

Emily Maria Gutekunst
B.S., East Stroudsburg University of Pennsylvania, 2021
Advisor: Dr. LuAnn Magnuson

Jillian Marie Hein
B.A., Shippensburg University of Pennsylvania, 2014
Advisor: Dr. LuAnn Magnuson

Julia Grace Fehr Kutz
B.S., East Stroudsburg University of Pennsylvania, 2021
Advisor: Dr. LuAnn Magnuson

Miranda D. LaCagnina
B.S., West Chester University of Pennsylvania, 2021
Advisor: Dr. LuAnn Magnuson

Elizabeth Rose Larregui
B.S., East Stroudsburg University of Pennsylvania, 2021
Advisor: Dr. LuAnn Magnuson

Kylie Caroline Machinski
B.S., Penn State University, 2019
Advisor: Dr. LuAnn Magnuson

Adderlyn Martinez Taveras
B.A., The City College of New York, 2013
Advisor: Dr. LuAnn Magnuson

Megan Helen Moran-Stephenson
B.S., East Stroudsburg University of Pennsylvania, 2021
Advisor: Dr. LuAnn Magnuson

Kayla Elizabeth Palmer
B.S., West Chester University of Pennsylvania, 2018
Advisor: Dr. LuAnn Magnuson

Carli Nicole Roeder
B.S., Bloomsburg University of Pennsylvania, 2020
Advisor: Dr. LuAnn Magnuson

Olivia Elizabeth Ruppel
B.S., East Stroudsburg University of Pennsylvania, 2021
Advisor: Dr. LuAnn Magnuson

Joseph Patrick Scioscio
B.S., East Stroudsburg University of Pennsylvania, 2021
Advisor: Dr. LuAnn Magnuson

Jessie L. Stavrou
B.S., Northern Illinois University, 2015
Advisor: Dr. LuAnn Magnuson

Jordan Mercy Stewart
B.S., East Stroudsburg University of Pennsylvania, 2021
Advisor: Dr. LuAnn Magnuson

Brianna Hall Vogt
B.S., Stockton University, 2020
Advisor: Dr. LuAnn Magnuson

Natalie Ann Wieczorek
B.A., West Chester University of Pennsylvania, 2021
Advisor: Dr. LuAnn Magnuson

Exercise Science

Chelsea Allie
B.S., East Stroudsburg University of Pennsylvania, 2022
Advisor: Dr. Chad Witmer

Mirthe Pascale Bos
B.S., Leiden University, The Netherlands, 2021
Advisor: Dr. Chad Witmer

Victor L. Cruz
B.S., Rowan University, 2021
Advisor: Dr. Chad Witmer

Daniel John Daley
B.S., East Stroudsburg University of Pennsylvania, 2022
Advisor: Dr. Chad Witmer

Abrianna Rose Killino
B.S., East Stroudsburg University of Pennsylvania, 2021
Advisor: Dr. Chad Witmer

Victor Roger Leitzel
B.S., East Stroudsburg University of Pennsylvania, 2021
Advisor: Dr. Chad Witmer

Matthew A. Napoleon
B.S., East Stroudsburg University of Pennsylvania, 2022
Advisor: Dr. Chad Witmer

Jessica Niewojt
B.S., East Stroudsburg University of Pennsylvania, 2016
Advisor: Dr. Chad Witmer

Chase James Nowak
B.S., East Stroudsburg University of Pennsylvania, 2021
Advisor: Dr. Chad Witmer

Kyle Pope
B.S., St. Vincent College, 2021
Advisor: Dr. Chad Witmer

Brianna M. Rizzo
B.S., East Stroudsburg University of Pennsylvania, 2021
Advisor: Dr. Chad Witmer

Steven A. Rose
B.S., Ursinus College, 2022
Advisor: Dr. Chad Witmer

Alejandro J. Rubin Panvini
B.A., Saint Peter's University, 2015
Advisor: Dr. Chad Witmer

Marc Armanti Rodriguez
B.S., East Stroudsburg University of Pennsylvania, 2021
Advisor: Dr. Chad Witmer

Theodore Anthony Shultz
B.S., East Stroudsburg University of Pennsylvania, 2022
Advisor: Dr. Chad Witmer

Jabari Adisa Spencer
B.S., East Stroudsburg University of Pennsylvania, 2021
Advisor: Dr. Chad Witmer

Marquise Washington
B.S., East Stroudsburg University of Pennsylvania, 2022
Advisor: Dr. Chad Witmer

Health Education

Joseph Tyler Brennan
B.S., East Stroudsburg University of Pennsylvania, 2018
Advisor: Dr. Kelly Boyd

Timothy Michael Jones
B.S., East Stroudsburg University of Pennsylvania, 2014
Advisor: Dr. Kelly Boyd

June M. Lambert
B.S., Johnson & Wales University, 1993
B.S., University of Massachusetts, 2003
Advisor: Dr. Kelly Boyd

Meagan Catherine Loughnane
B.S., LaSalle University, 2016
Advisor: Dr. Kelly Boyd

Emily E. Peer
B.S., East Stroudsburg University of Pennsylvania, 2018
Advisor: Dr. Kelly Boyd

Kayleigh M. Pokrivka
B.S., East Stroudsburg University of Pennsylvania, 2021
Advisor: Dr. Kelly Boyd

Please note that every attempt has been made to include all graduates' names in the Commencement program by the production deadline.

We apologize for any omissions or errors.

Graduation is contingent upon completion of all requirements.

Thank you to all of the ESU staff and faculty who have contributed to this spring's commencement ceremonies.

Recognition of Post-Baccalaureate Certification Students

East Stroudsburg University and Graduate and Extended Studies are pleased to recognize the following students who have completed coursework and submitted documentation for specific Pennsylvania Department of Education instructional, specialist, and supervisor certificates.

Biology 7-12

Allie R. Caggiano
James Long
Dalton R. Marsh
Amanda Mogitz

Chemistry 7-12

Manjuli M. Gupta
Christopher L. Jue
Conrad J. Richman

Early Childhood Ed PK-4

Shari A. Ireland

Endorsement Online Instruction

Program PK-12

Kimberly A. Baldino-Waldenmayer
Shelby L. Bentler
Elizabeth A. Bock
Ying-Fang Jeffers
Laura Jungblut
Christopher H. Knecht
Lacey M. Magyar
Rebecca A. Morris
Laura M. Sabol
Samantha L. Siegfried
Rebecca A. Tucker

English 7-12

Elana E. Carroll
Martha J. Crouthamel
Alexandra D. Letki
Rebecca A. Morris
Brady Mutton

French PK-12

Nathalie G. Kpassou

Instructional Technology Specialist PK-12

Andrea M. Handzo
Lacey M. Magyar
Elizabeth B. Mickley
Catherine K. Salazar
Angela P. Schembeck

Letter of Eligibility – Superintendent PK-12

Nadia Alicia
Harrison Bailey III
Helen M. Zaleski

Mathematics 7-12

Carina F. Cohen
Curtis A. Reigle

Principal PK-12

Sarah E. Campbell
Aliya E. Grindle
Christine M. Kallinger-Allen
Carrie L. Panepinto
Catherine M. Schroth

Program Specialist – English as a Second Language PK-12

Brian O. Blonski
Courtney M. Dunlap
Chelsea A. Shatt

Reading Specialist PK-12

Stephanie L. Forcellini
Kayla L. Grater
Jamie A. Lepore
Nicole C. Nappo
Toni-Ann Picerno
Ailish Simonson

School Speech & Language Pathologist PK-12

Rebecca A. Curbelo
Sydney J. Gates
Rebecca E. Lewis
Karleigh M. Lukasik
Elena B. Paul
Katherine Stonikinis

Social Studies 7-12

Emily K. Brennan
Marcus R. Feld
Kennedy P. Sheely

Special Education Expansion 7-12

Jacqueline M. Reddick

Special Education PK-12

Valerie Ackerman
Valerie Jessica Bermuda
Dionne L. Cammareri
Ashly R. Comunale
Dylan R. Evans
Jennifer L. Hoffman
Jennifer E. Loyola-Rodriguez
Brian O'Donnell
Stanton Santos
Sara E. Scott
Keith D. Ward

Speech & Language Impaired PK-12

Jasim Ansari
Danielle L. Barczynski
Gordon E. DeFacis
Mackenzie S. Hobbs
Mary M. Peck
Cristina M. Ramos
Peyton A. Ritter
Courtney T. Steinmann
Logan Sullivan
Adriana L. Vacante
Danielle E. Ward
Alicca M. Zeiner

Supervisory Special Education PK-12

Katrina L. Aiello
Annika K. Corcoran
Dara R. Kleintop
Jennifer A. Madtes
Nishal S. Marshall
Elizabeth Roth
Lauren R. Santayana
Ashley M. Strepp

Graduate Scholarships for 2022-23

DR. ELI BERMAN ENDOWED SCHOLARSHIP I & II

Recipients: Deanna M. Baldwin and Adam M. LeMaster

Dr. Eli Berman is a retired ESU professor of exercise science. He spent a large part of his career as a cardiologist and internal medicine specialist in practice with Medical Associates of Monroe County in East Stroudsburg, Pennsylvania. This scholarship is awarded to two clinical exercise physiology students each spring.

Dr. LEROY J. KOEHLER GRADUATE STUDENT SCHOLARSHIP

Recipient: Jessie L. Stavrou

Leroy J. Koehler was a long-time member of the Social Studies faculty at East Stroudsburg State Teachers College. He served as President of the College from 1956 to 1968, during which time the institution's name was changed to East Stroudsburg State College. The scholarship is awarded each spring for the following academic year. This year's recipient is a graduate student in the sport management program.

MARY SUE '60 M'69 AND LOUIS BALDUCCI ANNUAL SCHOLARSHIP

Recipient: Caitlin Nicholls

The scholarship was established by Dr. Mary Sue and Louis Balducci. Dr. Balducci received her undergraduate degree from East Stroudsburg University of Pennsylvania in 1960 and her Master's Degree from East Stroudsburg University of Pennsylvania in 1969. Recipients are selected by the Graduate Advisory Council Scholarship Committee. Applicants must be enrolled as a graduate student in the Exercise Science or Sports Management programs and must have a minimum of six credits earned at East Stroudsburg University of Pennsylvania with two years of work experience in a related field. Applicants must submit an academic resume of their achievements throughout their college career. Preference is given to students not in the graduate assistantship program and whose academic resume is accompanied by a letter of recommendation by an East Stroudsburg University of Pennsylvania faculty or staff member.

RYAN J. YANOSHAK M'05 ANNUAL SCHOLARSHIP

Recipient: Jaco O. Sattamini

Established in memory of Ryan J. Yanoshak M'05, recipients must be graduate students majoring in Sport Management. Preference will be given to graduate students interning in the ESU Sports Information Department. If there is no intern for Sports Information the award will be made to a worthy graduate student majoring in Sport Management who has demonstrated an interest in sports, media or sports management. The scholarship is renewable as long as funding is available and the recipient continues to meet the criteria. Selected by the ESU Sport Management Department Scholarship Committee.

GEORGE D. '58 and HARRIET D. '56 HALL GRADUATE ENDOWED AND ANNUAL SCHOLARSHIP

Recipient: Danielle N. Nightlinger

George D. Hall is an alumnus, Class of 1958 and his wife, Harriet Davis Hall is an alumna, Class of 1956. They met and married while attending East Stroudsburg State Teachers College and went on to careers in teaching. The Halls ultimately retired from the education faculty at Western Connecticut State University and currently reside in Sun City Center, Florida. The scholarship is awarded each fall for the following spring semester. Recipients must hold a baccalaureate degree with certification in elementary education and currently be pursuing a master's degree in elementary education.

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John J. Pekarovsky III ’07, *ESU Council
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Faculty Liaison
Stephen Somers
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Rory Yanchek ’84

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Rosemary Driebe Olofsson
Robert A. Shebelsky
Robert Willever ’75

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President
Danica (Marsh) Hartenfels ’97,
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Caitlin Ord ’07 M’08, *Secretary*
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Keith Fisher ’91
Glenn Gottshalk ’72
Aalih Hussein ’15
Ashley Johnson ’08
Michelle Keating-Sibel ’00
Dawn Ketterman-Benner ’70
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Kathleen Murphy Kirkwood ’95
Carol Miller ’81
Mary Mott ’06
Adrian Neves ’07
Thomas Petro ’72
Deborah Pride ’98
Daniel Romagno ’20
Robin Schneider ’04
Lori Miller Weinstein ’77

Alumni Board Emeriti

Bryan L. Hill ’71
Frank Johnson ’74
Phyllis M. Kirschner ’63
Sandra “Pinky” O’Neill-Seiler ’57
Faye D. Soderberg ’58
Virginia M. Sten ’71
John E. Woodling ’68 M.Ed. ’76

The Alma Mater

Alma Mater, thy halls so majestically stand
In the midst of a landscape unique,
Through the seasons we toil with our bodies and minds
In pursuit of the wisdom we seek.
A mystical charm binds thy children to thee,
Each incoming class feels its spell;
Those who leave thee regretful thy beauties recall,
Which deep in their memories dwell.

(Patrick Conny, 1912)

A photographer from GradImages is present at today's ceremony. Each graduate is photographed as they cross the stage.

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