A MESSAGE FROM THE DEAN

Dear Doctoral Candidates,

On behalf of the College of Education, congratulations on this highest of academic achievements. Today is a chance to celebrate what you — through perseverance and countless hours of hard work — have accomplished, and to imagine what possibilities lie ahead. I hope you relish this joyous moment with your cohort, family, friends, mentors, and all the people who have supported you. Carry the title of doctor proudly — you have earned it.

This accomplishment is even more meaningful given what you have overcome. You have completed your studies during a time of unforeseen historic crisis brought on by the COVID-19 pandemic. Many of you have had to deal with loss, hardship, and uncertainty in your personal lives. And a significant portion of your time with us has been spent in virtual modalities, rather than in-person. I am so impressed with the way you rolled with all of this adversity, clearing hurdle after hurdle to reach this day.

As you leave SDSU, take heart. Life is inching back towards normalcy as you embark on, or take the next step in, your career. It is also clear that the world that needs difference makers — needs you — now more than ever before. The pandemic has laid bare inequities in education and we are confronted with constant reminders of injustice and systemic racism. Whether you’re in the PK-12 system, higher education or a related field, I hope to see you on the front lines of the fight for social justice and systemic change. You have the power to change the world.

I am most honored and gratified to celebrate this day with you. I wish you good luck and continued success.

Y. Barry Chung, Ph.D.
Dean, College of Education
A MESSAGE FROM THE DEAN

Dear Graduates,

I want to take this opportunity to extend a sincere congratulations to all our doctoral graduates on this amazing achievement! The College of Graduate Studies is extremely proud of all you have accomplished and are honored to count you among our esteemed graduates.

Today is a day to celebrate you. It is also a day to give special thanks to the parents, partners, children, and friends of our graduates for the support that they have provided during what can at times be a tumultuous graduate school journey.

In the coming years, I ask that you not forget your professors and mentors. They have been with you from the beginning of your graduate school journey, celebrate your accomplishments with you, and are excited for you to take the next steps in your career. Yet, we will miss you. So, take pity and remember to keep in touch. We love hearing from you.

It is your hard work that has brought you to the finish line of your studies here, and to the starting line of your professional careers. Always remember why you chose your respective field and the sacrifices that you have endured to make this day happen. You are the motivators of change, and we are so proud to welcome you as our new colleagues.

On behalf of the university, I wish you a hearty congratulations on your new doctoral degree.

Tracy Love, Ph.D.
Dean, College of Graduate Studies
<table>
<thead>
<tr>
<th>Event</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Processional</td>
<td>Faculty and Graduates</td>
</tr>
</tbody>
</table>
| Welcome                       | Dr. Tracy Love  
*Dean, College of Graduate Studies* |
| Kumeyaay Land Acknowledgment  | Dr. Tracy Love  
*Dean, College of Graduate Studies* |
| Introductions                 | Dr. Y. Barry Chung  
*Dean, College of Education* |
| Guest Speaker                 | Joseph F. Johnson Jr.  
*Dean Emeritus, College of Education* |
| Recognition of Outstanding Graduate | Dr. Marva Cappello  
*Doctoral Program Director, College of Education* |
| Hooding of Doctoral Graduates | Dr. Tracy Love  
*Dean, College of Graduate Studies* |
| Conferral of Doctoral Degrees | Dr. Tracy Love  
*Dean, College of Graduate Studies*  
Dr. Y. Barry Chung  
*Dean, College of Education* |
| Closing Remarks and Recessional | Dr. Y. Barry Chung  
*Dean, College of Education* |
Doctoral Degrees

DOCTOR OF PHILOSOPHY IN EDUCATION
Erica Alcantara Aros
Reka Cathy Barton
Svetlana Cvetkovic
Michelle Ellen Dejohnette
Christina Gramatikova
Heather M Jaffe
Quincey Curtis Penn
Sergio Mariano Pesqueira Jr.
Joanna Lynn Schaefer
Al Russell Schleicher
Terry James Sivers
Anthony Villarreal

DOCTORATE OF EDUCATION IN EDUCATIONAL LEADERSHIP (COMMUNITY COLLEGE/POSTSECONDARY LEADERSHIP)
Rosalva Amezcua
Patricia M Bopko
Yolanda Catano
Shawn Fawcett
Wilbert Leroy Francis
Angel Gonzalez
Tari Elizabeth Hunter
Chris Kjonaas
Sasha Knox
Jaime Jack Lenke
Brittany Lynn Mcknight
Adela Naranjo-Bernabe
Taylor Nichols
Rachel Joy Polakoski
Juan Reyna
Leslie Salas
Lashae Sharp-Collins
Stacy Ann Teeters
Sandra Temores
Keith Alexander Turner
Amanda Womack
Helen Patrice Young

DOCTORATE OF EDUCATION IN EDUCATIONAL LEADERSHIP (PRE K-12 SCHOOL LEADERSHIP)
Danielle Elizabeth Beaty Adler
Jorge E. Alvarez
Lesley Anderson
Juan Arretche
Joseph Michael Assof
Beatriz Barajas-Gonzalez
Melody Belcher
Staci Lynn Benak
Michael Patrick Breyer
Francisco Serrano Camacho Jr
Maria Cecilia Canales
Tomas Gonzalez Chavez
Michelle Ellen Cleveland
Randy Scott Clyde
Michael Fitchett
Andrea Elizabeth Frias
Shelley Christine Glenn Lee
Rachel Gloria Guera
Angela Hackman
Cara Elizabeth Hetrick
Crystal Starr Howe
Mario Raul Jacquez Jr
Shawna Jaggi
Calondra Jolly
Christopher David Kotlewski
Suparna Kudesia
Brittany Mabe
Sarah Ott
Rita Palet
Heather Regalado
Nancy Rojas
Cynthia Sanchez
Crystal Marie Sutton
Nancy L. Tibbitts
David Roy Tupper
Alison Sydney Williams
Bill Willis Jr
Jean Marie Zelt
<table>
<thead>
<tr>
<th>Honors</th>
<th>Dissertation Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THE REY MONZON OUTSTANDING STUDENT AWARD</strong></td>
<td><strong>DOCTOR OF PHILOSOPHY IN EDUCATION</strong></td>
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<tr>
<td>Dr. Erica Alcantara Aros</td>
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<td>A Path to Visibility and Leadership: How Mentoring Relationships Impact Career Advancement in Student Affairs for Asian American Women</td>
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<td>Sergio Mariano Pesqueira Jr.</td>
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<td>(Re)Structuring Opportunity: Examining the Influence of Transformative Education on the Critical Consciousness Development and Occupational Aspirations of Community College Students</td>
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<td>Al Russell Schleicher</td>
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<td>Collaboratively Cognitive: An Examination of the Cognitive and Social Determinants of Collaborative Problem-Solving Achievement Among U.S. Students</td>
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<td>Terry James Sivers</td>
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<td>#JuccoStruggle: An Afropessimist Examination into the Lived Experiences of Black Male Community College Athletes</td>
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<td>Anthony Villarreal</td>
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<tr>
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<td>Community Cultural Wealth Within New Latinx Destinations: Mexican American Narratives of College Completion in Oregon</td>
</tr>
</tbody>
</table>
DOCTORATE OF EDUCATION IN EDUCATIONAL LEADERSHIP (COMMUNITY COLLEGE/ POSTSECONDARY LEADERSHIP)

Shawn Fawcett
Preparing an Equitable Future Workforce: An Examination of Work-Based Learning (WBL) & Work Experience as a Catalyst for Career Maturity of Students & Alumni

Wilbert Leroy Francis
Insights on What Works in Supporting Student Success and Job Attainment for Individuals with Intellectual and Developmental Disabilities (IDD): A Case Study of the Education to Jobs Program

Sasha Knox
(re)Engaging Motherhood & Reconnection | A Qualitative Study with Black Single Mother Scholars in Higher Education

Tayler Nichols
There’s No [One] Face to Disability: An Examination of Faculty with Disabilities, Their Approach to Teaching, and Support of Students with Disabilities in Higher Education

Rachel Joy Polakoski
Changing the Way We Teach: A Look Inside the Post-AB 705 Introductory Transfer-level Math Classroom

Sandra Temores
An Examination of the Institutional Support Systems Impacting the Latino/a/x Transfer Student Experience in STEM

Keith Alexander Turner
A Phenomenology on the Experiences of Out-of-State Community College Student-Athletes

Helen Patrice Young
Our Pathway - Our Choice; Exploring the Experiences of Black Men that Transfer from California Community Colleges to HBCUs

DOCTORATE OF EDUCATION IN EDUCATIONAL LEADERSHIP (PRE K-12 SCHOOL LEADERSHIP)

Danielle Elizabeth Beaty Adler
Exploring the Factors Associated with Elementary Teachers who have Maintained Positive Science Attitude and Self-Efficacy during COVID-19 Induced Distance Learning

Jorge E. Alvarez
Teachers! The Key to Engaging Students: A Phenomenological Study on Teachers’ Perspectives on the Factors that Contribute to Student Classroom Engagement in a Predominantly Hispanic Secondary School

Lesley Anderson
Multiple Stakeholder’s Perceptions of Science Instructional Coaching for Novice Educators in High-Need Secondary School

Joseph Michael Assof
Whose Math is it? Building Student Ownership, Agency, and Self-efficacy in Mathematics

Beatriz Barajas-Gonzalez
School Leaders’ Impact on Family Engagement

Melody Belcher
Teacher Expectations: Impact on Student Learning Outcomes

Staci Lynn Benak
Noticing-for-Equity: Using Video Clips to Understand Preservice Secondary School Mathematics Teachers’ Equitable Noticing

Michael Patrick Breyer
Trust (is) the Process: A Practitioners Guide to the Utilization of Enabling School Structures to Promote Collective Teacher Efficacy
Francisco Serrano Camacho Jr.
Social Justice in High Schools: What are the Barriers that Secondary School Principals Face When Trying to Promote Social Justice Initiatives?

Maria Cecilia Canales
Effective Features of Science Professional Development

Tomas Gonzalez Chavez
Teacher Evaluation and Professional Growth Process: A Program Evaluation

Michelle Ellen Cleveland
Principal Leadership and its Impact on Improved Student Growth Outcomes in Middle School Sites Implementing Professional Learning Communities: A Program Evaluation

Randy Scott Clyde
Reflection in Quality Teachers: Examining Reflective Practice of Experienced High Performing Teachers

Michael Fitchett
Elementary Special Education Teachers’ Beliefs About Mathematics and Mathematics Teaching and Learning

Andrea Elizabeth Frias
The Trajectory of Teacher Interdisciplinary Pedagogical Content Knowledge (IPCK) and the Patterns of Discourse that Contribute to IPCK in an Interdisciplinary Project Collaboration

Shelley Christine Glenn Lee
Elucidating the Relationship Between Elementary Teachers’ Beliefs About Science Teaching and Learning, Decision Making, and Participation in Citizen Science

Rachel Gloria Guera
Sixth and Seventh Grade Students’ Perceptions of Their Mathematical Identities

Angela Hackman
Science Identity in Secondary Classrooms: Awareness and Intentionality During Planning and Teaching

Cara Elizabeth Hetrick
Novice Secondary Mathematics Teacher Support from Mentoring Relationships in the First Five Years of Teaching

Crystal Starr Howe
The Influence of Classroom Talk Moves by Facilitators During Science Professional Development

Mario Raul Jacquez Jr
The Impact of Learning Communities for School Success Program Grant on SBCUSD School Climate and Culture: A Program Evaluation

Shawna Michelle Jaggi
Role of Science Expertise Mentor Support for Novice Science Teachers Participating in a University Teacher Credentialing Program

Calondra A. Jolly
Factors That Hinder or Foster African American High School Students Participation in College Access Programs or Courses

Christopher David Kotlewski
Driving Educational Reform: Creating Meaningful Change Through the Preparation and Support of Teacher Leaders

Suparna Kudesia
Schools that Bloom with Tenacity: Planting Schools in the Soil of Decolonial Leadership

Brittany Blaisdell Mabe
Uncovering Supports for Foster Youth within California Local Control and Accountability Plans
Sarah Ott  
Factors That Contribute to Exclusionary Practices of Students with Disabilities

Rita Palet  
A Program Evaluation of an Intervention for Reducing Unwanted Behaviors in Young Students

Heather Regalado  
Equity and Access for African American Students to Elementary Accelerated Programs: A Program Evaluation

Nancy Rojas  
Leadership Talk Moves: An Analysis of the Effective Communicative Resources Leveraged by School Leaders to Impact Teaching and Learning

Crystal Marie Sutton  
Mental Health Wellness in Educational Leadership

Nancy L. Tibbits  
The Preparation and Capacity of Special Educators to Manage Conflict in IEP Meetings

David Roy Tupper  
Elementary Science Lesson Study: Relationships Among Efficacy, Beliefs, and Professional Noticing

Alison Sydney Williams  
Through the Eyes of our Principals: The Complex Relationship between Leadership Content Knowledge, Classroom Observations, and Elementary Mathematics Instruction

Bill Willis Jr.  
The Impact of LGBTQ+ Leaders on Educational Policy

Jean Marie Zelt  
Costs and Benefits of Assigning Homework in the Middle School Mathematics Classroom

Dissertation titles provided by the May 6 print deadline.
Congratulations!
CLASS OF 2022