COMMENCEMENT
AZUSA PACIFIC UNIVERSITY

WINTER 2018
Graduate Commencement Ceremony
MESSAGE FROM THE PRESIDENT
Mensaje del Presidente

Jon R. Wallace, DBA

Welcome to Azusa Pacific University’s Winter 2018 Commencement. We celebrate this day with our graduates and their families and friends. Your faithful journey in this education endeavor has prepared you to move with faith and confidence toward your goals. Your God-given abilities have been further refined and strengthened under the excellent tutelage of the men and women who comprise the Azusa Pacific University faculty.

Let me extend my warmest congratulations for all that today holds. My prayer is that you will move into a Christ-centered future prepared to keep God First in every area of your life. The APU Board of Trustees, faculty, and staff will observe from a distance the remarkable difference that each of you will make in this world. We will hold you in our hearts and minds, and we will support you in our prayers.

God’s peace and blessings on this special occasion.

MESSAGE FROM THE BOARD CHAIR
Mensaje de la Lider del Cuerpo de Directores

David Poole, JD

On behalf of the women and men who serve as trustees of Azusa Pacific University, I join with President Wallace in welcoming you to this celebration of academic accomplishment with today’s awarding of degrees.

Although today marks a finish line of sorts, it is properly called a “commencement” because this is also very much a beginning for each graduate. As we look back and reflect on all the effort and resources that have been required of each student and their families to get here, we also look forward to what is to come for them—the opportunities and challenges. So, in the midst of the joyous celebration today, I’d ask that as each person walks across the stage to receive their diploma, many would join me in a silent prayer asking God on their behalf for grace, wisdom, courage, and blessing as they go out to impact a world very much in need of what they are now equipped to provide.

Congratulations, graduates!
GRADUATE COMMENCEMENT CEREMONY
Ceremonia de Graduación de Post-Licenciaturas

The Fifteenth Day of December, Two Thousand Eighteen

Presiding
Jon R. Wallace, DBA, president, Azusa Pacific University

Twelve Thirty in the Afternoon
Doors Open
Video Presentation
National Anthem and Presentation of the Colors
Soloist Sean Gabel and the APU ROTC Color Guard

One Thirty in the Afternoon
Processional*
Pomp and Circumstance, Number One – Trio, composed by Edward Elgar
Performed and recorded by the Azusa Pacific University Symphony Orchestra

Invocation
Daniel Hawkins, spouse of Kristi Hawkins, Master of Arts in Leadership:
   Executive Leadership candidate

Scripture Reading
Genesis 6:11-15 (NLT)
Elizabeth Soto, parent of Jacqueline Soto Reyes, Master of Science in Organizational
   Psychology candidate

Address
“Go Build an Ark!”
Rev. John Edward Cager, senior pastor, Ward African Methodist Episcopal Church

Presentation of Graduate Degree Candidates and Diplomas
   Doctoral Degrees
   Master’s Degrees
Mark Stanton, Ph.D., ABPP, provost
Jon R. Wallace
David Poole, JD, chair, Board of Trustees

Benediction
Chaplain Walter H. Seetal, spouse of Lavone Barnett-Seetal, Master of Music
   Education candidate

Closing Remarks**
Jon R. Wallace
Platform Officials
Jon R. Wallace
Mark Stanton
David Poole
Robert Duke, Ph.D., dean, School of Theology and Azusa Pacific Seminary
Anita Henck, Ph.D., dean, School of Education
Aja Lesh, Ph.D., RN, dean, School of Nursing
Robert Welsh, Ph.D., ABPP, dean, School of Behavioral and Applied Sciences

Honorary Gate Marshals
Bryant Mathews, Ph.D., chair, Department of Mathematics, Physics, and Statistics
Charlene Gamus, Master of Science in Physical Education candidate

Commencement Marshals
Daniel A. Farwell, DPT, associate professor, School of Behavioral and Applied Sciences
Paul Flores, Ph.D., program director, Liberal Studies program
John Simons, DMA, associate dean, College of the Arts
Kent Walkemeyer, D.Min., associate professor, Azusa Pacific Seminary

Banner Carriers
Edgar Barron, Ed.D., chair, Department of Leadership and Organizational Psychology
Ann Bradley, Ed.D., associate professor, Division of Teacher Education
David Dyer, Ph.D., professor, College of Liberal Arts and Sciences
Daniel Kipley, DBA, professor, School of Business and Management
Nery Lemus, MFA, assistant professor, Department of Art
Michael Mata, M.Div., director, M.A. in Transformational Urban Leadership, Azusa Pacific Seminary
Lawrence Santiago, Ed.D., RN-BC, assistant professor, School of Nursing
Rodney Sturdivant, Ph.D., professor, Department of Mathematics, Physics, and Statistics

Name Readers
Diane Guido, Ph.D., vice provost and research integrity officer
Loren Martin, Ph.D., professor and research director, Department of Clinical Psychology
Lynda Reed, DNP, RN, chair, Department of Advanced Practice Nursing

Participation in the commencement ceremony does not necessarily indicate completion of a degree program. The student must meet all university requirements before a degree is conferred. Photographs are being taken of individual graduates. Family and friends are invited to take pictures in designated areas.

*Audience will remain seated during processional. Audiencia, por favor manténganse sentados y sentadas durante la marcha procesional.

**At the completion of the ceremony, there will be a celebratory pop of streamers. Al concluir la ceremonia, celebraremos denotando serpentinas.
Rev. John Edward Cager

The Reverend John Edward Cager III is an ordained minister in the African Methodist Episcopal Church whose ministry focuses on transforming communities through life in the church. He is pastor at the historic Ward AME Church in Los Angeles.

Cager began his ministry at First African Methodist Episcopal Church (FAME) in Los Angeles, where he was director of youth ministry. Since that time, Cager has pastored four other congregations in Southern California, including St. Paul’s Presbyterian Church in Baldwin Hills, St. Stephen’s African Methodist Episcopal Church in Los Angeles, Bethel African Methodist Episcopal Church in Fontana, and Second African Methodist Episcopal Church in Los Angeles. He was named the 2007 “Pastor of the Year” by the Inland Valley News.

He was a part of founding First AME Church’s community development corporation, FAME Renaissance, where he served as senior project manager and developed a taxi voucher program for senior citizens, as well as an employment program with Disney to provide jobs for at-risk youth.

He serves on the board of directors for several organizations, including the Greater Capacity Consortium and the First to Serve Drug Treatment Centers. Cager is the interim president of the Los Angeles Council of Religious Leaders and president of the AME Ministerial Alliance of Southern California.

Married more than 20 years to Kinette, the Cagers have a son and a daughter.
Azusa Pacific University, one of the largest Christian universities in the nation, began on March 3, 1899, when a group of men and women passionate about creating a place for Christian education gathered to form the Training School for Christian Workers. Led by President Mary A. Hill, it became the first Bible college on the West Coast geared toward preparing men and women for ministry and service. The school grew to an enrollment of 12 in its first term.

The early years of growth saw the school relocate and change leadership several times. Following mergers with three Southern California colleges, the school moved in 1946 to Azusa, where it resides today. Following several name changes, the college achieved university status in 1981 and became Azusa Pacific University. Today, the Azusa Pacific University System, a nonprofit education system comprising Azusa Pacific University and Los Angeles Pacific University (formerly University College), provides a Christ-centered education that strives to meet the challenges, changes, and needs of current and future students through its affiliate institutions.

Current President Jon R. Wallace, DBA, an APU alumnus and former student body president, assumed the role in 2000 and continues to carry on APU’s legacy of passionate leaders in Christian higher education. In 2012, Wallace announced his Vision 2022: APU will be a premier Christian university and a recognized leader in higher education, a city on a hill that reflects the life of Christ and shines the light of Truth. This vision focuses on advancing APU’s Christ-centered mission, enhancing academic reputation, continuing to value people, and pursuing financial excellence.

Today, APU offers 61 bachelor’s degrees, 45 master’s degrees, 24 certificates, 12 credentials, and 8 doctoral programs to more than 10,000 students at the university’s main campus in Azusa, seven regional locations, and online. The university earned a 9-year reaccreditation from the WASC Senior College and University Commission in 2013, and holds 13 other specialized accreditations. Since 2003, 39 APU alumni have received Fulbright awards to conduct research or teach English abroad.

More than a century after its founding, Azusa Pacific serves as a comprehensive Christian, evangelical university, dedicated to supporting God First and excellence in higher education by preparing disciples and scholars to advance the work of God in the world.

**UNIVERSITY PRESIDENTS**

<table>
<thead>
<tr>
<th>President</th>
<th>Term</th>
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<tbody>
<tr>
<td>Mary A. Hill</td>
<td>1900–01</td>
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<tr>
<td>Anna Draper</td>
<td>1901–03</td>
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<tr>
<td>Bertha Pinkham Dixon</td>
<td>1903–04</td>
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<td>Matilda Atkinson</td>
<td>1904–09</td>
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<td>William P. Pinkham</td>
<td>1909–19</td>
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<td>Eli Reece</td>
<td>1919–23</td>
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<td>Lowell H. Coate</td>
<td>1923–24</td>
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<td>George A. McLaughlin</td>
<td>1924–27</td>
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<td>Ray L. Carter</td>
<td>1927–31</td>
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<td>David H. Scott</td>
<td>1931–36</td>
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<td>B.C. Johnson</td>
<td>1936–37</td>
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<td>William Kirby</td>
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<td>Cornelius P. Haggard</td>
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<td>Paul E. Sago</td>
<td>1976–89</td>
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<td>Richard E. Felix</td>
<td>1990–2000</td>
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<tr>
<td>Jon R. Wallace</td>
<td>2000–present</td>
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ACADEMIC REGALIA 
Regalia Académica

As the faculty enter commencement, they display a variety of academic regalia inherited from universities of the 12th and 13th centuries. Academic life as we know it began in the Middle Ages, first in the Church and then in the guilds. The teaching guild was the Guild of the Master of Arts, where the Bachelor was the apprentice of the Master and the dress was the outward sign of privilege and responsibility. Principal features of the academic regalia are the gown, cap, and hood. Early on, universities set rules to preserve the dignity and meaning of academic dress. American universities agreed on a system in 1895, and in 1932 the American Council on Education presented a revised code. In 1959, the council appointed a committee on academic regalia and ceremonies, and since 1960 the revised code has guided the latest developments.

The Gown: Although it originally may have been worn as protection against the cold of unheated buildings, today the gown is symbolic of scholarship, because it covers any dress of rank or social standing underneath. It is black for all degrees, with pointed sleeves for a bachelor’s degree; long, closed sleeves with a slit at the arm or wrist for the master’s degree; and full-bell double sleeves for the doctoral degree. Bachelor’s and master’s gowns have no trimming, but the doctoral gown is faced down the front with velvet and has three velvet bars on the sleeves. All Azusa Pacific University undergraduate and doctoral gowns are adorned with a patch bearing the university seal.

The Cap: When Roman law freed a slave, that person won the privilege of wearing a cap, so the academic cap is a sign of freedom of scholarship and the responsibility and dignity that scholarship endows upon the wearer. Old poetry records the cap of scholarship as square to symbolize a book. In the 15th century, some caps were stiff, some soft, some square, and some round with a tuft in the center—the tassel used now is an elaboration of the tuft. Though some institutions still use the round cap, most have adopted the mortarboard style, which comes from Oxford. A different style, the Cambridge cap, resembles a large beret and is appropriate for doctoral degrees only. The color of the tassel may denote the discipline; those holding doctoral degrees are entitled to wear metallic-gold tassels.

The Hood: The hood, which drapes over the back of the gown, carries the greatest symbolism. Its length, width, trim color, and lining color denote the wearer’s highest academic achievement. All Azusa Pacific University master’s hoods are adorned with a patch bearing the university seal. The hood’s trim color denotes the discipline represented by the degree, and the lining color designates the university or college from which the degree was granted. The colors associated with the different disciplines are as follows:

Agriculture: Maize  
Arts, Letters, Humanities: White  
Business and Commerce: Drab  
Economics: Copper  
Education: Light Blue  
Fine Arts: Brown  
Forestry: Russet  
Journalism: Crimson  
Law: Purple  
Library Science: Lemon  
Medicine: Green  
Music: Pink  
Nursing: Apricot  
Pharmacy: Olive Green  
Philosophy: Dark Blue  
Physical Education: Sage Green  
Physical Therapy: Teal  
Public Administration: Peacock Blue  
Science: Golden Yellow  
Social Work: Citron  
Speech: Silver Gray  
Theology: Scarlet
THE PRESIDENTIAL MEDALLION
La Medalla Presidencial

The presidential medallion is a tangible expression of the president’s commitment to and vision for the university, and it incorporates APU’s Four Cornerstones—Christ, Scholarship, Community, and Service—and the university seal. The president wears the medallion for all convocations.

THE MACE
Maza Ceremonial

Originally a weapon of offense used in medieval warfare by a king or a great noble, the mace has been refined into a symbolic device used on ceremonial occasions. As an academic symbol, the mace dates back to 16th-century England, where Queen Elizabeth I presented a replica of her own royal mace to the University of Oxford in 1589. She ordered that it be used in all ceremonies to represent the royal presence and the authority granted to the university to issue degrees under the royal insignia. King Charles I made a similar gift to Cambridge University in 1625. Since that time, it has been customary for European, and now American, colleges and universities to use ceremonial maces during graduation exercises.

The Azusa Pacific University mace is hand-carved from oak. A silver orb and gold-plated, Latin-style cross adorn the staff. The words around the orb indicate APU’s Four Cornerstones: Christ, Scholarship, Community, and Service. The base of the orb is made from the wood of the first Azusa Pacific University chapel building.

The protocol for using the mace requires that it be carried into the ceremony by the chief academic officer or another person selected for special recognition, as it is the emblem of authority vested in the administration and faculty of the university to grant degrees. During the ceremony, the mace is placed in a stand on the platform to indicate the ceremony is in formal session.

APU GATE
El Portón de APU

Introduced at the fall 2013 orientation for new undergraduate students, the gate now marks a rite of passage for all undergraduate, professional, and graduate students at APU as they process through the gate to celebrate the culmination of their academic journey. Designed in-house and forged off-site, the gate features a bronze university seal. This sacred tradition serves as a tangible reminder to “begin with the end in mind.” Further, the gate encourages all students to consider the next chapter in their unfolding journey and walk with confidence into the preferred future to which God calls them as difference makers.
The seal has ancient roots dating back to the fifth millennium. Use of the seal was particularly widespread in Elam, Syria, and Egypt. Throughout history, the seal has assumed varied meanings, but the primary intent has always been for identification purposes.

The university seal identifies Azusa Pacific University as an institution built on Four Cornerstones: Christ, Scholarship, Community, and Service. These four components define why APU exists.

**Christ-centered**—Belief in Christ is central to all that we think and do, and who we are. It is this understanding of God’s love that informs all our pursuits: academic, service, and community. *Colossians 1:15-18*

**Transformational Scholarship**—We are called to scholarship permeated by our Christian faith. We are committed to teaching excellence. The liberal arts are central in the curriculum, for we are dedicated to the education of the whole person. At the same time, we value the role of professional offerings that prepare students for specific careers. *Proverbs 4:5-9*

**Life-giving Community**—We believe in community. We are a richly diverse people who value the worth of each individual. Our mission is to encourage, equip, and enable each student to fulfill his or her great potential, and in turn encourage, equip, and enable others. *Romans 15:5-7*

**Sacrificial Service**—Service is at the heart of our local and international outreach, missions, and service-learning endeavors. Our students often find these experiences to be among the greatest of their lives. *Romans 12:9-13*

**MISSION STATEMENT**

Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.
CANDIDATES FOR THE DOCTORAL DEGREE
Candidatos para el Título de Doctorado

Doctor of Philosophy in Nursing

Dinah R. Herrick
Dissertation: Elderly Partners’ Lived Experience of Bladder or Colorectal Cancer Diagnosis and an Ostomy

Renee Rose Johnson
Dissertation: A New Language: Coming Forward to Social Equality and Freedom of Life Shared by Women of Lesbian Orientation

Kathleen M. Kennedy
Dissertation: Examining the Influences on Mothers’ Commitment to Maintain Exclusive Breastfeeding within 48 Hours after Delivery

Nancy Eileen Mestler Loos
Dissertation: Adult Patient Perceptions of Nurse Listening Behaviors in an Acute Care Setting

Gwendelyn S. Orozco
Dissertation: A Phenomenological Exploration of the Experience of Antepartum Bed Rest in Mothers: Beyond Postpartum

Stacey A. Warner
Dissertation: The Relationships between B6, B9, and B12 with Symptoms of Systemic Lupus Erythematosus among Adults in the United States

Doctor of Nursing Practice

Deanna L. Daniel
Project: The Association of Depressive Symptoms on Diabetes Self-Management

Esther Uchenna Okafor
Project: Assessing the Parents’ Perceptions of the FitnessGram Test and Pediatric Obesity

Appolonia A. Olumba
Project: Diabetes Self-Care Management Behaviors and Barriers to Diabetes Care among Patients with Mental Illness and Type 2 Diabetes

Peace Umeh
Project: The Use of Life Coaching in Managing Patients with Chronic Persistent Mental Health Disorders to Improve Physical and Mental Wellbeing

Doctor of Education in Educational Leadership

Lori Marie Andrews
Dissertation: Factors That Influence the Identification of Students as Emotionally Disturbed

Charla Lee Capps
Dissertation: Leadership Matters: The Impact of Culture on Collective School Efficacy in a High-Poverty School

Esther YunJung Choi
Dissertation: The Voices of the Stakeholders: The Culture of Growing Private TK-12 Christian Schools

Dominic James DiGrazia
Dissertation: The Perceptions of Effective Teacher Evaluation by K-8 Teachers and Administrators

Faith A. Ellis
Dissertation: Secondary School Teachers’ Perceptions of Their Preparation and Implementation of Culturally-Relevant Pedagogy

Robert Hennings
Dissertation: Is Having a Doctorate Value Added? A Qualitative Study of Doctoral Degree-Holding California K-12 Administration Executives

Andrea Jennifer LaBriola
Dissertation: Working Together to Increase Student Success in the Classroom: A Collection of Collaborative Experiences

Ronda Ann MacDonald
Dissertation: Instructional Technology Coaches: The Most Effective Model of Professional Development for the Integration of Technology

Raffi Anthony Martinian
Dissertation: Parental Experiences with a Scripted Direct Instruction Reading Program for Preschool-Aged Children

David Ross Pyle
Dissertation: A Program Evaluation of a Middle School’s Transition through a Personalized Learning Initiative and Resulting Impacts on the Organization

Erik Gjerset Quillen
Dissertation: The Stories We Tell: A Phenomenological Inquiry Into the Nature and Effects of Narratives on the Success and Achievement of At-Risk Students of Color

Bonnie Shaver-Troup
Dissertation: The Effect of Typographical Factors on Reading Performance of Second Grade Students

Trinisha Ruth Williams

Doctor of Education in Higher Education Leadership

Heather Codding
Dissertation: Hope and College Students: An Action Research Study with High-Risk Students in a California Community College

Doctor of Psychology in Clinical Psychology: Family Psychology

Tod Zwahlen
Dissertation: Improving Evaluator Competency for Conducting a Child Custody Evaluation Involving Children with Autism Spectrum Disorder
Doctor of Physical Therapy

Awston Riley-Donald Albiso

Jacqueline Rose Armstrong
Project: Effects of Lower Extremity Power Training on Gait Speed in an Adolescent with Cerebellar Ataxia

Natalie Lewanne Ball
Project: The Effect of Blood Flow Restriction Training on Thigh Circumference, Strength, and Neuromuscular Control in an Adult Male Post Hip Arthroscopy

Hayden Grey Block
Project: Manual Therapy with Mobilization Targeting Hip Flexors During Stationary Bicycling to Help Improve Hip Flexor Extensibility

Angelina Guerrero Browning
Project: Effects of Implementing TRX Exercises in the Rehabilitation of a Male Post OP Total Hip Replacement

Peter A. Buscheck
Project: The Effectiveness of a Closed Chain Exercise Directed at the Posterolateral Muscles of the Hip in the Treatment of Patellofemoral Pain

Valerie Elise Campbell
Project: The Effects of Whole Body Vibration on Sensation and Balance in a Patient with a Nontraumatic Spinal Cord Injury

Caitlyn Michele Canfield
Project: Benefits of Blood Flow Restriction Training as an Intervention for Adults with Lateral Epicondylitis

Jacob David Castersen
Project: Effect of Deadlifts on Young Adults with Chronic Low Back Pain

Jasmine Chen
Project: The Effects of Tae Kwon Do-Based Exercise vs. Standard Balance Exercise on Fall Risk in Older Adults

Alastair X. Chung
Project: Physical Therapy Techniques versus Botulinum Toxin for Cervical Range of Motion Improvement in Adults with Cervical Dystonia

Jordan William Cossin
Project: Improving Shoulder Pain and Range of Motion in an Adult with Shoulder Impingement Syndrome via the Cervicothoracic Junction

Alyssa Lynn Grimes
Project: The Effect of the Pilates Reformer in a Lumbar Spondylolisthesis and Spondyloysis on Pain and Core Strength

Kristin Michelle Gullen
Project: Eccentric Training for Improving Ankle Mobility in Modern Dance

Katrina Rae Guski
Project: The Effects of Muscle Sling Strengthening on Low Back Pain in Pregnant Women

Lorena Heidrich
Project: Effect of Tactile Desensitizing on Post-Surgical Hypersensitivity

Rachel Elizabeth Holmes
Project: Hip Strengthening and Its Effects on Patients with Chronic Ankle Instability

Lor-Shing Hsu
Project: Clinical Outcomes of an Accelerated Rehabilitation Program Following an Arthroscopic ACL Repair

Andrew Hua
Project: The Effects of Thoracic Spine Thrust Manipulation in Modulating Shoulder Pain and Dysfunction in Patients with Adhesive Capsulitis

Patrick F. Ives
Project: The Efficacy of Utilizing a Voodoo Floss Technique to Create a Posterior Talar Glide and Improve Dorsiflexion Range of Motion

Jazmin Sharilyn Kan
Project: The Effects of Brugger’s Postural Exercise in Addition to Conservative Physical Therapy for Shoulder Impingement

Kelly Reiko Kika
Project: The Effects of Trunk Stabilization on Shoulder Pain Secondary to Scapular Dyskinesia

Daniel Le
Project: Comparing Exercise Therapy and Movement System Impairment Based Treatment for an Overhead Athlete with Shoulder Pain

Hayley Christine Liebel

Amy Leigh McElroy
Project: Effects of Yoga Practice on an Individual with Low Back Pain with Associated Core-Muscle Coordination Deficits and Diminished Endurance

Patrick Seamas McGinnis
Project: Effect of Hip Abduction Strengthening on Reducing Likelihood of Re-Injury in a High School Basketball Player with an Acute Ankle Sprain

Miles Meredith
Project: Influence of Myofascial Line Facilitation on Scapular Dyskinesis and Shoulder Pain

Kylie Nakamine
Project: The Effects of Agility and Coordination Training on Gait in an Adolescent with Cerebral Palsy

Michelle Rene Nava
Project: Utilizing Cognitive Functional Therapy in Post-Operative Low Back Pain Patients to Improve Function

Jessica Arlyn Ramos Ocampo
Project: The Effects of the Brugger Theraband Method on Gluteal Muscle Activation in Patients with Gluteal Tendinopathy

Jesse Leigh Osborn
Project: The Effect of High-Intensity Interval Training on the Gait Speed and Balance of an Individual with Parkinson’s Disease
Arti Patel  
Project: The Effect of Resistance Training to Reduce the Risk of Falls When Patients are Undergoing Chemotherapy

Ryan Perez  
Project: The Effect of Movement System Impairment Interventions for Physical Therapy in the Management of a Patient with Low Back Pain

Vika Marlena Preddy  
Project: Hip Muscle Flexibility and Its Effect on Chronic Low Back Pain Compared to Traditional Joint Mobilization

Sophia Qadir  
Project: The Effectiveness of Gluteus Medius Strengthening on Frequency of Patellar Subluxation and Patellofemoral Pain

Barbara Nicole Roberts  
Project: Exercise to Fatigue in a Patient with Guillain-Barre Syndrome

Marco Antonio Ruiz Jr.  
Project: The Outcomes of Balance Training on an Unstable Surface for a Brazilian Jiu-Jitsu Athlete with Chronic Ankle Instability

Nesreen Saad  
Project: The Effects of a Gluteal Activation and Strengthening Program to Improve Knee Pain in a Teenage Female Gymnast with Patellar Tendinopathy

Kelsee Lyn Sidebottom  
Project: The Role of Diaphragmatic Breathing in a Patient with Adhesive Capsulitis

Amanda Marie Songstad  
Project: The Effectiveness of Thoracic Mobilizations in Patients with Shoulder Dysfunction

Mariah Joy Stevens  
Project: The Effect of Intensive Physical Therapy with Hippotherapy in Pediatric Cerebral Palsy

Troy Garrett Stogsdill  
Project: Effectiveness of Delayed Visual Feedback for Gait Training on Above Knee Amputee – A Case Study

Christopher Strain  
Project: Implementing the Buffalo Concussion Treadmill Test to Prescribe Subsymptom Exertion in Managing Post-Concussion Syndrome

Elizabeth Rose Strain  
Project: The Effect of Partial Body Weight Supported Treadmill Training on Fall Frequency in Children with Cerebral Palsy

Taylor Ann Pualei Susdorf  
Project: Determining the Effects of a Hip Manipulation Combined with Running Education on Pain and Function in a Male Runner with Patellofemoral Pain

Nicholas Watson  
Project: A Movement System Impairments Approach to Treating Subacromial Impingement Syndrome

Stacey Yates  
Project: The Effect of Facilitation of Myofascial Slings on Hip Musculature in Patellofemoral Pathology

Doctor of Ministry

James Torres  
Project: Small Group Models
CANDIDATES FOR THE MASTER’S DEGREE
Candidatos para el Diploma de Master’s

Sarah H. Abdelmiseh
Master of Arts in Clinical Psychology: Marriage and Family Therapy

Riham Kodsy Aboelsad
Master of Business Management

Kayla Abrahamian
Master of Arts in Education: Teaching

Brenda Aceves
Master of Science in Nursing

Yaa Odua Acquaah
Master of Arts in Transformational Urban Leadership

Stacy Marie Acuña
Master of Arts in Education: Teaching

Karly Reanne Adair
Master of Arts in Education: Teaching

Eddie Anthony Aguayo
Master of Arts in Leadership: Leadership Development

Oyuki Elizabeth Aguilar
Master of Business Management

Maria Guadalupe Santana Aguirre
Master of Arts in Teaching English to Speakers of Other Languages

Richiel Esteban Agustin
Master of Science in Nursing

Chad Akins
Master of Science in Organizational Psychology

Laurie D. Alcaraz
Master of Arts in Clinical Psychology: Marriage and Family Therapy

Kimberly Janeth Aldaco
Master of Business Administration

Joshua Elliott Allen
Master of Arts in Education: Learning and Technology

Carter Glenn Almquist
Master of Arts in Education: Educational Counseling

Austin Alvarez
Master of Arts in Clinical Psychology: Marriage and Family Therapy

Bobbie Partee Anderson
Master of Arts in Pastoral Studies

Christina Arace
Master of Arts in Education: Teaching

Bianca Monique Arnet
Master of Business Administration

Evelyn Frances Ashleigh
Master of Arts in Education: Teaching

Timothy Atkins
Master of Arts in Education: Special Education

Karen O. Au
Master of Science in Nursing

Lizeth Avina
Master of Arts in Education: Educational and Clinical Counseling

Sophia Seo Baik
Master of Divinity

Lavone Rochelle Barnett-Seetal
Master of Music Education

Dwayne Michael Baters
Master of Arts in Education: Learning and Technology

Summer Batterbee
Master of Arts in Pastoral Studies

Alyson Belden
Master of Arts in Education: Learning and Technology

Sandra Elizabeth Bermudez
Master of Science in Nursing

Kaila Briggs Bertozzi
Master of Science in Child Life

Hownaz Zangana Binavi
Master of Science in Nursing

Chelsea Jean Blunt
Master of Business Administration

Benjamin R. Bombach
Master of Arts in Clinical Psychology: Marriage and Family Therapy

Laura Catherine Book
Master of Arts in Education: Learning and Technology

Tania Borja-Rodriguez
Master of Science in Nursing

Janine A. Bouey
Master of Arts in Education: Learning and Technology

Taylor Bee Bowman
Master of Arts in Clinical Psychology: Marriage and Family Therapy

Deborah Denice Bowser II
Master of Arts in Education: Special Education

Ashley Breuker
Master of Arts in Education: Special Education

Pamela E. Bright-Moon
Master of Arts in Modern Art History, Theory, and Criticism

Sharon M. Broskey
Master of Arts in Education: Special Education

Adam Scott Brown
Master of Divinity

James Brown
Master of Arts in Education: Teaching

Cicili Brown-Mislang
Master of Arts in Transformational Urban Leadership

Jordan Brusig
Master of Arts in Physical Education
Moriah Buehler  
Master of Science in Child Life

Richard Anthony Butler  
Master of Arts in Education: Learning and Technology

Amber L. Camacho  
Master of Arts in Education: Special Education

Christian Cameron IV  
Master of Arts in Education: Teaching

Preston Scott Campbell  
Master of Business Administration

Alma Lizzette Cardenas-Rodriguez  
Master of Arts in Transformational Urban Leadership

Brittany Joy Carper  
Master of Arts in Educational Technology

Sarai Esther Carrillo  
Master of Science in Child Life

Tere-Monique Oresa Carrington  
Master of Science in Nursing

Andrea Castaneda  
Master of Arts in Education: Special Education

Jamie Alexandria Castillo  
Master of Science in Physical Education: Sport Management

Melissa Castillo  
Master of Arts in Education: Learning and Technology

Gabriela Ceja-Garcia  
Master of Arts in Educational Technology

Katie Dezmond Colunga  
Master of Arts in Clinical Psychology: Marriage and Family Therapy

Suparpun Corhiran  
Master of Science in Nursing

Katherine Covert  
Master of Arts in Education: Special Education

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**Alpha Chi**

Alpha Chi is a national honor society that admits students from all academic disciplines. Members are elected by the faculty of their schools as ranking in the top 10 percent of undergraduate juniors and seniors, and graduate and professional students. Qualifying students from APU were inducted into the California Gamma Chapter of Alpha Chi. These Alpha Chi inductees can be identified by the blue and green cords worn with their graduation apparel.

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**Sigma Iota Epsilon**

The Master of Business Management program is a member in the Sigma Iota Epsilon National Honorary and Professional Management Fraternity. Membership in Sigma Iota Epsilon highlights the academic standards of the Master of Business Management program and the qualifications of the faculty. APU’s chapter, Theta Kappa, extends membership to students who demonstrate high academic standing in the field of management, connecting SIE’s mission with APU’s Four Cornerstones, and developing holistic and dynamic professionals in the business world.

Oyuki Aguilar  
Loren Long

**Sigma Theta Tau International**

Iota Sigma is the School of Nursing Chapter of Sigma Theta Tau International (STTI), the only international honor society for nursing. STTI was founded in 1922 by six nurses in Indiana and has grown to include nearly 500 chapters in 90 countries. The honor society supports learning, knowledge, and professional development of nurses making a difference in global health. Iota Sigma was chartered in 1988 and has inducted more than 3,000 nursing students and nurse leaders.

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