

AZUSA PACIFIC UNIVERSITY

WINTER 2016

Graduate Commencement Ceremony

Christ | Scholarship | Community | Service

MESSAGE FROM THE PRESIDENT

Mensaje del Presidente

Jon R. Wallace, DBA



Welcome to Azusa Pacific University's Winter 2016 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

Peggy S. Campbell



On behalf of the 30 men and women who serve Azusa Pacific University as trustees, let me add my voice to that of the president and extend warmest congratulations to you on the significant accomplishment being marked today. Though it is the culmination of tremendous investment in every aspect of your life, and by those who have supported you along the way, we know it is also the beginning of what we anticipate will be a lifetime of impact in a variety of spheres of influence.

"We pray that you'll live well for the Master, making Him proud of you as you work hard in His orchard. . . . We pray that you'll have the strength to stick it out over the long haul—not the grim strength of gritting your teeth but the glory-strength God gives. It is strength that endures the unendurable and spills over into joy, thanking the Father who makes us strong enough to take part in everything bright and beautiful that He has for us" (Colossians 1:10-12, *The Message*). May it be so!

GRADUATE COMMENCEMENT CEREMONY

Ceremonia de Graduación de Post-Licenciaturas

The Seventeenth Day of December, Two Thousand Sixteen

Presiding

Jon R. Wallace, DBA, *president*

Twelve Thirty in the Afternoon

Doors Open

Video presentation and singing of the National Anthem

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

Ray M. Martinez, *spouse of Michelle Martinez, Master of Arts in Clinical Psychology degree candidate*

Scripture Reading

Matthew 4:18-20

Mildred Owen, *grandmother of Branden Owen, Doctor of Physical Therapy candidate*

Address

“Find Your Purpose, Find Your Risk”

Glenn Gunderson Jr., D.D., and Kimberly Gunderson, D.D.

Purpose Church, Pomona, California

Presentation of Graduate Degree Candidates and Diplomas

Doctoral Degrees

Educational Specialist Degrees

Master’s Degrees

Mark Stanton, Ph.D., ABPP, *provost*

Jon R. Wallace

Peggy S. Campbell, *chair, Board of Trustees*

Benediction

Robert R. Duke, Ph.D., *dean, School of Theology*

Closing Remarks**

Jon R. Wallace

Platform Officials

Jon R. Wallace

Mark Stanton

Peggy S. Campbell

Robert Duke

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

Chinaka DomNwachukwu, Ph.D., *associate dean, Department of Teacher Education, Alice V. Watkins Imago Dei Ethics Award*

Kim A. Lu Lawe, *Doctor of Education in Educational Leadership degree candidate*

Honorary Marshal

Argenis Reynolds, *spiritual advisor to Joshua Manzo, Masters of Arts in Management degree candidate*

Commencement Marshals

Jennifer Courduff, Ph.D., *associate professor, Department of Teacher Education*

Rukshan Fernando, Ph.D., *associate dean, School of Behavioral and Applied Sciences*

Carol Hines, Ph.D., *assistant professor, Department of Teacher Education*

Sandra Richards Mayo, Ph.D., *associate dean, School of Education*

Banner Carriers

David Beatty, M.M., MBA, *professor, College of Music and the Arts*

Jillian Gilbert, DSL, *assistant professor, School of Behavioral and Applied Sciences*

Viv Grigg, Ph.D., *associate professor, Azusa Pacific Seminary*

Angela Jun, DNP, FNP, *assistant professor, School of Nursing*

Greg Kaiser, Ph.D., *professor, School of Education*

Richard Robison, Ph.D., *chair and professor, College of Liberal Arts and Sciences*

Macha Suzuki, MFA, *adjunct professor, College of Music and the Arts*

J. Randall Wallace, Ph.D., *associate professor, School of Business and Management*

Name Readers

David Dyer, Ph.D., *M.S. in Biotechnology program director, College of Liberal Arts and Sciences*

Diane Guido, Ph.D., *vice provost for graduate programs and research*

Julia Underwood, Ph.D., *professor, School of Business and Management*

Photographs are being taken of individual graduates. Family and friends are invited to take pictures in designated areas.

*Audience will remain seated during processional.

La audiencia se mantiene sentada durante el processional.

**At the completion of the ceremony, there will be a celebratory pop of streamers. Al concluir la ceremonia, habrá un fuego artificial celebratorio.

COMMENCEMENT SPEAKERS

Oradores de la Graduación



Glenn and Kimberly Gunderson

Glenn K. Gunderson Jr. serves as lead pastor of Purpose Church in Pomona, California. Under his leadership, the church has experienced remarkable growth and is home to 7,000 members and attendees across all generations and ethnic backgrounds. Additionally, the church has expanded to include four locations in three states, with services in three languages, as well as an online campus.

Raised in Prince George County, Virginia, Glenn went on to receive his bachelor's degree from

Wheaton College in Chicago before pursuing a Master of Divinity from Gordon-Conwell Seminary in Boston. Prior to coming to California, he spent 12 years serving as lead pastor of Grace Christian Fellowship in Homer, New York. Glenn is author of *Biblical Antidotes to Life's Toxins* and is currently working on his second book, *Fourth Quarter Fumbles: Keys to Finishing Well*.

Kimberly Gunderson is known for being a dynamic Bible teacher and speaker. She was born and raised in upstate New York and graduated with a history degree from Boston University and a master's degree in cross-cultural studies with at-risk children from Fuller Theological Seminary. In 2012, Kimberly's vision to start a school where students could receive training and discipleship in the Christian faith in a small community environment led her to launch New Community Academy in Pomona. She is the executive director of the school.

Glenn and Kimberly live in Pomona and have six adult children (four of whom are adopted) and six grandchildren.

UNIVERSITY HISTORY

Historia de la Universidad

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. Then, 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. In 2011, University College at Azusa Pacific University (formerly Azusa Pacific Online University) was created in response to the growing demographic of diverse students who aspire to further their education, but are unable to attend a traditional physical campus institution.

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 2 associate's degrees, 68 bachelor's degrees, 45 master's degrees, 1 post-master's degree, and 8 doctoral programs to more than 10,300 students at the university's main campus in Azusa, six regional locations, and online. The university earned a 9-year reaccreditation from the Western Association of Schools and Colleges in 2013, and holds 13 other specialized accreditations. Since 2003, 35 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

Presidentes de la Universidad

Mary A. Hill 1900–01	Lowell H. Coate 1923–24	Cornelius P. Haggard 1939–75
Anna Draper 1901–03	George A. McLaughlin 1924–27	Paul E. Sago 1976–89
Bertha Pinkham Dixon 1903–04	Ray L. Carter 1927–31	Richard E. Felix 1990–2000
Matilda Atkinson 1904–09	David H. Scott 1931–36	Jon R. Wallace 2000–present
William P. Pinkham 1909–19	B.C. Johnson 1936–37	
Eli Reece 1919–23	William Kirby 1937–39	

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

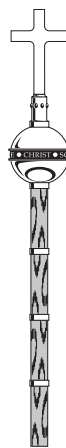
La Medalla Presidencial



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

El Sello



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

Declaración de Propósito

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

Charlene A. Niemi

Dissertation: *Forgiveness and Psychological Well-being of Adult Male Survivors of Childhood Sexual Abuse by Catholic Priests*

Doctor of Nursing Practice

Carolyn Du

Project: *The Impact of Colorectal Cancer Education Intervention on the Knowledge, Perceptions, and Intent to Screen for Colorectal Cancer in the Underserved, Uninsured Population*

Maureen Elizabeth Evans

Project: *Supporting Parents with Children Hospitalized in the Pediatric Intensive Care Unit*

Gabriela G. Andrade Lopez

Project: *Integrating Technology to Improve Health and Well-being in the Latino Population*

Ann Arrieta Schloss

Project: *Healing Touch as a Self-Care for Veterans with Hypertension*

Doctor of Education in Educational Leadership

Krystal Dawn Allan

Dissertation: *Exploring Administrator Beliefs, Preparation, and Practices in Providing Support for Inclusion in Elementary and Middle School Settings*

Heather Marie Bond

Dissertation: *Effects of Engagement in Sports and Extracurricular Activities on Hopes of Graduation Among Special Education Students Who Have Experienced Bullying*

Sheril Rose Carrasco-Tolentino

Dissertation: *Elementary Grade Retention Policies and Teachers' Perceptions on Retention Practices and Interventions*

Paul D. Choi

Dissertation: *The Impact of Student Background Variables on On-time High School Graduation of Hispanic Students*

Carolyn D. Cook

Dissertation: *Preschool Teachers' Perceived Math Anxiety and Self-Efficacy for Teaching Mathematics*

Stephen E. De Francis

Dissertation: *The Mitigating Factors that Affect General Education Teachers' Perceptions Toward Inclusion of Students with Autism*

Karen Yee-May Ho

Dissertation: *Predicting Academic Achievement from Parental Literacy Practices, Extracurricular Activities and Academic Self-Efficacy Among Third- and Fifth-Grade Students*

Donna Marie Hunter

Dissertation: *Parent Perception of the School's Ability to Meet the Needs of Students with Autism in the General Education Classroom*

Enice V. Jackson

Dissertation: *African American Adolescents' Experience with a Strengths-Based Learning Program: Exploring Academic Self-Concept, Motivation, and Goals*

Susan Kim-Choi

Dissertation: *Math-Related, School Contextual, and Demographic Variables Associated with Mathematic Achievement of Low-Performing High School Students*

Sonia E. Leffall

Dissertation: *Beating the Odds: Untold Stories of Fifteen African American Parents of Successful Students*

Kim A. Lu Lawe

Dissertation: *High School Females and Their Choices in Science, Technology, Engineering, and Mathematic Courses and Careers: A Phenomenological Case Study*

Heidi Kanne Mahmud

Dissertation: *Examining the Relationship between Mathematics Proficiency and Attitudes toward Mathematics*

Christine Elaine Malally

Dissertation: *An Examination of the Relationship of Principal Leadership Behaviors and Collective Teacher Efficacy*

Douglas M. Murphy

Dissertation: *The Perceptions of Administrators and IB Coordinators in U.S. Accredited International Schools on the Effectiveness of the One-to-One Implementation of Technology*

Anthony W. Palmer

Dissertation: *Higher-Order Thinking Skills in Digital Games*

Kaleb Rashad

Dissertation: *Teacher Perceptions of Trust: Principal Behaviors and School Practices*

David Larry Vannasdal

Dissertation: *A Case Study of Successful Vertical Teacher Collaboration: A Group Process to Create a K-12 Articulated Math Program*

Christopher D. Villalobos

Dissertation: *Google Chromebook Pilot Evaluation: An Evaluation of Professional Development and Incorporation of Google Chromebook Hardware and Software Applications*

Doctor of Philosophy in Higher Education

Jennifer Lynn Carter

Dissertation: *The Patterns and Predictors of Religious Struggle Among Undergraduate Students Attending Evangelical Institutions: A Comparison to Other Private Religious Institutions, Catholic Institutions, and Nonsectarian Institutions*

Allyn P. Decker

Dissertation: *Adult Learners' Experiences in Accelerated Degree-Completion Programs: Transactions and Transformations*

Andrea Michelle Kitomary

Dissertation: *A Grounded Theory Analysis of Tanzanian Students' Successful Transition through the Non-Formal Route into University Education*

Ryan Gray Richardson

Dissertation: *A Thriving Minority: Pathways to Success for Religious Minority Students Attending Christian Institutions of Higher Education*

Doctor of Education in Higher Education Leadership

Dana M. Horne

Dissertation: *Emotional Intelligence as a Predictor of Student Success in First-Year Master of Social Work Students*

Michael Jerome Moffitt Sr.

Dissertation: *Narrative Study of Executive Administrators of Color Who Work at Religiously Affiliated Education Institutions*

Doctor of Ministry

Nia Almetra Allen

Project: *Worship that Reconciles: Gaining a Greater Vision*

Daeuk Esther Han

Project: *Giving Leadership: Social Responsibility and the Christian CEO*

Ephraim Chieme Iwe

Project: *The Role of Contemporary Prophecy in the Lives of Members of Pentecostal Churches in Africa*

Mark Kenneth Lehman

Project: *Encountering Christ: Using Questions Jesus Asked as a Means of Making Authentic Disciples*

Deryl Ann Springer

Project: *The African American Church: A Vital Resource for the Congregation and the Community for Ministry to Those Who Are Grieving the Loss of a Loved One*

Doctor of Physical Therapy

Tony Jae Ahn

Capstone Project: *Upper Quarter Posture versus Eccentric Training of the Wrist Flexor/Extensor Group for Decreasing Elbow Symptoms*

Joshua Zachary Andrews

Capstone Project: *Early versus Delayed Passive Range of Motion for Status-Post Rotator Cuff Repairs*

Alaina Eileen Barber

Capstone Project: *Treatment Strategies for Hemineglect in Post Stroke Patients*

Brittany Bartolomei

Capstone Project: *Aquatic Therapy Combined with Land Therapy for Post Anterior Cruciate Ligament Surgery in Female Athletes*

Shelby Ann Bartusek

Capstone Project: *The Most Effective Treatment to Decrease Pain in Chronic Upper Trapezius Muscle Strains/Spasms*

Brandon Justin Basconcello

Capstone Project: *The Role of Proprioceptive Neuromuscular Facilitation Compared to the Bobath Technique for Patients with Gait Deficits Following Cerebrovascular Accident*

Rosslyn Kamille Beard

Capstone Project: *Early Ambulation versus Bed Rest in the Management of Deep Vein Thrombosis*

Jessica Boram

Capstone Project: *Treatment of Stress Urinary Incontinence in Young Adult Females*

David Bush

Capstone Project: *Trigger Point Dry Needling versus Post-Isometric Relaxation for the Management of Neck Pain and Tension Headaches*

James Caldwell

Capstone Project: *Connecting Rotation Deficits and Low Back Pain in Golfers*

Mia Frances Chiaro

Capstone Project: *Extrinsic versus Intrinsic Feedback for Movement Coordination in 15-year-old ACL Female Athletes*

Karen Ching

Capstone Project: *Is Whole Body Vibration Treatment More Effective Than Traditional Physical Therapy Treatment for Increasing Lower Extremity Muscle Strength in a Female Toddler with Developmental Delays?*

Cassandra La'rie Cordova

Capstone Project: *Utilizing Pilates Exercise to Strengthen and Improve Gait Mechanics in Patients with Neuromuscular Diseases*

Lauren Christine Crites

Capstone Project: *Lower Extremity Orthosis versus Barefoot Treatment in Children with Cerebral Palsy*

Lucas Mario Esquerra

Capstone Project: *Lower Extremity Movement Training versus Hip Strengthening in the Management of Patellofemoral Pain*

Kurt Gilbertson

Capstone Project: *Thoracic Spine Manipulation versus Cervical Spine Mobilization for Chronic Cervical Spine Pain: A Comparison Study Systematic Review*

Nicole Haley

Capstone Project: *Resistance Training versus Aquatic Therapy in the Treatment of Breast Cancer-Related Lymphedema*

Danielle Hoyme

Capstone Project: *Body Weight Supported Treadmill Training versus Gait Trainer in Young Children with Cerebral Palsy*

Levi R. Johnson

Capstone Project: *Comparison of Accuracy between MRI and Musculoskeletal Ultrasound in Diagnosis of a Rotator Cuff Tear*

Allison Karlik

Capstone Project: *Treatment of Cervicogenic Headaches with Cervical Mobilizations versus Cervical Manipulations*

Jeffrey Karlik

Capstone Project: *Active Range of Motion Exercises versus Proprioceptive Neuromuscular Facilitation for Restoring Core Strength and Sitting Balance in a CVA Patient*

Ryan David King

Capstone Project: *Is Hip Weakness a Better Predictor of Recurrent Low Back Pain than Abdominal Weakness?*

Matthew Christopher Klingler

Capstone Project: *Management of Chronic Pain Patients*

Samantha Mutsuko Kataoka Lau

Capstone Project: *The Effects of Slacklining on Knee Joint Stability and Quadriceps Strength*

Stevie Ann Lopez

Capstone Project: *Restoring Function in Children with Steven-Johnson Syndrome/Toxic Epidermal Necrolysis Overlap Syndrome: Traditional Therapeutic Exercise versus Traditional Therapeutic Exercise and Video Game Therapy*

Erin Mackin

Capstone Project: *The Effects of Dry Needling Compared to Non-Invasive Manual Soft Tissue Techniques on Pain Relief and Increased Function in the Upper Trapezius Muscle*

Jordan Anthony Marez

Capstone Project: *Is Gluteal Strengthening in a Functional Position More Effective than Eccentric Hamstring Exercises for Minimizing the Risk of Re-Injury in a 40-year-old Male with Recurrent Hamstring Strains?*

Jasmine Woo Ri Ono

Capstone Project: *Progressive Resistance Training with Balance Training Compared to Only Progressive Training in Reducing Fall Risk in the Elderly*

Eric O'Quinn

Capstone Project: *A Comparison of Temporomandibular and Cervical Treatments for Managing Cervicogenic Headaches*

Branden Edward Owen

Capstone Project: *Use of Upper Body Ergometry in the Diagnosis of Intermittent Claudication*

Dipalee Patel

Capstone Project: *Orthotics versus Manual Therapy in Treating Patients with Posterior Tibial Tendon Dysfunction*

Kelly Rose Peterson

Capstone Project: *Effective Treatments for Patients with Gait and Balance Deficits*

Sherri Lynn Miguel-Revives Revestir

Capstone Project: *The Effectiveness of Cyriax Physiotherapy and Mobilizations with Movement in Reducing Pain Levels for Lateral Epicondylitis*

Lindsey Christine Richert

Capstone Project: *The Impact of Ankle-Foot Orthoses on Gait Mechanics in a Patient Diagnosed with Charcot Marie Tooth: A Systematic Review*

Adam Seson

Capstone Project: *Traditional Core Stabilization Therapy versus Intensive Therapy for Toddlers with Cerebral Palsy*

Christopher Eugene Sherman

Capstone Project: *The Effects of Bodyweight Supported Treadmill Training on Gait Dynamics and Balance in Children with Lower Extremity Amputations*

Takuma Shito

Capstone Project: *The Role of Core Stability in Treating Subacromial Impingement Syndrome*

Betsey Stec

Capstone Project: *Thinking Beyond Kegels: Efficacy of Lumbopelvic Dysfunction Treatment for Middle-Aged Women with Stress Urinary Incontinence*

Heather Takahashi

Capstone Project: *Treating Young Female Adults with Labral Tears of the Hip: Gluteal Strengthening versus Core Strengthening*

Steffen Thomas

Capstone Project: *Exercise versus Manual Therapy for the Treatment of Patellar Tendinopathy*

Kori C. Westfall

Capstone Project: *The Effect of Spasticity on Predicting Return to Ambulation in Incomplete Spinal Cord Injuries with Central Cord Syndrome*

CANDIDATES FOR THE EDUCATIONAL SPECIALIST DEGREE

Candidatos para el Título de Especialista Educativo

Robin Huynh

Educational Specialist in School Psychology

CANDIDATES FOR THE MASTER'S DEGREE

Candidatos para el Diploma de Master's

Sameh Abdelmalak

Master of Arts in Clinical Psychology: Marriage
and Family Therapy

Sarah Marie Abraham

Master of Science in Nursing

Jannette Acosta

Master of Arts in Education: Educational Counseling

Martha Jessica Aguirre

Master of Arts in Education: Educational and
Clinical Counseling

Zahra Ahmady

Master of Arts in Clinical Psychology: Marriage
and Family Therapy

Key Won Ahn

Master of Science in Nursing

Carlo Giovanni Airoidi

Master of Arts in Global Leadership

Nada Albeer

Master of Arts in Leadership

Marie Preyer Albertson

Master of Arts in Clinical Psychology:
Family Psychology

Vanessa Beth Allen

Master of Arts in Education: Digital Teaching
and Learning

Patricia Almaraz

Master of Arts in Education: Special Education

Laith M. Altamimi

Master of Science in Nursing

Victoria Beatriz Alvarenga

Master of Science in Nursing

Salvador Angulo

Master of Divinity

Danielle Lynn Antista

Master of Arts in Clinical Psychology: Marriage
and Family Therapy

Leisurige Ao

Master of Arts in Teaching English to Speakers
of Other Languages

Kwame Boateng Appiah

Master of Science in Nursing

Kimberly Ann Argil

Master of Arts in Clinical Psychology: Marriage
and Family Therapy

Liana F. Arnwine

Master of Science in Information Technology

Alyana Arrington-Harris

Master of Arts in Education: Educational and
Clinical Counseling

Miles Daniel Artis

Master of Science in Organizational Psychology

Luis Adrian Arvizu

Master of Arts in Pastoral Studies

Tori Anne Avina

Master of Arts in Clinical Psychology: Marriage
and Family Therapy

Anna Nicole Axotis

Master of Arts in Clinical Psychology: Marriage
and Family Therapy

Jaime Marie Bachman

Master of Arts in Education: Digital Teaching
and Learning

Melissa LeMay Bachman

Master of Science in Nursing

Amanda Nicole Bacopulos

Master of Arts in Education: Digital Teaching
and Learning

Andrea Suzara D. Baldomero

Master of Science in Nursing

Sarah Tracy Baldwin

Master of Arts in Clinical Psychology: Marriage
and Family Therapy

Crystal R. Barragan

Master of Arts in Education: Digital Teaching
and Learning

Genevieve Cheryl Cordova Battung

Master of Science in Nursing

Leilani Sheree Beauchamp

Master of Arts in Education: Learning and Technology

Erik Joseph Behl

Master of Divinity

Timothy Joseph Behler

Master of Arts in Education: School Administration

Joel Daniel Belk

Master of Arts in Leadership: Leadership Development

Janette Beltran

Master of Science in Nursing

Richard James Benjamin

Master of Science in Organizational Psychology

Sylvia M. Bermudez

Master of Arts in Management

Alexandria Michelle Bojorquez

Master of Science in Nursing

Javon Alan Borst

Master of Arts in Modern Art History, Theory,
and Criticism

Eric Keola Botelho

Master of Arts in Pastoral Studies

Danielle Bowen

Master of Arts in Clinical Psychology: Marriage
and Family Therapy

Donnie James Briggs Jr.

Master of Arts in Youth Ministry

Marcelo Daniel Bustos

Master of Divinity

Caroline Cabal

Master of Arts in Education: Educational and Clinical Counseling

Stephanie Michelle Caballero

Master of Arts in Clinical Psychology: Marriage and Family Therapy

Sirena Josephina Campagna

Master of Arts in Clinical Psychology: Marriage and Family Therapy

Liza Campos

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