

AZUSA PACIFIC UNIVERSITY

WINTER 2017

Graduate Commencement Ceremony

# MESSAGE FROM THE PRESIDENT

Mensaje del Presidente

Jon R. Wallace, DBA



Welcome to Azusa Pacific University's Winter 2017 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 Sixteenth Day of December, Two Thousand Seventeen

## Presiding

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

## Twelve Thirty in the Afternoon

### Doors Open

Concert

Performed by APU Gospel Choir, directed by Lavone Barnett-Seetal, M.A.

National Anthem and Presentation of the Colors

Soloist Nathan Whitmire and the APU ROTC Color Guard

Video Presentation

## 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

Dario Di Claudio, *spouse of Angelina Di Claudio, Master of Business Management candidate*

## Scripture Reading

*Ecclesiastes 4:9-12 (NLT)*

Janet Thiel, *parent of Alexandria Thiel, Master of Arts in Education: Teaching candidate*

## Address

“We Are Better Together”

Bishop John Mark Richardson, *senior pastor, New Journey Ministries Church of God in Christ*

## Honorary Degree Recipient

Hee Min Park, Ph.D.

Doctor of Humanities

## 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

Jong Hyuk Lee, *parent of Minhoo Lee, Doctor of Education in Higher Education*

*Leadership candidate*

## Closing Remarks

Jon R. Wallace

## Platform Officials

Jon R. Wallace

Mark Stanton

Peggy S. Campbell

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

Alexander Jun, Ph.D., *professor, Department of Higher Education*

Minhoo Lee, *Doctor of Education in Higher Education Leadership candidate*

## Commencement Marshals

Roger Conover, Ph.D. *chair, Department of Economics, Finance, and International Business*

Jennifer Courduff, Ph.D., *associate professor, School of Education*

Paul Flores, Ph.D., *director, Liberal Studies Program*

Sarah Obermeyer, Ph.D., *assistant professor, School of Nursing*

John Simons, DMA, *associate dean, College of Music and the Arts*

Kenton Walkemeyer, D.Min., *director, Friends Center, School of Theology*

## Banner Carriers

Edgar Barron, Ed.D., *chair, Department of Leadership and Organizational Psychology*

Bonita Huiskes, Ph.D., *assistant professor, School of Nursing*

Kristen Hummer, MFA, *associate professor, School of Visual and Performing Arts*

Vasken Kadarian, MBA, *assistant professor, School of Business and Management*

Amber Lynwood, Ed.D., *assistant professor, School of Education*

Janette Ok, Ph.D. *candidate, assistant professor, Azusa Pacific Seminary*

Lynda Reed, DNP, RN, *assistant professor, School of Nursing*

Caleb Spencer, Ph.D., *associate professor, Department of English*

## Name Readers

Brad Hale, Ph.D., *associate professor, Department of History and Political Science*

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.

## COMMENCEMENT SPEAKER

Orador de la Graduación



### **Bishop John Mark Richardson**

Bishop John Mark Richardson is the senior pastor of the New Journey Ministries Church of God in Christ in Hawthorne, California. Through his leadership, the New Journey Ministries Church has planted 22 churches in the United States and beyond.

Further, the church developed and maintains assistance programs for low-income and homeless individuals, providing employment skills training, as well as help finding temporary and permanent housing. New Journey Ministries founded a

Christian school for low-income students, spanning preschool to 12th grade, and owns and operates the New Journey Camp and Retreat Center in Angeles National Forest, where they host various groups and also provide homeless and low-income young people with experiences in nature.

Richardson, who has served in ministry for nearly four decades, was consecrated an Ecclesiastical Jurisdictional Bishop in the Church of God in Christ in 2016. In this role, he provides spiritual and organizational management to over 75 pastors and congregations in Southern California, as well as in several U.S. states, and in Belize and Ghana. He also serves on the leadership team of the Wesleyan Holiness Connection and the Measure H Citizens' Oversight Advisory Board.

## 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 80 bachelor's degrees, 51 master's degrees, 25 certificates, 12 credentials, 8 doctoral programs, and 2 associate's degrees to more than 10,000 students at the university's main campus in Azusa, six regional locations, and online. The university earned a 9-year reaccreditation from the WASC Senior Colleges and University Commission 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.

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## 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 12<sup>th</sup> and 13<sup>th</sup> 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

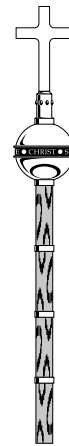
### La Medalla Presidencial



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 16<sup>th</sup>-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 Nursing Practice

**Mercy Atieno Manaen**

Project: *Feasibility of Implementing an Erectile Dysfunction Screening Tool in a Primary Care Setting*

**Bernadeth Chinedum Osuji**

Project: *The Effect of Educational Program and Pillbox Utilization on Medication Adherence in African American Older Adults with Type 2 Diabetes Mellitus*

**Priscilla Naamomo Otubuah**

Project: *Effects of Health Coaching on Improving Self-Monitoring and Medication Adherence among Hypertensive African Americans*

### Doctor of Philosophy in Nursing

**Chidiebele Obichi**

Dissertation: *Sociodemographic Factors, Dietary Habits, Health Literacy, and Cardiovascular Risk Levels among West Africans in the United States*

### Doctor of Education in Educational Leadership

**Alexis J. Barile**

Dissertation: *Career Readiness Assessment*

**Heather Marie Bond**

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

**Amy Collier**

Dissertation: *Teacher Evaluation Practices among California High School Administrators*

**Elizabeth Drake Gidon**

Dissertation: *The Workplace, Cultural, and Personal Challenges of Latina K-12 Educational Leaders in Southern California: A Phenomenological Qualitative Study*

**Sara Ruth Jocham**

Dissertation: *Perceptions of Elementary School Principals and Parents of Students with Autism on Administrator Skills, Knowledge, and Family-Professional Partnerships*

**Tamai Alana Johnson**

Dissertation: *WorkAbility1 Program Evaluation*

**Daisy Carrasco Ramos**

Dissertation: *Systematic Educational Barriers for Latino Students and a Program Attempting to Close the Gap*

**Judith Pederson Schult**

Dissertation: *The Perceptions, Practices, and Preparedness of Advanced Placement Teachers of At-Risk Students Regarding their Ability to Teach and their Students' Abilities to Learn and Use Annotation as a Close-Reading Tool for Text-Responsive Timed Writing*

**Elsie Noemi Solis-Chang**

Dissertation: *Secondary Educators' Perceptions of Factors Contributing to the Academic Success of Latino ELL Students in Alternative Education Schools*

### Doctor of Philosophy in Higher Education

**Heather Ann Dy**

Dissertation: *Agents of Support: Faculty, Family, and Peer Advocates Who Contribute to Thriving in Community College Students*

**Gregory Todd Bish**

Dissertation: *Civic Values and Christian Colleges: A Study of Student Involvement Effects*

### Doctor of Education in Higher Education Leadership

**Minho Lee**

Dissertation: *Benefits and Challenges in Globalization in Christian Higher Education: A Comparative Case Study of English Medium Instruction of Two Universities in South Korea*

### Doctor of Psychology in Clinical Psychology: Family Psychology

**Joshua C. Craig**

Dissertation: *Marriage and the Law Enforcement Couple*

**Tod Zwahlen**

Dissertation: *Improving Evaluator Competency for Conducting a Child Custody Evaluation Involving Children with Autism Spectrum Disorder*

### Doctor of Physical Therapy

**Charles Alexander**

Project: *Application of Electrical Stimulation and Eccentric Exercises vs. Standard Anterior Cruciate Ligament Protocol Post ACL Reconstruction*

**Clara Atkins**

Project: *Do Patients with Unilateral Total Knee Replacements Who Participated in Preoperative Strengthening Exercises and Preoperative Education Have Greater Ambulation Distance Postop Day 1 as Compared to Patients Who Participated in Preoperative Education Alone?*

**Robert Lawrence Bax III**

Project: *Is Multi-Directional Body-Weight-Supported Treadmill Training More Effective in Improving Gait Speed than Conventional Overground Gait Training in the Acute CVA Population?*

**Rebecca Nichole Bibb**

Project: *Evaluating the Efficacy of Pilates Techniques in the Treatment of Non-Specific Low Back Pain*

**Calyn Kelsay Carlton**

Project: *The Impact of Dynamic Neuromuscular Stabilization in Eliminating Low Back Pain in a High School Pitcher: A Case Report*

**Olivia Laura Cruz**

Project: *Effects of PNF Upper Extremity Patterning Techniques on Shoulder Function and Range of Motion Status-Post Operative Bankart Lesion Repair*

**Jason T. Dalafu**

Project: *A Case Report on the Efficacy of Motor Imagery Interventions in Addition to Traditional Neurorehabilitation among Acute Stroke Patients*

**Channing Michele Fleischmann**

Project: *The Parkinson's Patient: Use of Dynamic Neuromuscular Stabilization for Postural Alignment and Fall Risk Reduction*

**Devon Uilani Foster**

Project: *The Effectiveness of the Segmental Assessment of Trunk Control in Detecting Changes in Trunk Control that Correlate to Disability Level in Children with Cerebral Palsy*

**Jessica Michelle Gass**

Project: *Effects of Posture on the Risk Management of Falls and/or Fractures in a Geriatric Patient with Decreased Bone Mineral Density: A Case Report*

**Robert James Grant**

Project: *Upper Extremity Proprioceptive Neuromuscular Facilitation Pattern-Induced Irradiation to Improve Sitting Balance in a Stroke Patient*

**Erik James Gullen**

Project: *The Prognostic Value of Working Alliance on Pain and Functional Outcomes in a Young Adult Male with Chronic Neck Pain*

**Cassandra Joann Hause**

Project: *Scapulothoracic Muscle Strengthening for the Management of Medial Epicondylitis*

**Julia Hayes**

Project: *A Multifactorial Intervention Program for Reducing Fear of Falling and Fall Risk in the Geriatric Population*

**Margarita Hernandez**

Project: *Predicting Discharge Dispositions with the Boston University AM-PAC "6-CLICKS" Short Forms in Patients Status Post Acute Stroke*

**Matthew Daniel Hoekstra**

Project: *Patellofemoral Pain Syndrome in Runners: A Literature Review and Theory Based Application of Trigger Point Dry Needling*

**Emily Hoyt**

Project: *Serial Casting with Botulinum Toxin Injections to Improve Functional Range of Motion in Patients with High Tone after a Cerebral Vascular Accident*

**Natasha Jaime**

Project: *The Effect of Functional Therapeutic Exercises and Transfer Training on a Post-Op Laminectomy Patient's Balance and Gait: A Case Report*

**Stefanie Lyn Jumper**

Project: *Application of the Use of an On-Q Pump in Patients after Total Hip Arthroplasty for Potentially Improved Physical Therapy Outcomes*

**Andrew Taeho Kim**

Project: *Proprioceptive Neuromuscular Facilitation Stretch to Improve Pelvic Mobility and Indirectly Treat Pes Planus*

**Amy F. Macias**

Project: *Is the TGMD-2 as Accurate in Children with Williams Syndrome Compared to the Bot-2 (Short Form) for Determining Gross Motor Abilities?*

**Jordan Lee Mayo**

Project: *The Efficacy of Instrument Assisted Soft Tissue Mobilization for Patients with Bilateral Shoulder Pathology to Reduce Pain, Increase Range of Motion, and Improve Functional Mobility*

**Samantha Destiny Myles**

Project: *Prognostic Indicators between a 9-Year-Old Child and an Infant with Congenital Muscular Torticollis*

**Jesus Manuel Najera**

Project: *Effectiveness of a Single Back Class in Reducing Clinic Visits in Patients with Chronic Low Back Pain*

**Eric Neal**

Project: *Are Proprioceptive Neuromuscular Facilitation Techniques More Effective than Conventional Therapeutic Exercise and Balance Training to Decrease Fall Risk in the Geriatric Population?*

**VyVy Thanh Nguyen**

Project: *Efficacy of Body-Weight-Supported Treadmill Training in a Child with Cerebral Palsy*

**Alyssa Lee Patterson**

Project: *Use of Graded Exposure and Motor Imagery in Adults with Chronic Knee Pain*

**Natalie Jane Peterson**

Project: *The Effects of a Self-Joint Mobilization Program for Femoroacetabular Impingement*

**Jocelyn Randall**

Project: *Manual Therapy to Improve Wrist Functional Mobility Post Immobilization*

**Hannah Ross**

Project: *A Comparison of Dynamic Neuromuscular Stabilization and Abdominal Bracing on Pain in Adults with Chronic Low Back Pain: A Case Report*

**Gwendolyn Schulze**

Project: *The Effectiveness of Conservative Treatment on Chronic Hip Pain*

**Melissa Grace Skovorodko**

Project: *Comparing Neuroscience Education with Exercise Therapy for Improving and Function in Patients with Chronic Neck and Back Pain*

**Gabrielle Michelle Sosa**

Project: *Is There a Correlation Between Dynamometrically Measured Grip Strength and Hospital Length of Stay in Postoperative Total Hip or Knee Arthroplasty Patients?*

**Breanna Arielle Stuhlmuller**

Project: *Effectiveness of Partial Body-Weight-Supported Treadmill Training for Gait Speed in Children with Cerebral Palsy*

**Emily Faith Takei**

Project: *Real-Time Visual Feedback Functional Movement Retraining on a Female Soccer Player with Medial Collateral Ligament Sprain: A Case Report*

**Paul Michael Torres**

Project: *Use of Spinal Manipulation and Exercise to Improve Lower Extremity Mobility and Oswestry Disability Index Score in Patients' Status Post Lumbar Spine Fusion and Laminectomy*

**Kathleen Anne Walsh**

Project: *The Effect of Balance Retraining in an Irish Dancer with Chronic Ankle Instability*

**Sophie Elizabeth Warshaw**

Project: *A Comparison between Two Femoral Lengthening Devices to Determine a Pediatric Physical Therapy Prognosis*

**Bryce Mitchell Wawrzyniak**

Project: *Will Thoracic Spine High-Velocity, Low-Amplitude Thrust in Conjunction with Therapeutic Exercise be More Beneficial in Treating Neck Pain and Range of Motion Than Therapeutic Exercise Alone?*

## CANDIDATES FOR THE EDUCATIONAL SPECIALIST DEGREE

Candidatos para el Título de Especialista Educativo

### **Kori Anne Barajas**

Educational Specialist in School Psychology

## CANDIDATES FOR THE MASTER'S DEGREE

Candidatos para el Diploma de Master's

### **Victor Acevedo**

Master of Science in Organizational Psychology

### **Cati Acevedo-Torres**

Master of Arts in Education: Special Education

### **Alexandra V. Ackerman**

Master of Science in Organizational Psychology

### **Dedranette Jean Adams**

Master of Science in Organizational Psychology

### **Hollis Selby Adams**

Master of Arts in Clinical Psychology: Marriage and Family Therapy

### **Jessica Aguilar**

Master of Science in Nursing

### **Maria Guadalupe Santana Aguirre**

Master of Arts in Teaching English to Speakers of Other Languages

### **Taiwo Adenike Alli**

Master of Science in Nursing

### **Sarah Elizabeth Ames**

Master of Arts in Education: Digital Teaching and Learning

### **Tara Lyn Andersen**

Master of Science in Organizational Psychology

### **Wanda Leann Anderson**

Master of Divinity

### **Daisy Osuna Angel**

Master of Arts in Education: Learning and Technology

### **Cristina Angulo**

Master of Arts in Clinical Psychology: Marriage and Family Therapy

### **Ethel Udan Antonio**

Master of Science in Nursing

### **Claudette Valerie Antuna**

Master of Arts in Clinical Psychology: Marriage and Family Therapy

### **Elvi A. Antwi**

Master of Science in Nursing

### **Kristen Archer**

Master of Business Administration

### **Jamie Paniccia Arellanes**

Master of Arts in Education: Special Education

### **Heidi Arens**

Master of Science in Nursing

### **Alexandra Marie Armas**

Master of Arts in Clinical Psychology: Marriage and Family Therapy

### **Shirleen Armstrong**

Master of Arts in Educational Leadership

### **Stephen Michael Armstrong**

Master of Science in Organizational Psychology

### **Cassandra Avery**

Master of Arts in Education: Teaching

### **Christopher Avery**

Master of Arts in Pastoral Studies

### **Tracy Elizabeth Avignone**

Master of Science in Nursing

### **Mekrae Baker**

Master of Science in Nursing

### **Susan Balkhi**

Master of Business Management

### **Haley Jane Baltierra-Ayers**

Master of Arts in Education: Educational Counseling

### **Erika Barba**

Master of Science in Organizational Psychology

### **Lavone Rochelle Barnett-Seetal**

Master of Music Education

### **Andrea Kristine Bates**

Master of Arts in Educational Technology

### **Lorena Batres**

Master of Arts in Education: Digital Teaching and Learning

### **Julie Ann Beard**

Master of Arts in Teaching English to Speakers of Other Languages

### **Veronica Ashley Becerra**

Master of Science in Nursing

### **Judith Kethrean Benjamin**

Master of Business Administration

### **Brigitte Ann Berekmeri**

Master of Arts in Education: Educational Counseling

### **Jessica L. Berger**

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

### **Andrea Torres Bervera**

Master of Arts in Education: Learning and Technology

### **Laura Marie Biermann**

Master of Science in Nursing

### **Carly Hannah Blask**

Master of Arts in Education: Learning and Technology

### **Randolph Dale Blattler**

Master of Science in Nursing

### **Bethany Nickless Blomquist**

Master of Arts in Leadership: Leadership Development

### **Jennifer Boatright**

Master of Arts in Education: Digital Teaching and Learning

### **Julie S. Bocock**

Master of Science in Organizational Psychology

### **Marissa S. Boles**

Master of Science in Organizational Psychology



**Christian Froylan Bonilla**

Master of Arts in Clinical Psychology: Marriage and Family Therapy

**Eric Keola Botelho**

Master of Arts in Pastoral Studies

**Josephine Boton**

Master of Science in Nursing

**Corinne Elizabeth Boulger**

Master of Arts in Clinical Psychology: Marriage and Family Therapy

**Heather Lindsey Bourque**

Master of Arts in Education: Learning and Technology

**Kimberly Boyd**

Master of Arts in Education: Digital Teaching and Learning

**Sheiaundra Brady**

Master of Arts in Clinical Psychology: Marriage and Family Therapy

**Manuel Robert Brasley**

Master of Science in Nursing

**Leticia Bravo**

Master of Divinity

**Dorothy-Inez Breazell-Del Tufo**

Master of Science in Organizational Psychology

**Nathan Breuker**

Master of Business Administration

**Tiffany Jean Brito**

Master of Arts in Education: Special Education

**Kimo Edward Quietus Brown**

Master of Arts in Education: Teaching

**Regina Pierce Brown**

Master of Business Administration

**Danielle Elizabeth Bruns**

Master of Arts in Clinical Psychology: Marriage and Family Therapy

**Sarah Beth Bubna**

Master of Arts in Clinical Psychology: Marriage and Family Therapy

**Theresa Adolfo Cademartori**

Master of Arts in Education: Educational and Clinical Counseling

**Lori Ann Cadman**

Master of Arts in Education: Teaching

**David A. Calderon Jr.**

Master of Science in Organizational Psychology

**Ioana Caranica**

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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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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.

Evonda Bullard

**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 85 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 1,900 nursing students and nurse leaders.

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