



Commencement

September 17, 2020

HAROLD ABEL SCHOOL OF PSYCHOLOGY



Welcome!

It's my distinct pleasure to welcome you to Capella University's virtual commencement ceremony. All of us at Capella—our board of trustees, faculty, and staff—are honored to celebrate with you and recognize the significant accomplishments of all our graduates.

This unique moment in time touches all of us. While we wish we could celebrate your achievement together, I want to recognize that our coming together, virtually, is historic and meaningful.

Your academic achievements, determination, and perseverance have brought you to this point. The diplomas and certificates earned recognize new achievement as well as new responsibilities—to your community, profession, family, and to yourself. You have the knowledge, skill, and professional countenance to make your part of the world a better place and to serve as a role model for those aspiring to attain what you have.

As a participant in commencement, you join more than 90,000 Capella graduates who have gone before you. Many more will follow. Your success is a beacon to us all, and this commencement underscores the dedication and drive you showed throughout your studies. We stand together, better prepared, more focused, more deeply committed to making a difference in the future we share as a community.

As you move forward with your life and career, the support of Capella University remains with you. I encourage you to stay close to Capella through our Alumni Association and let us know about your achievements.

To the loved ones of our graduates: You deserve special recognition. We appreciate the unique challenges that our learners face as well as the sacrifices required of those around them. Your support and encouragement helped make their success possible. On behalf of Capella's learners, faculty, and staff, I extend our sincere gratitude and admiration.

Graduates, I encourage you to savor this moment—it is one you will long remember and cherish. Take pride in your accomplishments. We are honored to celebrate with you.

Sincerely,



Richard Senese, PhD, LP
President, Capella University

Commencement Speaker | Wes Moore

Wes Moore is the CEO of Robin Hood, one of the largest antipoverty forces in the nation. He is a bestselling author, combat veteran, and social entrepreneur. Moore grew up in Baltimore and the Bronx, where he was raised by a single mother. He graduated Phi Theta Kappa from Valley Forge Military College in 1998 and Phi Beta Kappa from Johns Hopkins University in 2001. He earned an MLitt in International Relations from Oxford University as a Rhodes Scholar in 2004. He then served as a captain and paratrooper with the US Army's 82nd Airborne, including a combat deployment to Afghanistan. He later served as a White House Fellow to Secretary of State Condoleezza Rice.

Moore's first book, *The Other Wes Moore*, provided an analysis of American stories of success and failure. It became a perennial New York Times bestseller and has been optioned by executive producer Oprah Winfrey and HBO. He has authored other bestselling books, including *The Work*, *Discovering Wes Moore*, *This Way Home*, and, most recently, *Five Days*.

Before becoming Robin Hood's CEO, Moore was the founder and CEO of BridgeEdu, an innovative tech platform that addresses the college completion and job placement crisis by reinventing freshman year for underserved students. Moore has also worked in finance as an investment banker with Deutsche Bank in London and with Citigroup in New York. He has served on numerous nonprofit and social-impact boards and is a lifetime member of the Council of Foreign Relations.

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COMMENCEMENT CEREMONY 11:00 AM

Greeting Eric Jolly, PhD
Capella University Board of Trustees, Chair

The National Anthem Emilton Cardona, Jr

Welcome Richard Senese, PhD, LP
President, Capella University

Commencement Address Wes Moore

Presentation of Candidates for Degrees Elizabeth Riley, PhD,
Dean, Harold Abel School of Psychology

Conferral of Degrees Richard Senese, PhD, LP, President, and
Constance St. Germain, EdD, JD, Provost, Capella University

Ceremony Closing Richard Senese, PhD, LP, President, and
Capella University faculty and leadership

Harold Abel School of Psychology

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Alicia Armstrong
Robert Baldassarre
Kara Joy Barnes
Tiffany Basto *
Cayman Battle *
Maria Bautista
Yasmin Benichay-Biton *
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Isra Murad Bisharat *
Raisean Blain *
Deanna Lynn Blair *
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Andrew Bowlby *
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Tressa Hartmann *
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Angela Haynes *
Victoria Ann Hegwood *
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Natisha Holland
Audrey Rebecca Hollebeke
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Angela Paola Howell *
Raechel Hricik
Sarah Hudson *
Dwayne David Hummer *
Dillon Jeffries *
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Hannah Johnson *
Heather Johnson *
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Megan Blanchard
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Hannah Mae Blankenship
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Ramon Dario Castro
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Paula Chandler
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Allison Chatman
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Myesha J Cox
Sara Rose Cramer
Bianca Crandell
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Lizbeth Cruz
Roseanna Marie Cruz
Amy Curle
Janet Marie Czaplewski *
Lauren Perlee Dakters
Mary Elizabeth Dalsing
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Tiana Dixon
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Rachael Celestin Gilles
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Keron Golding
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Sydney Hoke
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Amber Jenson *
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Samone Cumbee Johnson
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Nicole McKenzie
Johanna Kate McKinney *
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Zachary Meekings
Purvi Mehta *
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Bianca Odoms
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Osasumwen Osasogie
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Danielle Parker *
McKenzie Parker
Teveria Cassandra Parks
Alayna Pasztalaniec
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Bria Peete
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Amanda Leigh Polk
Jason Porter *
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Walita Powell
Angela M Prada *
Charity Dawn Prater
Kristin Renee Privett
Yue Qi
Julia Rabago *
Nicholas Rabon
Klaudeta Ralko
Victoria Ramdin
Kenia Ramos Murcia
Tara Joy Rappaport
Iram Rashid
Mackenzie Ray
Amanda Raye King
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Sara Reterstoff
Joel O Reyes
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Shawna Romanelli
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Rebecca Adele Roslan
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Jessica Rountree

Nadia Rubio
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Gorman John Ruggiero
Angela Russell *
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Martha Elena Saavedra Benavides
Diana Sanchez-Perez
Sherika Sanders
Selena Santiago
Noreen Marie Sarlauskas
Paola Maria Scaduto
William James Schafer
Jessica Lynne Schamp
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Brytni Schifano
Erica Ann Schulze *
Jennifer Schumaker *
Gabrielle Sclafani
Diane Elaine Scornavacchi *
Cory Scott *
Stephy Sebastian
Deirdre Selby
Lindsey Serrano *
Chelsey Setliff
Christian Sexton *
Lindsey Shafer *
Ahla Shaikh
Laurie Shaw
Pierre Shenouda *
Carley Sheppard
Kristy Sheppard
Obaida Shwaiki *
Meredith Morgan Sicko
Nayeem Siddique
Kristina Sieh
Tiffany Sierra
Brooke Maire Sieverding
Tracey L Simolaris
Jessie Anne Sinclair
Pirin Singapan *
Melody Singletary
Stacy Sinon
Colleen Barbara Skoczen
Ronda Slonaker
Aresha Smalls

Amanda Smith *
George Smith II
Kelcie Smith *
Mary Dorothy Smith *
Stephanie Smith
Erica Sokoya
Douglas Squatriglia
Jamie Stabel
Jaclyn Marie Staropoli
Sloane Lement Stein
Cierra Mikaela Stewart
Felicia Stewart
Amy Stotland
Andrea Sutherland
Tricia Suveg
Nia Marie Swain
Kayla Marie Swanson *
Samuel Swanson
Amy Sweat *
Nicole Swift
Kimberly Table
Adrianna Tacopino
Priya P Talati
Brynn R,T Tawwater
Megan Nicole Teall
Stephanie Victoria Tennis *
Amanda Tew
Courtlyn Thomas
Rhea Thomas
Rachael Thraillkill
Elise Tieu
Kimberly Gwaltney Tingen *
Lucia Tossone Cava *
Alicia Tran
Irish E. Trinidad
Nora Tuioti-Mariner
Sharon Tull
Rhoda Tyler
Courtney Ussery
Janelle Marie Valentine- Hill
Madison Van Batavia
Alexandra VanDamme
Leda Bertilda Vanegas
Mai Vang
Denlecia R Vanterpool
Lauren Alexandria Varn-Myers

Dayna Sher Vibbard *
Olivia Burton Vincent *
Andrea Simone Vinning
Leah Christina Vogt
Travis Rose von Keller
Morgan Wade
Alyssa Kaylan Wagner
Luke James Wagner
Haley Alayne Walker
Kaitlin Walmer
Leila Ildari Ward *
Magdalena Ward
Jacob Watson
Petra Wattigney
Gladys Faith Webb
Tamara Weems
Chloe Weilenmann *
Twanna Wheeler *
Christine Elizabeth White
Connie White
Corinna Whittaker
Debra Wickham
Tracey Ann Wikander
Kelis Topeka Wiley-Vogel
Chad M Wilkes
Elizabeth P Williams
Jessica Williams
Juanita Williams
Kenneth Lee Williams, Jr. *
LaNae C Williams
Shante Williams
Taneca Williams-Eaddy
Charntelle L Willis
Erica Willis
Lavern Wilson *
Shelby Nicole Wilson
Terri Anika Wilson
Cheyenne Marie Wood
Laurel Ann Wosilius *
Bethany Mae Wright
Megan Elizabeth Wright
Tia Patrice Wright
Kenya DaNisa Wynn
Rachel Rose Yarusso
Ross O Young

POST-MASTER'S CERTIFICATE IN PSYCHOLOGY

Sara Lyn Vinson

DOCTOR OF PSYCHOLOGY

Angela E Barker

*Promoting Healthy Internet Gaming
Among Preadolescent Youth: A
DBT-Informed Program*

Mentor: Amy Donovan

Clifton Dale Garner, Sr.

*A Program to Integrate Religion,
Spirituality, and Psychological Support
Within the African American Community*

Mentor: Amy Donovan

Nina Pesochinsky

*Effect of Refractive Vision Correction of
Myopia and Hyperopia Through Laser
Surgery (Lasik & PRK) on Symptoms of
Depression, Stress Perception and
Self-Esteem in Adults (22-55)*

Mentor: Donna Russell

Sharon Renee Simington

*Evidence Based Treatment for
Co-Occurring Disorders in Adolescent
Alternative Integrated Education*

Mentor: Isaac Martinez

Elizabeth Subramaniam

Mobile Mental Health Truck Program

Mentor: Marilyn Marks-Frey

Krista Yucuis

*Mindfulness-Based Stress Reduction
Training in Distance Doctoral Psychology
Programs: A Program to Mitigate Stress*

Mentor: Julie Baumberger

DOCTOR OF PSYCHOLOGY IN SCHOOL PSYCHOLOGY

Megan Bates

Taaliba Edwards

Veronica Morales Soto

Monica Trivino

DOCTOR OF PHILOSOPHY IN PSYCHOLOGY

Jamila A Ajanku-Willie

Diversity in Employment: A Quantitative Analysis of Awareness in Hiring Decisions
Mentor: Brigit Olsen

Farhana Akter

Exploring the Relationship Between Facebooking, Immigration Status, Age, and Self-Esteem: A Correlational Study
Mentor: Lynda Cable

Iva Jean Armstrong

The Decision-Making Process That Law Enforcement Officers Experience: A Grounded Theory Study
Mentor: Joanni Sailor

Sherry Asplund

Transcendental Experiences in Nature: A Heuristic Inquiry
Mentor: Mike Doogan

Jeffrey Allan Bechthold

Surrogate Partners' Experiences Working With Sex Therapy Clients: A Multiple-Case Study
Mentor: Mike Doogan

Christine Julie Bonczek

Media Literacy, Media Usage, and Personal Experience, Predicting Beliefs About Heroin Addiction
Mentor: Samuel Ofei-Doodoo

Elizabeth Boyd

Examining the Predictive Role of Personality Traits, Denominational Membership, and Years of Experience on the Likelihood of Male Pastors to Display an Avoiding Conflict Management Style
Mentor: Brigit Olsen

Sarah Catherine Branham

A Qualitative Exploration of Romantic Relationships: Perspectives of Educated Men in Emerging Adulthood
Mentor: Rosanne Roberts

Willard T. Brannen, Jr.

Predicting Resilience Following a Natural Disaster
Mentor: Alisa Estey

Heather White Bryant

Social Interactions of Adult World of Warcraft Players: A Grounded Theory Study
Mentor: Diana Riviera

Princess Charles

A Qualitative Investigation of Coming Out for African American Gay Men
Mentor: Daniel Turner

Laura Alejandra Cortes Franco

Text Messaging, Performance, and Satisfaction in the Workplace: An LMX Approach
Mentor: Paula Fremont

Roger McLeod Crump

The Influence of Regulation and Level of Agreeableness on Cooperation in Social Traps
Mentor: Loraine Fernandez

Natarsha Ronella Davis

African American Women's Narrative to Managing Race-Related Stress
Mentor: Thomas Vail

Nicole Cristen Dennis

Predicting Manager-Rated Job Suitability Scores for Applicants With Alcohol-Related Facebook Activity
Mentor: Elizabeth Koman

Susan Dixon

A Generic Qualitative Inquiry of Parents Describing the Experience of Bullying Between Their Children

Mentor: Gabriela Mihalache

Johanna Evans

Case Mix Index, Hospital Size, Physician Specialty, and Location: A Predictive Study of Physician Burnout

Mentor: Brigit Olsen

Amy Leigh Hornsby Foltz

Successful Male-Female Mentoring Relationships in Nontraditional Occupations: A Grounded Theory Study

Mentor: Deborah Vogeles Welch

Sharmila K Ford

The Effects of Academic Reading Attitude, Gender, and Class Level on Perceived Competence in Online College Students

Mentor: Hilary Sowa

Melissa Fortson

Emotional Support, Self-Esteem, and Adult Attachment Styles as Predictors for Relational Well-Being in Romantic Relationships

Mentor: Loraine Fernandez

Breezy Fransen Caldwell

Visionary Leadership and Intrinsic Motivation as Predictors of Perceptions of Meaningful Work in Project Managers

Mentor: Paula Fremont

Brian F Gale

The Experience of Toxic Relationships Among Military Service Members: A Generic Qualitative Study

Mentor: Douglas Styles

Katie Terese Goike

Achievement, Satisfaction, and Engagement as Functions of Learning Environment and Technological Savvy

Mentor: Brian Zax

Helen Irene Green

The Lived Experience of Male Caregivers to Aging Family Members

Mentor: Theresa Crawford

Larissa Grissom

College Students With Learning Disabilities Achieving Academic Success: A Generic Qualitative Study

Mentor: Elliot Benjamin

Matthew William Guasco

The Mentoring Process Among USAF Officers: A Grounded Theory Study

Mentor: Louis Kavar

Sarah A Hamilton

How Extraversion, Gender, and Income Influence Millennials' Use of Cell Phones While in a Car

Mentor: Lynda Cable

Brendan Michael Hickey

Reading Comprehension and Early Life Stress: A Counter-Balanced Within-Subjects Study of College Students

Mentor: Carlos Contreras

Verlonda M Jackson

The Experience of Happiness in Married, African American Adults: A Generic Qualitative Study

Mentor: Theresa Crawford

Ryan Keith Jefferson

Role Clarity and Employee Engagement: A Quantitative Study of Student Affairs Professionals

Mentor: Paula Fremont

Kathleen Ann Joachim

*The Gay Men's Experience of
Friendship in Masculinized Industries*

Mentor: Antonio Santonastasi

Jessica Jordan-Coutain

*Single African American Mothers'
Experiences of Relationships With Their
Sons: A Qualitative Investigation*

Mentor: Diana Riviera

Carin E Kimura

*Work Location and Gender's
Impact on Correctional Officer
Total Job Satisfaction*

Mentor: Elizabeth Koman

Emily Klover

*The Experience of Women Working
in Technology Over 10 Years*

Mentor: Antonio Santonastasi

Nicholas Koumarios

*The Experience of Millennial Gay
Males After Using a Gay Dating App:
A Case Study*

Mentor: Gabriela Mihalache

Cristy Janet Leask

*An Investigation Into the Factors
Affecting Pro-Environmental Behaviors
in the Retail Sector*

Mentor: Angela Bruch

Alexandra J Lis

*Social Identity, Self-Efficacy, and the
Prediction of Academic Self-Concept in
Nontraditional College Students*

Mentor: Thomas Vail

Kristin L Lloyd

*The Process of Lifestyle Change for
Women Who Have Undergone Bariatric
Surgery: A Grounded Theory Study*

Mentor: Theresa Crawford

Tanya Lovejoy-Capers

*The Experience of Thriving Among Black
Women Following Oppression*

Mentor: Louis Kavar

Daryl S Lytle

*Quantitative Examination of Time
Perspective and Empathy Among
Multiple Age Groups of Adults*

Mentor: Loraine Fernandez

Stephen Jennings Michas

*The Experience of Creating Mandalas by
Mandala Artists: A Qualitative Generic
Thematic Analysis*

Mentor: Diana Riviera

Nicole Middleton

*The Narcotics Anonymous (NA)
Acculturation Experience: A Grounded
Theory Study*

Mentor: Joseph Damiani

Kimberly A. Morgan

*The Experience of Being in a Gay
Committed Relationship With a
Partner Who Has a Problem With
Substance Use: A Generic
Qualitative Inquiry Approach*

Mentor: Louis Kavar

D'Andra Moss

*Motivations for Improvements Between
Elite Professional Athletes Playing in
Europe: A Quantitative Study*

Mentor: Scott Wowra

Kimberly Murphy

*What Are the Experiences of
Followers as They Grow and Develop
While Working for a Servant Leader:
A Case Study*

Mentor: Deborah Vogeles Welch

Salina Norton

Do Personality and Self-Efficacy Predict Resilience in Women Who Overcome Traumatic Experiences?

Mentor: William Cameron

Christopher O'Connor

Predicting Career Decision Self-Efficacy Among Veterans of the U.S. Military

Mentor: Kathleen Hughes

Robert Ott

The Ability of Grit, Emotional Intelligence, Age, and Gender to Predict Life Satisfaction

Mentor: Lynda Cable

Mayur Pahilajani

Experiences of College Faculty Members Teaching Students With Intellectual Disabilities: A Qualitative Analysis

Mentor: Donna Russell

James E. Patrick

Experience of Emergency Physicians Evaluated Through Patient Satisfaction Surveys: A Qualitative Study

Mentor: Sara Jarvis

Nicole Marie Peatross

Differences in Work Engagement, Organizational Commitment, and Job Satisfaction as a Function of Gender and Spillover Work

Mentor: Angela Bruch

N. Theresa Peck

Lawmakers Describe Their Experiences With Mental Health Decision Making: A Generic Inquiry

Mentor: Mike Doogan

Rachael M Phillips

Age, Sex, and Personality as Predictors of Job Satisfaction and Cyberslacking in an All Remote Workforce

Mentor: Brigit Olsen

Destinee Prete

Post-9/11 Female Veteran Workforce Transition Experience: A Multiple Case Study

Mentor: Paula Fremont

Lee Ann Price-Taiwo

Experiences of Code Switching Among African American Young Adults: A Qualitative Study

Mentor: Rosanne Roberts

Kim M Proctor

Effects of Age Grouping and GED or High School Equivalency Degree Attainment on the Combined Linear Variate Scores of Academic Motivation and Self-Efficacy: A Multivariate Investigation

Mentor: Reba Glidewell

Amanda Nicole Rea

Understanding Gender, Generation, and Educational Differences in Conformity to Feminine Norms

Mentor: Loraine Fernandez

Scott Anthony Reigle II

Interaction Between Parental Technology Use and Child's Age on the Parent-Child Relationship

Mentor: Loraine Fernandez

Alondria J. Richardson-Alexander

Experiences of African American Parents Who Have Premature Children With Developmental Delays

Mentor: William Cameron

Jason Edward Rucker III

A Comparative Study Between Cockpit Stress and Aeronautical Decision-Making Among General Aviation and Professional Pilots

Mentor: Steven Linnville

Amanda Jane Saeger

An Examination of the Correlation Between Multiple Factors and Ability to Cope With Chronic Kidney Disease

Mentor: Thomas Vail

Inge Kristen Salierno

Parents' Process of Acceptance of Autism Spectrum Disorder

Mentor: Jessica Emick-Seibert

Kristina N Schrag

The Lived Experiences of Gifted Students in Mainstream Classrooms: A Phenomenological Study

Mentor: Elliot Benjamin

Jennifer M Shepard

Generational Differences in Work Values Between Managers and Nonmanagers Measured Using the Motives, Values, and Preferences Inventory

Mentor: Elizabeth Koman

Jessica Strayer

Predicting Workplace Flow State From Facets of Mindfulness, Job Classification, and Leadership Status

Mentor: Elizabeth Koman

Sandra Gale Stubbs

Female College Student-Athletes: Lived Social and Emotional Experiences During the First Year of College

Mentor: William Cameron

Stephanie Tavarez

Building the Transfer-Ready Trainee for Interpersonal Skills Training: A Case Study Dissertation

Mentor: Dawn Starrett

Al Brent Tharpe

Trust Building Among Law Enforcement Officers and Their Supervisors: A Qualitative Case Study

Mentor: Paula Fremont

Vonella M Triplett

Perceptions of Sexual Misconduct of African American Clergy: A Qualitative Study

Mentor: Mark McCaslin

Gretchen Warden Stark

Perceptions of Educators Concerning Traditional and Cyberbullying: A Generic Qualitative Inquiry

Mentor: Rosanne Roberts

Maxine Warner

A Qualitative Study of Law Enforcement Officers' Perceptions of Officer Misconduct

Mentor: Theresa Crawford

Veronica Warren

The Experiences of Being African American Women at a Predominantly White Religious College

Mentor: Patricia Hinton

Shura Steven Whitaker

Organizational Climate of Change and the Effect of Gender, Race/Ethnicity, and Years on the Job Characteristics: A Quantitative Analysis

Mentor: Richard Hale

Douglas K. Williams

*Predicting Information Technology
Remote Worker Retention: A Multiple
Regression Analysis*

Mentor: Elizabeth Koman

Jo Anna L Williamson

*A Validation of Keppel and Walter's
Classification Model for Serial
Sexual Murderers*

Mentor: Brian Zax

Jemalyn Dayao Zillmer

*The Influence of Leadership Style,
Generational Affiliation, and Gender on
Federal Employee Job Satisfaction*

Mentor: Elizabeth Koman

Commencement Programs

This program is not an official graduation list. While every effort is made to ensure accuracy in this commencement program, printing deadlines sometimes prevent inclusion of candidates' names or may contain the names of persons who have not yet completed their graduation requirements. Graduates are listed once for each degree and/or certificate they have earned. Therefore, multiple listing of an individual indicates they have earned more than one academic credential. Degrees and honors will be awarded only upon successful completion of all requirements. This printed program, therefore, should not be used to determine a student's academic or degree status. The University's official registry for conferral of degrees is the student's academic record, maintained by the Registrar's Office, 225 South 6th Street, 9th Floor, Minneapolis, MN 55402.

Alumni Association and Career Services

Congratulations on your graduation from Capella University.

Today marks an incredible achievement, but it's only the beginning. The Capella University Alumni Association offers resources to help you keep moving forward. Whether you're looking for professional development opportunities, career services, or ways to continue your academic research and growth, you can turn to us for support in this next stage of your journey. Visit us on Alumni Campus (capella.edu/welcomealumni) for help in creating and implementing a strategy to achieve your unique career goals.

We wish you the best in all your future endeavors.

Sincerely,
Alumni Association and Career Services

The Capella University Mace Origin and Use

At commencement, a mace symbolizes the authority of the Capella University president to award degrees. The mace precedes the president and chancel party in the ceremonial procession. Capella University's mace has been in use since 2000. The head of the mace is a copper representation of the globe, topped by the Capella University emblem and motto. The globe is supported by a carved wooden shaft, is nearly three feet in length, and weighs four pounds.



In medieval times, the mace was a fighting weapon effective at penetrating armor in battle. Composed of a shaft adorned with a heavy head studded with blades, the mace came to be associated with the protection of the sovereign rulers of England and France and was carried by the king's sergent-at-arms and other royal bodyguards. As long-range weapons were developed, such as the long bow and the musket, the mace became a ceremonial object.

In the 13th century, the mace was featured in processions of city mayors and other dignitaries, and academic institutions began to use the mace in the pageantry of ceremonial occasions. Today, the British House of Commons and the U.S. House of Representatives have official maces as do most universities and colleges in the United States and abroad.

In Memoriam

LaTaurus Richardson – PhD in Psychology

Academic Regalia Origin and Use

The academic regalia worn today originated in the Middle Ages. The distinctive gown served to set the faculty and students apart from other citizens. Until after the Civil War, students at most American universities wore caps and gowns daily. They varied in design until they were standardized by the American Intercollegiate Commission in 1894. Bachelor's gowns were to be made of worsted material with pointed sleeves; master's gowns of silk with long, closed sleeves; and doctor's gowns of silk with longer sleeves, faced with black velvet from neck to back, and with three velvet bands around each sleeve above the elbow. Hoods are made of the same materials as the gowns, the length varying with the degree. The lining of the hood identifies the highest degree-granting university by its colors. Capella University's regalia colors are red and black.

The border of the hood indicates the academic disciplines in which the degree is earned:

DOCTOR OF PHILOSOPHY (PhD—all disciplines)

Royal blue Philosophy

PROFESSIONAL DOCTORATE, MASTER'S, BACHELOR'S DEGREES, AND CERTIFICATES

Drab	Business
Lemon yellow	Technology
Light blue	Education and Counseling
Peacock blue	Public Service Leadership and Human Services
Apricot	Nursing
Salmon pink	Health
Gold	Psychology
Citron	Social Work

Academic Honors

Many of our graduates are wearing colored cords to signify that they are honors recipients. They have earned this distinction by maintaining a high grade point average and by completing other requirements for university honors.

Baccalaureate degrees with honors are conferred upon students who have earned the following grade point averages:

- *summa cum laude*, 3.850–4.000 GPA (gold cord)
- *magna cum laude*, 3.750–3.849 GPA (silver cord)
- *cum laude*, 3.500–3.749 GPA (cardinal cord)

Master's degrees with honors are conferred upon students who have earned a grade point average of 3.850 or higher. These graduates are wearing a bronze and gold double cord.

FlexPath

Although they do not wear honors cords, our FlexPath graduates should be commended on their outstanding achievement. Capella's Academic Recognition Policy is founded solely upon achievements in grade point average, which is factored with an A-F grading system and a course's credit value. Because FlexPath is competency based, direct assessment, and self-paced, it has neither A–F grading nor fixed terms (which standardizes academic credit). So even though FlexPath requires strong academic performance, learners in this delivery model are not eligible for formal academic recognition.

Military Honors

In recognition of their service to our country, active-duty and veteran military-affiliated graduates may wear a red, white, and blue military cord with their regalia. This cord was created by Jostens and was introduced for the first time at Capella's Winter 2016 commencement ceremonies.

Please join us in thanking these graduates and their families for their service and sacrifice.

Psi Chi

Congratulations to the graduates of the Capella chapter of Psi Chi, the International Honor Society in Psychology. The mission of Psi Chi is to recognize and promote excellence in the science and application of psychology. Psi Chi members must achieve and maintain a rigorous GPA. Advisors and members of the Capella chapter of Psi Chi applaud you for reaching this milestone and as you move forward in the field of psychology.

About Capella University

Capella University offers undergraduate, graduate, and certificate programs in the fields of business, counseling, education, human services, information technology, nursing, psychology, public administration, public health, public safety, and social work, with 47 degrees programs and 123 specializations. Capella University was founded in 1993, and today serves more than 39,000 learners in all 50 states and 49 countries or territories.

Capella University is named for the twin star Capella, which is a pair of stars orbiting a common center. The name represents our philosophy of learning as a dynamic and collegial partnership between Capella and our learners.

Our Mission

The mission of Capella University is to extend access to high-quality bachelor's, master's, specialist, doctoral, and certificate programs for adults who seek to achieve their personal and professional potential. This mission is fulfilled through innovative programs that are responsive to the needs of adults and involve active, engaging, challenging, relevant learning experiences.

Educational Philosophy

At Capella University, we believe education transforms people's lives and society—immediately and permanently. The innovative, intentionally designed competency-based education we offer enables adult learners to meet challenges in their careers, lead and make new contributions in their disciplines, and reach their professional and personal goals. Our educational pathways respect existing expertise and allow learners to focus on what is essential, as they gain new competencies and expand on those they already have. The credentials they earn are signs of the professional relevancy, quality, and immediate applicability of their educational experience at Capella University and help to create new opportunities in the future. As partners in their education, we proudly serve the lifelong learning ambitions that allow our learners, alumni, their many communities, and our broader society to thrive.

Accreditation

Capella University is accredited by the Higher Learning Commission.

Higher Learning Commission contact information: <https://www.hlcommission.org>,
800.621.7440

Capella University

Capella Tower 225 South Sixth Street, Ninth floor
Minneapolis, MN 55402

