



**CAPELLA**  
UNIVERSITY

# Commencement

September 22, 2023

6:00 p.m.

SCHOOL OF **PUBLIC SERVICE**  
**AND EDUCATION**

COMMENCEMENT 2023  
GRAPEVINE



## Dear Capella University Graduates, Families, and Friends,

It is with heartfelt joy and enormous pride that I welcome you to Capella University's 2023 commencement ceremony. As the new President of Capella University, a working parent, military veteran, and an adult learner, I deeply understand and appreciate the unique challenges you have navigated to reach this monumental day.

On behalf of our Board of Trustees, esteemed faculty, and dedicated staff, we are profoundly honored to celebrate with you and to recognize the extraordinary accomplishments of each of our graduates.

Your academic achievements reflect not just your intellectual pursuits, but your determination, resilience, and unwavering perseverance. The diplomas and certificates you receive today symbolize your accomplishments and your newfound responsibilities—to your community, profession, family, and, most importantly, yourself. Armed with knowledge, skills, and your new degree, you are poised to positively transform your part of the world and inspire others with your journey.

As you participate in today's commencement, you join an impressive legacy of over 125,000 Capella graduates. Your success is a radiant beacon for all of us, illuminated by the dedication and drive you consistently demonstrated throughout your studies.

To the cherished loved ones of our graduates, your role in this achievement is significant and deeply valued. Understanding the balance our learners must strike makes your support and encouragement more cherished. From the depths of our hearts, we extend our sincere gratitude and admiration to you.

Graduates, I encourage you to bask in the joy of this moment—it is one to be savored and remembered with immense pride. We are honored to celebrate with you today. As you embark on the next exciting chapter of your life and career, know that the support of Capella University will steadfastly remain with you.

I invite you to remain connected with your Capella family through our Alumni Association and continue sharing your remarkable achievements.

Congratulations on this phenomenal accomplishment. Here's to your brilliant and boundless future!

Best Wishes,



**Constance St. Germain, EdD, JD**  
President, Capella University

## Capella University Leadership

### **Constance St. Germain, EdD, JD**

University President, Provost

### **Ying Iverson, PhD**

Associate Provost,  
Academic and Faculty Affairs

### **Charlyn Hilliman, PhD**

Chief Diversity Officer

### **Barbara Butts Williams, PhD**

Executive Dean,  
Social Responsibility and  
Community Engagement  
Dean Emerita,  
School of Business and Technology

### **Melissa McIntyre-Brandly, PhD**

Associate Dean,  
School of Public Service  
and Education

### **Josh Stanley, EdD, NCC, ACS**

Dean,  
School of Social and  
Behavioral Sciences

### **Jody Neuman-Aamlie, PhD, LP**

Associate Dean,  
School of Social and  
Behavioral Sciences

### **Irene Nicolet, PhD, NCSP, LSSP**

Assistant Dean,  
School of Social and  
Behavioral Sciences

### **Jennifer Straub, MBA**

Assistant Provost,  
Academic and Faculty Affairs

## University Administration

### **Kelly Brooks, MPA**

Registrar

### **Cheryl Boncuore, PhD, MBA**

Interim Dean,  
School of Business, Technology, and  
Health Care Administration

### **Lisa Kreeger, PhD, RN**

Dean,  
School of Nursing and Health Sciences

### **Constance Hall, EdD, RN**

Associate Dean,  
School of Nursing and Health Sciences

### **Sara Drake, PhD**

Assistant Dean,  
Office of Undergraduate Studies

### **Curtis Brant, PhD, CIP**

Dean,  
Research and Scholarship  
Accreditation Liaison Officer

### **Jessica Hunter, BS**

Senior Director,  
Career, Alumni, and Event Services

### **Tom Sonnek, MFA**

Director,  
Continuous Quality Improvement

### **Nicole Franklin**

Director,  
Center for Site-Based Learning  
and Services

## **Board of Trustees**

Richard Senese, PhD, LP (Chair)

Mark Brown, MBA

Adrian Butler, DM

Walter Chesley, JD

Selina Matis, PhD, LCSW, LICSW

Diana Rodriguez, MBA

Nancy Santos DNP, MSN, RN, NEA-BC

Linda Singh, PhD

Dwaun Warmack, EdD

Todd Sorensen, JD (Board Secretary)

Mike Wickard, MBA (Treasurer)

## **Attending Faculty**

Nicole Aclin, DNP

Elisea Avalos, PhD

Elaine Barclay, PhD

Suzanne Carpenter, PhD

Michael Cosimano, PhD

Colette Duciaume-Wright, PhD

Abimbola Farinde, PhD

Scott Hollinger, EdD

Natasha Houston, PhD

Debbie Jefferson, DNP

Scott Kerwood, PhD

Lisa Merritt, DNP

Sharon Michael-Chadwell, EdD

Warren Miller, PhD

Tomiwa Oduwole, DNP

Robin Quick, EdD

Evelyn Shinn, EdD

Leone Snyder, PhD

Derrick Traylor, EdD

## Connect. Celebrate. Share.

Share your photos, thank-yous and inspiration with the hashtag **#CapellaGrad**



CapellaU



CapellaU



CapellaUniversity



CapellaU

Share your ceremony with family, friends and others who are unable to attend.

**Live webcast:** [capellavirtualcommencement.com](http://capellavirtualcommencement.com)

**Commencement information:** [www.capella.edu/commencement](http://www.capella.edu/commencement)

**Photography:** The official commencement photographer for Capella University is GradImages. There will be a photographer taking photos as each graduate crosses the stage.

Preregister with GradImages by visiting [www.gradimages.com](http://www.gradimages.com) and selecting Pre-Event Registration at the bottom of the page. You may register your email and up to six emails of loved ones who would like to share in your accomplishments by viewing and ordering photos. When you preregister, you will automatically receive a coupon code for 20% off. Your proofs will be available after the ceremony. To view your proofs online, visit [www.gradimages.com](http://www.gradimages.com). Order pictures online, by phone, or by mail. If you have any questions, contact customer service at 800.261.2576, or by email at [giservice@gradimages.net](mailto:giservice@gradimages.net).

## **Commencement Speaker | Chamique Holdsclaw**

Chamique Holdsclaw was born and raised in Queens, NY, she first made her mark as a high school basketball star at Christ The King High School. She later accepted a full athletic scholarship to play collegiately for the perennial Women's Basketball Powerhouse University of Tennessee Lady Volunteers and Hall of Fame Coach Pat Summit. She went on to have a stellar collegiate career that included leading the Lady Vols to three straight NCAA Championships, which was the first time that had ever been accomplished in Women's College Basketball history. After her illustrious college basketball career, which included several All-American honors and countless other awards, Chamique would go on to be the #1 Pick in the 1999 WNBA Draft by the Washington Mystics. Her rookie season was capped with a WNBA Rookie of the Year Award as well as her first of six WNBA All-Star appearances. In 2000 she had the honor of winning an Olympic Gold Medal with Team USA at the 2000 Sydney Olympic Games.

Aside from her outstanding athletic career, Chamique has dedicated her life's work to mental health and wellness activism. As of late Chamique has devoted a lot of her focus and time making appearances and speaking at various conferences, panels, and events within the mental health community to share her own personal struggles with depression depicted in her documentary, *Mind|Game: The Unquiet Journey of Chamique Holdsclaw*, and how she has been able to seek help and manage her own mental health. She is an honorary member of Alpha Kappa Alpha Sorority, Inc. Chamique is an ambassador with the JED Foundation as an advocate for mental health and wellness.

## **Grand Marshal | Dr. Melissa McIntyre-Brandly**

Dr. Melissa McIntyre-Brandly spent her early career in Prek-12 education, serving as a paraprofessional, high school teacher, professional development facilitator, and an administrator. She served as a curriculum director and held previous positions as assistant principal and special education coordinator in a high school setting.

Dr. McIntyre-Brandly currently serves as the Associate Dean for the School of Public Service and Education at Capella University. Prior to this, she served as an adjunct and core faculty and faculty chair for the P12 Leadership Programs at Capella University and held other adjunct and part-time positions at other higher education institutions.

Dr. McIntyre-Brandly holds a BS in Social Studies Composite from the University of Central Texas, a MED in Educational Administration and a MAOM in Organizational Management from the University of Phoenix and a PhD in Elementary and Secondary Educational Administration from Capella University.

**Reader | Tom Sonnek, MFA**

As director of Continuous Quality Improvement at Capella, Mr. Sonnek is responsible for monitoring and evaluating the execution of university functions as they relate to quality and improving learner achievement and experience. Before coming to Capella in 2014, Mr. Sonnek spent several years in production and quality control for nonprofit, for-profit and retail sectors. He holds a BS from Minnesota State University, Mankato, and an MFA degree from Indiana University Bloomington.

**COMMENCEMENT CEREMONY .....6:00 p.m.**

**Bagpipes** ..... Dan Sheppard, Don Casey, Rebecca Casey

**Processional** ..... *Pomp and Circumstance (Rec)*  
Edward Elgar, Orchestral Academy of Los Angeles

**Color Guard** ..... Air Force ROTC Honor Guard, University of North Texas

**The National Anthem** ..... Lisa Pallen

**Welcome** ..... Constance St. Germain  
President, Capella University

**Commencement Address** ..... Chamique Holdsclaw, B.A.

**Presentation of Candidates for Degrees** ..School of Public Service and Education

**Conferral of Degrees** ..... Constance St. Germain  
President, Capella University

**Recessional** ..... *Please remain in your seats as the graduates exit the auditorium.*

**Grand Marshal** - Melissa McIntyre-Brandly, PhD

**Reader** - Tom Sonnek

**Guest safety and conduct**

We're glad you're here to support your Capella University graduate. Enjoy the celebration today, but please don't let your enthusiasm impede on others enjoyment. You can help us make today a safe and joyful occasion by reporting inappropriate behavior to an usher or security. Please comply with requests from venue staff and security regarding facility operations and emergency response procedures. Thank you for respectfully celebrating all of our newest Capella graduates.



# School of **Public Service and Education**

## **BACHELOR OF SCIENCE IN CRIMINAL JUSTICE**

William Johnathon Dirks  
Jarae Michel

Octavia Nicholas  
Laura A Waters

## **MASTER OF PUBLIC ADMINISTRATION**

Myrna Chase  
Alisa Nicole Locklear-Sanchez  
JoAnne O'Bryant

Olayinka Opesanmi  
Denisha Prather

## **MASTER OF SCIENCE IN CRIMINAL JUSTICE**

Courtney D. Robinson

Kiara Smith

## **MASTER OF SCIENCE IN HUMAN SERVICES**

Jennifer Allar  
Tiffany Allen  
Jamelia Allison  
Angela Brantley  
Saywalla Dayrell  
Coleen Grant  
Clarissa Sue Hill  
Jasmine K. Lee-Hains

Arius Tremice Lewis  
Jacqueline Morris  
Ebony Shanita Nichols  
Godfrey Chisara Ojiako  
Tomieka Stephens  
Darcell L. Streeter  
Mary Tremblay

## **MASTER OF SOCIAL WORK**

Beverly Lynese Agness  
Ryann Amanda Ascherman  
Christina Bailey  
Nicole Baumgartner  
Ashley M. Borchers  
Jennifer Lynn Brooks  
Aaliyah Brown  
Madinah Brown  
Vanessa Bruno  
Wendy A Burrill  
Sabrina Byirt  
Sabrina Candido  
Tina Marie Chapin  
Katrina L Chesney  
Alysha Claffey  
Shalonda Meeheil Clough

Heidi M Cottingham  
Amelia Crawford  
Tashawndra Christine Davis  
Kerlyne Deriscar-Hinds  
LaTosha Christine Foster  
Ikaika Galinato  
NeQuasher Garrett  
Abigail Goldberg  
Cristopher Hawkins  
Uriel Hawkins  
Leslie M Hayes  
Michena J Henderson  
Kelly Elizabeth Hessel  
Jessica Hill  
Ashia Johnson  
Bridget Jones

## **MASTER OF SOCIAL WORK** *continued*

Samantha Lashell Jones  
Tamica Jones  
Reneka Janell Omara Kelsey  
Briana King  
Melissa R. Krall  
Wanda Yvette Laster Coles  
Ashley M Lewis  
Melanie J. Lewis  
Tara Ontario Long Moore  
Lizzett Michelle Lopez  
Eugenia L Marks  
Dominique Matthews  
Mikaylee Mohr  
S'Tara Morgan  
Tiona Shante Morris  
Monique Nahrwold  
Jassiel Nova-Perez  
Betty Omosede Ojo  
Chandni Patel  
Dymon Pendleton  
James Roberts

Stanley Robinson  
Bianca Leslie Salazar  
Andrea Schwartz  
Valaria Shante Scott  
Chava Shanklin  
Chiara Shelton  
Lindsay Susan Smith  
Ana Cristina Soares  
Carissa Alexandria Soberanes Herrera  
Precious Steele  
Mariya Taberko  
Gwendolyn Leigh Thomas  
Brezhnev D Thorpe  
Elizabeth Tom  
Gilbert Vega  
Jessica Mary Vikander  
Joanna Wachsmuth  
Rudy Watson  
Ashleigh Parker Wyatt  
Mai Yang

## **DOCTOR OF EMERGENCY MANAGEMENT**

### **Cassandra N. Booher**

*Hospital Vulnerable Population and Evacuation Needs Assessment*

Mentor: David DiBari

### **Kelly Ann Jensen Ducak**

*Identifying and Addressing Strengths and Weaknesses in a Local Municipality's Emergency Disaster Plan: A Program Evaluation*

Mentor: Eric Russell

### **Christie Yvonne Morris**

*How Emergency Management Reduces the Effects of Vaccine Hesitancy During COVID-19 Pandemic*

Mentor: Lawanda Warthen

### **Sara J Obeidat**

*Programmatic Evaluation of Acute Care Clinicians' Personal Preparedness to Support Community Disaster*

Mentor: Nathan Moran

### **Linder G. Ringo**

*Disaster Preparedness: Factors That Influence Household Earthquake Preparedness*

Mentor: Jeffrey Schneider

### **Sigrid Aixa Rivera-Paul**

*A Program Evaluation of a Local Emergency Management Agency*

Mentor: Misti Kill

## DOCTOR OF EMERGENCY MANAGEMENT *continued*

### **Guy Singer**

*Recommendations for Public Health Responses to Pandemics: Lessons Learned From Past Outbreaks*

Mentor: Jorey Krawczyn

### **Michael Valiente**

*Community Resilience Through Effective Collaborative Leadership*

Mentor: Mary Lannon

## DOCTOR OF HUMAN SERVICES

### **Alyshia Anderson**

*Connecting the Gap: Faith-Based Institutions and AIDS Service Organizations*

Mentor: Shelly-Ann Bowen

### **Crystal Monique James**

*Poverty and Economic Growth: The Achievability of Self-Sufficiency Beyond Housing Programs*

Mentor: Ronald Everson

### **Charish Duttweiler**

*Action Research Monograph: Making Home Safe*

Mentor: Elaine Barclay

### **Alecia Marie Maxie-Lewis**

*Effectiveness of Integrated Health Care Model Addressing Comorbidities Needs at Site A*

Mentor: Elaine Barclay

### **David Gabriel**

*A Process Evaluation of the Men of Color Program*

Mentor: Amy Lyndon

### **Leah Owlett**

*Promising Practices for Organizations Serving Homeless Single Mothers*

Mentor: Amy Lyndon

### **Jasmine Gonzalez**

*Military Cultural Competency for Veteran Mental Health in Civilian Settings*

Mentor: Susan Collins

### **Delaokaira Smith**

*Barriers and Solutions to Advocates Navigating Self-Directed Services for Individuals With Disabilities*

Mentor: Pamela Klem

### **Cynthia Marie Greene**

*Practitioner-Perceived Barriers, Facilitators and Strategies in Interprofessional Collaboration to Expand Mental Health Practice Capacity*

Mentor: Susan Collins

### **Christopher Michael Sunday**

*Assessing Success in Mentorship Programs for At-Risk Youth: A Systematic Literature Review*

Mentor: Jolee Darnell

### **Alzena Veronica Hewitt-Bason**

*Evaluation of a Community-Based Post-Incarceration Treatment Program*

Mentor: Amy Lyndon

### **Uneeda R Talley**

*Case Manager Burnout in the Child Welfare System*

Mentor: David Owens

### **Allan Irizarry-Graves**

*How Are the Children?: Assessing Afterschool Program's Impact on Student Achievement*

Mentor: Christine Malone

## DOCTOR OF PUBLIC ADMINISTRATION

### **Heather Blount**

*Understanding COVID-19 to Improve Social Equities and Outcomes for Ethnic Minorities*

Mentor: Renata Ellington

### **Bridget Yvette Childs**

*Public Support and Services: A Generic Qualitative Study of Authentic Housing Assistance*

Mentor: Ashraf Esmail

### **Martin Garcia**

*Goal Setting: A Process Evaluation of the Home Program in the Western United States*

Mentor: Courtney Andrews

### **Susan E. Isham**

*A Way Home: A Qualitative Capstone Project*

Mentor: Bonnie Yeager

### **David Scott LaPlante**

*Creating a Supportive Organizational Culture Conducive to Employee Wellness an Action Research Study*

Mentor: Gwendolyn Dooley

### **Kathy Michelle McCoy**

*A Qualitative Analysis on Public Private Partnerships Processes and Public Citizens Understanding*

Mentor: Lawanda Warthen

### **JoAnne O'Bryant**

*Appropriations Policies on Federal Affordable Housing for Low-Income Families: Action Research Study*

Mentor: Jeffrey Schneider

### **Marjorie Quint-Bouzid**

*Understanding Public Strategic Planning: A Qualitative Study Connecting Planning and Social Equity*

Mentor: Karen Versuk

### **Derence Keith Russell**

*Using a Generic Qualitative Inquiry to Evaluate the Management of Diversity and Inclusion in a Public Organization*

Mentor: Karen Versuk

## DOCTOR OF SOCIAL WORK

### **Taten Lee Albright**

*Generic Qualitative and Action-Based Research on a Drug Court Setting*

Mentor: Dorothy Jimenez

### **Angelia Allen**

*Improving Foster Parent Retention in the Child Welfare System*

Mentor: Joshua Kirven

### **Robin DeAnne Andrews**

*Experiences of Social Workers Assisting People Without Stable Housing During the Pandemic*

Mentor: Thomas McLaughlin

### **Carmen Arbogast**

*How Does Moral Injury Impact Military Families? An Action Research Study*

Mentor: Karen Slovak

### **Finel J. Banks**

*Program Evaluation: Domestic Violence Program for Perpetrators*

Mentor: Alicia Adams

### **Krysten Pearl Blackshear**

*Understanding Social Workers' Perceptions of Cultural Humility*

Mentor: Dorothy Jimenez

**DOCTOR OF SOCIAL WORK** *continued*

**Nyree Cirilo**

*Resource Directory for Women Who Were Teen Mothers: An Action Research Project*

Mentor: Bruce Friedman

**Ariel Crosby**

*Reducing Placement Disruptions in Foster Care*

Mentor: Alicia Adams

**Patricia Rena DeJesus**

*Social Workers' Use of Trauma-Informed Care in an Intimate Partner Violence Agency*

Mentor: Karen Slovak

**Katie Lynn Dotie**

*Investigating Best Collaboration Strategies Between Child Welfare and Mental Health Agencies*

Mentor: Nancy Sidell

**Chinonyerem Ejiogu**

*Effectiveness of the Care at Home Waiver Program for Technologically Dependent Children*

Mentor: Charnetta Gadling-Cole

**Nicole Gabriel-Alexander**

*Available Comprehensive, Long-Term Home Care Services: A Qualitative Action Research Study*

Mentor: Lisa McGuire

**Jennifer Lynn Hawley**

*Identifying Interventions for Transitioning Veterans: A Qualitative Action Research Study*

Mentor: Alicia Adams

**Chasity Shalania Jackson**

*Addressing Self-Care of Social Workers Working in Correctional Settings*

Mentor: Karen Slovak

**Leonard Maurice Johnson**

*Exploring Disproportionality of African American Youth in Juvenile System Through Appreciative Inquiry*

Mentor: Ruth Ahlman

**Alyssa Marie Lage**

*Social Work Strategies to Help Combat Barriers to Healthcare for the Isolated Aging Adult Population*

Mentor: Dorothy Jimenez

**Emnine Lefevre**

*What Are the Training Needs of Social Workers and Other Staff to Better Implement Trauma-Informed Practices Within a Homeless Shelter*

Mentor: Joshua Kirven

**Tiffany Lewis**

*Best Practices in Navigating Wait Times for Mental Health Services*

Mentor: Alicia Adams

**Kelly Loftis**

*Identifying Best Practices for Working With Male Survivors of Intimate Partner Violence*

Mentor: Alicia Adams

**Dammeon Bernard Marshall**

*Positive Psychology Practices With African Americans: Managing Chronic Kidney Disease and Stress*

Mentor: Robin Ersing

**Debora Sonja Newton**

*Advance Care Planning in Rural Oncology Social Work: A Qualitative Action Research Study*

Mentor: Bruce Friedman

## DOCTOR OF SOCIAL WORK *continued*

### **Frances Ann Pinkney**

*Action Research: Multicultural Low-Income Adolescents' Access to Mental Health Services*

Mentor: Bruce Friedman

### **Kytara Reddick**

*How Effective is the Child Welfare Training Program?*

Mentor: Dorothy Jimenez

### **Thelma Joyce Reeves**

*Decriminalizing the Mentally Ill: Officers and Social Workers Identify Strategies*

Mentor: Karen Watkins

### **Shabrell Reynolds**

*Improving Youth Access to Mental Health: An Intervention for Rural Non-Profit Organizations*

Mentor: Thomas McLaughlin

### **Gwendolyn Juanita Robinson**

*Identifying Best Practices in Treating Substance Use for People With Intellectual Disabilities*

Mentor: Dorothy Jimenez

### **Kristen Marie Rumley**

*Diversity, Equity, and Inclusion Strategies: Evaluation of a Casa Organization's Volunteer Recruitment*

Mentor: Tina Jaeckle

### **Lanaya R. Smith**

*Social Workers' Perceptions of Mental Health and Trauma-Informed Care for Older Adults*

Mentor: Karen Slovak

### **Christy Ticheli**

*Increasing Spiritual Care and Spiritual Competency Among Hospice Social Workers*

Mentor: Alicia Adams

### **Sara Tyler**

*Gender Differences and Social Work Interventions in Autism: Identifications and Challenges*

Mentor: Bruce Friedman

### **LaFayette Ernest Young, Jr.**

*Social Work Collaborative Efforts to Improve Reunification Outcomes for BIPOC Foster Children*

Mentor: Alicia Adams

## DOCTOR OF PHILOSOPHY IN CRIMINAL JUSTICE

### **GraShawna DeVon Briscoe**

*African American Officers' Experiences of Recruitment and Retention*

Mentor: Jeffrey Schneider

### **Jameelah Cage**

*An Exploration of Evidence-Based Practices in Juvenile Diversion Programs*

Mentor: James Jones

### **Jennifer Ruth Fulbright**

*Texas College Students' Opinions of the Death Penalty*

Mentor: Nathan Moran

### **Debranique S Mensah**

*Exploring Social Media's Effect on Societal Perceptions of Police Legitimacy and Cooperation*

Mentor: James Jones

## DOCTOR OF PHILOSOPHY IN HUMAN SERVICES

### **Cynthia Brown**

*Chronic Grief and Loss Among the Homeless Population From a Paraprofessional Perspective*

Mentor: Charles Dunn

### **Stella Voss**

*Fostering Resilience and Persistence in Long Term Non-Profit Leaders: A Generic Investigation*

Mentor: Andrea Muse

### **Orlando Stephenson**

*An Examination of the Experiences of LGBTQ+ Individuals Who Used Behavioral Health Services in Central Virginia*

Mentor: Kathy Enger

### **Latisha Wadley**

*Experiences and Perceptions of Dating Roles Among Male African American HBCU Students*

Mentor: Pamela Klem

## DOCTOR OF PHILOSOPHY IN PUBLIC SAFETY

### **Clarence Buff**

*Juvenile Probation Officers' Perceptions of Best Practices to Prevent Recidivism*

Mentor: Pete Conis

### **Rose Achieng Juma**

*Improving Social Media Usage During Hurricanes, Response, and Recovery: Emergency Managers' Perspectives*

Mentor: Harold Cohen

### **Laura Gehrig**

*Texas Officials' Large-Scale Disaster Response Rail-Based Resource Perceptions and Practices*

Mentor: Courtney Andrews

### **Edwin Richard Sauve, Jr.**

*Correlations Between Firefighter Professional and Personal Stressors and Self-Assessed Job Performance*

Mentor: Harold Cohen

## MASTER OF EDUCATION IN TEACHING AND LEARNING

Ericka Alston \*

Antoinette Bridgeforth \*

Ayanna Nicole Burkett

Jennifer Rodriguez \*

## MASTER OF SCIENCE IN EDUCATION

Sura Alomar

Terrichel LaVon Ansley-Glaude

Alma Arango

John Charles Beczkowski

Ayanna Nicole Burkett

Shontel Buttram

Maria Del Carmen Cabieses

Kimberly Durham-Carr

Gloria V Fahnbulleh

Johnus Greenlee

Suheidy Guzman

Rebecca Huss

Cherkieza Ivery

Paul Mates

Bianca Newby

Sonya Yvette Norwood

Arnita Richardson

Leslie-Jade Teniente Romero

Ivette Rosario

Ashley Sanon

Courtney Tolbert

\*FlexPath Graduate

**MASTER OF SCIENCE IN EDUCATION  
INNOVATION AND TECHNOLOGY**

Jasmine Greer

**MASTER OF SCIENCE IN HIGHER EDUCATION**

Dana Tate

Amanda Yates

**POST-MASTER'S CERTIFICATE IN EDUCATION**

Jennifer Lynn Allison  
Jennifer Lynn Allison  
Tonya Brown-Johnson  
Tonya Brown-Johnson  
Brande Curtis  
Brande Curtis

Yasmin Gulzar  
Yasmin Gulzar  
Theresa Marie Sheets  
Theresa Marie Sheets

**DOCTOR OF EDUCATION**

**Mehran Akhtarkhavari**

*Student Mentors Supporting Student  
Achievement in Mathematics*

**Chameita Avin**

*Engaging Elementary Learners*

**Jennifer Lynn Allison**

*Evaluation of a DOD Skillbridge Program,  
Pre- and Post-Covid Quarantine*  
Mentor: Marlene Jacobson

**Jacquelin Baker**

*Evaluation Study of Project  
Close the Gap*  
Mentor: William Wold

**Cherilyn Glennis Anderson-Rogers**

*Implementation of a Professional  
Learning Community to Improve  
Classroom Practices*

**Vonnice Boone**

*Gap Between the Intended  
Representative Leadership and the  
Current Lack of Diverse Representation:  
An Applied Improvement Project*

**Jeanya Yasica Anglin**

*The Efficacy of Imagine Language and  
Literacy and Imagine Math at Closing  
Academic Gaps in Reading and Math  
for Intermediate Learners*  
Mentor: William Wold

**Yulonda Shelby Bourgeois**

*Teacher Competency in  
Social-Emotional Learning*

**Paul John Antonchak, Jr.**

*Improving Classroom Management  
Through Targeted Professional  
Development Using Action Research*

**Robin Broner**

*An Evaluation of a School District's  
Preparing Principals Program*

**Ashley Brown**

*The Impacts of ESOL and  
ELL Interventions*



**DOCTOR OF EDUCATION** *continued*

**Carnisha Brown**

*SJ Professional Growth Action Plan*

**Tonya Brown-Johnson**

*English/Language Arts Teachers' Professional Development in Rigorous Reading Strategies for Student Achievement*

Mentor: Lisa Garcia

**Tuveesha Campbell**

*Special Education Program Evaluation*

Mentor: Angela Albert

**Katheryn Clay**

*A Change Management Plan for Improving Ineffective Teaching Strategies With the Incorporation of Differentiated Instruction*

Mentor: Michael Cosimano

**Jamita Lynn Cobb**

*The Impact of Professional Development on Teachers' Feelings of Self-Efficacy: An Action Research Study*

Mentor: Brandon Simmons

**Maurice Lee Cobb**

*Evaluation of the I-Ready Reading Program for Students in Grades 3-5*

Mentor: Carla Iacona

**Ashley NaCole Collins**

*The Impact of Teacher Efficacy on Learner Outcomes: An Applied Improvement Project*

**Crystal M. Cunningham**

*Deploying Organizational Mentorship to Target Reduction of Staff Turnover*

**Brande Curtis**

*General Education Teachers Enhancing Progress of SPED Students:*

*An Action Research Study*

Mentor: Thomas Thompson

**Stephanie Joy Dinsmore**

*Connecting First-Year Undergraduate Students With Mental Health Services in Post-Secondary An Applied Improvement Project*

**Darrell Sentell Dudley-Govan**

*Pre-Retirement: The Challenges Faced by Service Members While Transitioning Into Civilian Life*

Mentor: Michael Cosimano

**Jessica R Ellis**

*Vocabulary Intervention in Low-Income Schools*

**ShaRetta Enyim**

*A Program Evaluation of the Secondary Schools PBIS Tier 1 Fidelity: An Applied Improvement Project*

**Jennifer Marie Erickson**

*Improving Retention of Medical Skills in Combat Medics Through Sequential Practical Learning Events: An Applied Improvement Project*

**Joan Faus**

*Response to Intervention in Reading: An Applied Improvement Project*

**Michelle Ferrini**

*Post Pandemic Instructional Delivery*

Mentor: Robert Tripp

**DOCTOR OF EDUCATION** *continued*

**Barbara Firkus**

*Evaluation of Saddleback Publishing's Welcome Newcomers Curriculum for SLIFE Students*

Mentor: Summer Christensen

**Regina Fitzpatrick**

*K-12 Program Evaluation of a Rural School Counseling Program*

Mentor: Angela Albert

**Sheila Marie Freeman**

*The Impact of Culturally Responsive Teaching Strategies on Novice Teachers: An Applied Improvement Project*

**Andrea Lynette Garner**

*Designing and Implementing a Structured SEL Program for School W*

**Nicole Lorraine Gibbons**

*Addressing Organizational Culture Using Diversity, Equity, and Inclusion Through Professional Development*

**Sherry Ann Gilkin**

*Developing a Plant-Based Culinary Nutrition Course: A Doctoral Capstone Project*

Mentor: Gwendolyn Dooley

**Jacqueline Gregory**

*Participation in Professional Developments and Workshops Leading to Participants Change in Knowledge of Attendance Practices*

Mentor: Michael Cosimano

**Yasmin Gulzar**

*Improving the Retention Rate of Adjunct Faculty Through Training: An Action Research Study*

Mentor: Yolanda Orizondo-Harding

**Jennifer Hallett**

*An Evaluation Study of a Navy Child and Youth Program Offered by ABC Child and Youth Center*

Mentor: Amy Kuo-Newhouse

**Marcus D Harrell**

*Using a Change Management Plan to Improve Academic Advising in an Engineering Program*

Mentor: Arlene Scott

**Wynisha Hatcher \***

*Improving New Student Support and Readiness for Online Classes: An Applied Improvement Project*

**Chiara J Haynes**

*The Effectiveness of the Lexia Core 5 Reading Program on Third Grade Quarterly Benchmark Scores*

Mentor: Robin Quick

**Shunta Hendricks**

*Improving Reading and Literacy Scores Among Second-Grade Students Through the Use of the Amira Literacy Intervention: An Action Research Project*

Mentor: Christopher Stabile

**Yatska Henning**

*Quantitative Experimental Study: Assessment of the Product, Process, and Progress Indicators at High School Level*

**Samoya Henry**

*Evaluation of the Master of Social Work Program at a Small Caribbean College in Jamaica: A Pilot Project*

**Brandon Hood**

*An Evaluation of a District's Middle School Instrumental Music Program*

Mentor: Howard Moskowitz

## DOCTOR OF EDUCATION *continued*

### **Whitney Joy Hood**

*A Change Management Plan to Develop an Online Recruitment Strategy*

Mentor: Susette Czeropski

### **Cyrisse Houston Allen**

*Integrating Technology Into the Classroom Since the COVID-19 Pandemic in a Permanent Platform: An Applied Improvement Project*

### **Eddy Jorge**

*Evaluation of the A+ Certification Boot Camp Program*

Mentor: Mark Larson

### **Stephanie Kerr**

*Improving Reading Performance Through Daily Assessment Interventions*

### **Claudia Fligg Ladd**

*Policy Into Practice: Early Literacy Curricular Reform Aligned With the Science of Reading*

Mentor: Ella Benson

### **Melanie Joy Lewis \***

*Building Leadership Capacity in Campus Administrators to Improve Early Career Teachers' Sense of Belonging, Feelings of Connectedness, and Organizational Commitment: An Applied Improvement Project*

### **Stephanie Michelle Lewis**

*Affecting the Declining Completion of CTE Students - A Professional Development*

### **Egyptia Logan**

*Increasing Elementary Mathematics Performance Through Professional Development: An Applied Improvement Project*

### **Ariel Love**

*Special Education Students Accessing the General Education Literacy Curriculum*

### **Meredith Mates**

*The Impact on Teacher Morale of Administration Implementing PBIS With Teachers: An Applied Improvement Project*

### **Michaelle McCastle**

*A Change Management Plan To: Scaling Nonprofit Sales and Earned Income Revenue*

Mentor: Barbara Lewis

### **Monica McGee**

*Improving the Struggling Reading Problem in Upper Elementary School*

### **Vanessa McManness**

*Building Teacher Confidence Through Ell Specified Professional Development: An Applied Improvement Project*

### **Rudo Mushonga**

*Improving the Low Health Literacy of Adult Refugees in Health Centers*

Mentor: Debra Smith

### **Eric Shane Nicholson**

*Return on Investment Evaluation Study of a Military Aircraft Maintenance Training Organization's Micro-Video Program*

Mentor: Timothy Brock

### **Michael Henry Page**

*Pastors and Ministry Leaders: A Professional Development Curriculum*

Mentor: Debra Anderson

### **Brandy M. Peer**

*Student Intentions to Cheat Via Online Resources*

\*FlexPath Graduate

**DOCTOR OF EDUCATION** *continued*

**Marquita Pierce**

*An Evaluation of Positive Behavior Intervention and Supports (PBIS) in an Elementary School: An Applied Improvement Project*

**Michele T. Plattenberger**

*Japanese Culture and Language Training for Adults: An Applied Improvement Project*

**Michelle Leigh Plumb**

*Improving Foundational Literacy With Developmentally Appropriate Practices: An Applied Improvement Project*

**Nichole Rages**

*Mindfulness and Its Effect on Job-Related Stress: An Applied Improvement Project*

**Patricia Rose Ray**

*Evaluation of the FACE Program From the Perspectives of Secondary Principals*  
Mentor: Bryan Bailey

**Sha-Mara Reeves**

*The Program Evaluation of the Remediation and Recovery Program*

**ShaNeal Shaunte Robertson**

*An Action Research Study: The Effect of Personalized Learning on High School Computer Science/STEM Students in an Interdisciplinary Environment*  
Mentor: Lisa Reason

**Shakeica Tanquon Robinson**

*Increasing the Retention of CLED Students Through Culturally Responsive Professional Development: An Applied Improvement Plan*

**Christopher William Rolan**

*PreBoarding Process - A Process Evaluation From Offer Letter to Employee ID: An Evaluation*  
Mentor: Lynn Riskedal

**Amy Scarbro**

*Social and Behavioral Factors in the Primary to Junior High School Transition: An Applied Improvement Project*

**Cynthia Escareño Segura**

*Student Achievement Goal Setting Through Professional Development: A Training for Kindergarten Educators*  
Mentor: Karla Gable

**Jessica Morgan Sharpe**

*Improving Reading Skills Through Increased Parental Involvement: An Action Research Study*  
Mentor: Edna Waller

**Theresa Marie Sheets**

*Leadership Development in a Christian Nonprofit Organization: An Action Research Study*  
Mentor: Lynn Riskedal

**Erica Lynette Silas**

*Tier I Literacy Instruction and the GRR Framework: Better Teaching and Learning Through Coaching and Professional Learning Communities*  
Mentor: Leone Snyder

**Eric Simmons**

*Near-Miss Reporting Within a Large Commercial Electrical Contractor by Removing Obstacles to Reporting: An Applied Improvement Project*

**Palestine Small**

*The Evaluation Study of an Employment Assistance Program*  
Mentor: Jeffrey Rector

## DOCTOR OF EDUCATION *continued*

### **Brittani A.M. Staley**

*Evaluating the Effectiveness of an Upward Bound Program: The Influence of a Social-Emotional Learning Initiative on Students of Color's Sense of Belonging*

Mentor: Gale Medley

### **Amanda Lynn Steinmetz**

*Teachers' Perceptions on Student Achievement Through the Implementation of Junior Great Books*

Mentor: Laura Trujillo-Jenks

### **Jennifer Stewart**

*Sustaining Appropriate Discipline Through a Character-Based Literacy Curriculum Project for Youthful Offenders*

Mentor: Yolanda Orizondo-Harding

### **Kyctrell Swinton Atkins**

*Engagement for All, An Exploration of Culturally Responsive Teaching: An Applied Improvement Project*

### **Marvin Lewis Tiller, Jr.**

*Program Evaluation: Assessing the Effectiveness of the Attendance Improvement Program at Academy X*

Mentor: Michael Cosimano

### **Kenisha Fleming Todd**

*Restorative Practices: Action Research Examining Effectiveness in Developing Student and Teacher Relationships in Effort to Decrease Student Discipline*

### **Yolander Trotter**

*Improving Employee Satisfaction in Higher Education: Fostering a High-Performing Organization*

### **Ilisha Danielle Voltz**

*Improving Student Employee Retention: The Impact of the Department of Campus Recreation Student Leadership Development Program*

Mentor: Bryan Bailey

### **Taya Watkins**

*Program Evaluation of a K-12 Online Learning Program*

Mentor: Alice Ledford

### **Soan'nae Watts**

*The Implementation of a Needs Assessment and Budgeting Tool to Drive Informed Decision Making: An Applied Improvement Project*

### **Nykia Whiteside**

*Accessibility for All Learners: Evaluating the Co-Teach Program in a Biology Course*

Mentor: Carla Iacona

### **Jaiemz Williams**

*Enhancing Student Engagement Through Improvement in Faculty Instruction*

Mentor: Mark Larson

### **Justin Michael Williams**

*Evaluation of a Schoolwide Code of Student Conduct*

Mentor: Marchell Boston

### **Cynthia Denise Williams-Blaine**

*Project-Based Learning Professional Development Training for Biology I Teachers: An Applied Improvement Project*

### **Clark Wilson**

*An Evaluation Study of an Onboarding and Retention Program Using ROI Methodology*

Mentor: Timothy Brock

## DOCTOR OF EDUCATION *continued*

**Chricendia Winbush Guillory**  
*Evaluation of Early Warning Systems  
Implementation in High School*

**Juliana Woodbury**  
*Improving Educator Perception of  
Knowledge and Confidence for Accurate  
Special Education Master Roll Data Entry*

**Lori Reiko Yatsushiro**  
*Student Belonging at LRY  
Intermediate School: An Applied  
Improvement Project*

## DOCTOR OF PHILOSOPHY IN EDUCATION

**Amanda Lee Ainley**  
*Exploring Teachers' Experiences  
Implementing the Social Emotional  
Learning Program, Ruler*  
Mentor: Ella Benson

**Alicia Bannis**  
*Cultural Competency Among Online  
Bachelor of Science in Nursing Degree  
Faculty: A Quantitative Study*  
Mentor: Julia Bronner

**Stephanie Becker**  
*The Experiences of Prelicensure  
Nursing Program Administrators  
During the Coronavirus Pandemic:  
A Qualitative Study*  
Mentor: Julia Bronner

**Tunesia Roshan Benard**  
*Understanding the Undergraduate  
Experiences of African American Female  
Engineers: A Qualitative Study*  
Mentor: Christopher Rasmussen

**Christina Catherine Bierling**  
*Associate Degree Nursing Students and  
the BSN in 10 Law: A Qualitative Study*  
Mentor: Jessie Grant

**Melissa Ann Dickman**  
*Exploring Institutional Development and  
Training Provided to Faculty Designing  
Online Courses and Programs*  
Mentor: Wendy Zender

**Elizabeth Dike**  
*Exploring the Perceptions of PK-8  
Classroom Teachers Regarding  
Teacher Leadership and Their Influence  
on School Culture*  
Mentor: Thomas Van Soelen

**Brenda Luz Dorador**  
*Nonprofit Business to Business  
Social Media Interventions:  
A Qualitative Case Study*  
Mentor: Charlotte Redden

**Cassandra Forbes-Jewell**  
*Recognizing a Medical Error and Medical  
Error Recovery: A Qualitative Study of  
the BSN Student's Experience*  
Mentor: Julia Bronner

**Doris Ellen Gilbert**  
*Perceptions of Mathematics Teachers'  
Professional Identity and Students With  
Limited/Interrupted Education: A Basic  
Qualitative Study*  
Mentor: Cassandra Jenkins

**Jozie Gold**  
*Comparison of Emotional Intelligence,  
Background Variables, and Academic  
Performance Among Prelicensure  
Nursing Students*  
Mentor: Janie Canty-Mitchell

**DOCTOR OF PHILOSOPHY IN EDUCATION** *continued*

**A’Rhonda LaNeigh Hickerson**  
*Secondary Principals’ Experiences and Strategies for Supporting Student Mental Health Interventions in Schools: A Basic Qualitative Study*  
Mentor: Patricia Guillory

**Sara Huter**  
*How Instructors Experience Digital Storytelling in Online Courses - A Basic Qualitative Study*  
Mentor: Carla Lane

**Maura Lindenfeld**  
*The Relationship Between the Belongingness Experienced by Nursing Students Who Identify as Men and Their Intent to Complete Their Nursing Program*  
Mentor: Cynthia Howell

**Alexa Maddox**  
*Developmental Student Graduation and the Relationship to Course Load and Collegiate Activities*  
Mentor: Jason Ward

**Melanie Mailloux**  
*Adult Online Learners With Multiple Roles: A Qualitative Study of Emotional Experiences*  
Mentor: Mark Larson

**Marie Paula Marcellus**  
*Minority Immigrant Nursing Students Strategies to Overcome Perceived Barriers to Graduation From Baccalaureate of Science in Nursing*  
Mentor: Eric Parks

**Monique McCurvin**  
*Nursing Faculty Experience With Current Retention Strategies and Interventions: A Qualitative Study*  
Mentor: Julia Bronner

**Vineta Mitchell**  
*Academic Nursing Administrators’ Experiences With Social Distancing During COVID-19: A Qualitative Study*  
Mentor: Behrooz Sabe

**Nicole Murtagh**  
*Virtual Learning to Enhance Non-Technical Nursing Skills: A Basic Qualitative Study*  
Mentor: Michael Cosimano

**Moboluwade Odunlami**  
*Instructional Technology Adaptation Experience Among Premillennial Prelicensure Faculty During COVID-19 Pandemic*  
Mentor: Michael Cosimano

**Christine Baza Sison**  
*Mentoring Experiences of Women Leaders in Pacific Island Community Colleges*  
Mentor: Cynthia Howell

**Jessica Elizabeth Verplaetse**  
*Baccalaureate Nursing Students’ Experiences With Online Case-Based Learning (CBL) During the COVID-19 Pandemic*  
Mentor: Susan Collins

**Toya Marie Washington**  
*The Cross-Racial Mentoring Experiences of Faculty Members at Four-Year Public Universities: A Basic Qualitative Study*  
Mentor: Cynthia Howell

**Evangelina Latrice Williams**  
*The Experience of College-Educated Parents Pertaining to the Attrition of Their Millennial College Students*  
Mentor: Howard Jacobs

### **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 listings of an individual indicate 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 completing your degree program! We now welcome you to the Capella Alumni Association. Your membership is free, and we invite you to explore your new benefits and opportunities.

### Career Services

Find interactive tools, résumé help, and job search assistance, and other resources to support your career development at every stage.

### Alumni Library

Enjoy free access to databases, professional resources, publications, and much more.

**Learn more at [capella.edu/Capella-Alumni-Association](https://capella.edu/Capella-Alumni-Association)**

## 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 sergeant-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 thirteenth 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.



## 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.

## **Alpha Phi Sigma**

Congratulations to the honor society members of Alpha Phi Sigma! Your dedicated pursuit and successful attainment of your respective degrees will allow you to make a difference in your communities as future practitioners, educators, researchers, and leaders. Alpha Phi Sigma Honor Society distinguishes undergraduate and graduate students for academic excellence in the criminal justice field. The goals of Alpha Phi Sigma are to honor and promote academic excellence, community service, educational leadership and unity. On behalf of the Alpha Phi Sigma, we applaud you for reaching this important milestone!

## **Chi Sigma Iota**

Congratulations to the inducted members of the Capella Chi Upsilon Chi (CUC) chapter of Chi Sigma Iota (CSI), the national counseling honor society. CSI promotes scholarship, research, professionalism, leadership, advocacy, and excellence in counseling, by recognizing high attainment in the pursuit of academic and clinical excellence. Capella members of CSI-CUC maintained a rigorous GPA and demonstrated a commitment to the counseling profession throughout their graduate program. The executive committee looks forward to serving its alumni as they transform into their new roles as professional counselors.

## **Delta Alpha Pi**

Congratulations to the graduates of the Zeta Chi Chapter of Delta Alpha Pi International Honor Society. Delta Alpha Pi highlights the academic achievements of learners with disabilities across all programs and schools. Take a moment to recall the path you have traveled to get where you are today. You have demonstrated leadership skills, advocacy for yourselves and others, and have served as role models for other learners with disabilities. Most importantly, your hard work and dedication have overcome the obstacles and challenges that stood in your way. Congratulations on your success as a graduate of Capella University.

## **Delta Kappa**

Congratulations to the honor society members of the Pi Chapter of Delta Kappa, the International Marriage and Family Therapy Honor Society. These graduates are wearing red and gold honor cords. Delta Kappa recognizes the achievements of current students as well as practitioners already in the field who have achieved distinction and continue to make significant contributions to the field. Capella members of Delta Kappa maintained a rigorous GPA of 3.75 or higher. As the official honor society for the field of marriage and family therapy, Delta Kappa serves to further and complement the fine work being done by the American Association for Marriage and Family Therapy, the American Family Therapy Academy, and the International Family Therapy Association.

## **Delta Mu Delta**

Congratulations to the graduates of the Xi Delta chapter of the Delta Mu Delta Honor Society! These graduates are wearing antique gold and royal purple honor cords. Delta Mu Delta's mission is to encourage higher scholarship and to recognize and reward scholastic achievement in business programs. Delta Mu Delta membership is a mark of excellence in business studies. It communicates to employers, family, friends and colleagues that the student has demonstrated exceptional work in his or her academic studies. It signals to the world that the student has a commitment to excellence in the classroom, a desire for leadership and service to the community, and willingness to set personal high standards.

## **Epsilon Pi Phi**

Congratulations to the honor society members of Epsilon Pi Phi! Today, we recognize the accomplishments of the undergraduate, graduate and doctorate honor society members of Epsilon Pi Phi of Capella University, School of Public Service Leadership and Education. Epsilon Pi Phi Honor Society distinguishes undergraduate and graduate students for academic excellence in the field of emergency management, homeland security, disaster research and science, criminal justice, and continuity management disciplines. On behalf of the Epsilon Pi Phi, we applaud you for reaching this important milestone.

## **Kappa Delta Pi**

Congratulations to the graduates of the Alpha Kappa Theta chapter of the Kappa Delta Pi International Honor Society in Education. Membership in this prestigious organization indicates a high standard of achievement by being in the top 18% of the School of Education. Graduates are wearing green and purple honor cords which symbolize adherence to the organization's Ideals of Fidelity to Humanity, Science, Service, and Toil on which Kappa Delta Pi was founded. Members also endorse KDP's motto of Knowledge, Duty, and Power. Each member exhibits commendable professional qualities and sound scholarship. Alpha Kappa Theta pledges our support as you now carry on KDP's legacy of fostering excellence in education.

## **National Society of Leadership and Success**

The National Society of Leadership and Success is so proud and pleased to congratulate our current members on their graduation from Capella University! Our mission is to build leaders who make a better world. Our members are more in touch with who they are as leaders and are ready to pay it forward, to serve within their community and beyond. They have made

a commitment to pursue Success – take Action – seek and clarify their Purpose. They have embraced the idea that more can be achieved when we work together. They have made a commitment to always create a shared vision, challenge the status quo, inspire positive action, empower others and seek constant improvement. They have begun to live the mission and values upon which the NSLS was founded and have taken an active role in becoming successful leaders at Capella University. NSLS members, congratulations again on your graduation, and never forget you are a leader who will build a better world.

### **Omega Gamma, Sigma Theta Tau International**

Congratulations to the graduates of the Omega Gamma chapter of Sigma Theta Tau, International. The Omega Gamma chapter is a part of Sigma Theta Tau International (STTI). Membership invitations are extended to baccalaureate and graduate nursing learners who demonstrate the values of Sigma Theta Tau and excellence in nursing scholarship. In recognition of their membership to Omega Gamma, the affiliated graduates may wear the purple and white STTI honor cords with their regalia symbolizing they have been inducted into Omega Gamma and STTI. On behalf of the Omega Gamma Chapter, we applaud you for achieving this prestigious honor.

### **Phi Alpha**

Congratulations to the graduates of the Phi Tau Chapter of the Phi Alpha Social Work Honor Society. These graduates are wearing blue and gold honor cords. Phi Alpha recognizes the achievements of current students who have achieved academic distinction and will continue to make significant contributions to the field. Capella members of Phi Alpha rank in the top 35% of the MSW Class. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work.

### **Pi Alpha Alpha**

Congratulations to the honor society members of Pi Alpha Alpha! Today, we recognize the accomplishments of the members of Pi Alpha Alpha of Capella University, School of Public Service Leadership & Education. Pi Alpha Alpha Honor Society recognizes outstanding scholarship and accomplishments in public affairs and administrations by those within the public service disciplines. On behalf of the Pi Alpha Alpha Honor Society, we applaud you for your hardwork and for achieving this goal.

### **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**

Founded in 1993, Capella University is dedicated to providing flexible, professionally aligned online degree programs designed to help working adults advance in their careers. As of December 31, 2022, more than 41,000 students were enrolled in Capella's bachelor's, master's, doctoral, and certificate programs. Known for its commitment to learner success, academic quality, and innovations in online education, Capella pioneered competency-based direct assessment programs, allowing students to learn at their own pace.

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 ([hlcommission.org](http://hlcommission.org)), an institutional accreditation agency recognized by the U.S. Department of Education.

## **Capella University**

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



**CAPELLA**  
UNIVERSITY