



5-7-2011

# Gladys L. Benerd School of Education, Diploma and Hooding Ceremony

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# Gladys L. Benerd School of Education

## Diploma and Hooding Ceremony

Saturday, May 7, 2011 ↗ 5 pm  
*Alex G. Spanos Center*

University of the Pacific  
Stockton, California

# ACADEMIC PROCESSION

**Banner Bearer**

**Candidates for  
Bachelor of Arts Degree**

**Candidates for  
Master of Education Degree**

**Candidates for  
Master of Arts Degree**

**Candidates for  
Educational Specialist Degree**

**Candidates for  
Doctor of Education Degree**

**Candidate for  
Doctor of Philosophy Degree**

**Faculty and Faculty Emeriti of  
Gladys L. Benerd School of Education**

**Board of Regents Members**

**Dean of Gladys L. Benerd  
School of Education**

# PROGRAM

*Dean Lynn G. Beck, Presiding*

Music Prelude . . . . . *Various Jazz Selections*

## Processional

“Pomp and Circumstance,”  
March No. 1 in D, Op. 39  
Sir Edward Elgar

Invocation . . . . . *Mr. Larry Thiel*  
*Faculty Advisor to*  
*Pacific Christian Fellowship*

Introductions . . . . . *Dean Lynn G. Beck*

Presentation of Credential Awards . . . . . *Dean Beck*

## Presentation of Baccalaureate Degree Candidates

### Presentation of Master’s Degree Candidates

### Presentation of Educational Specialist Degree Candidates

### Presentation of Doctoral Degree Candidates

Concluding Remarks . . . . . *Dean Beck*

Pacific’s Alma Mater . . . . . *Mr. Martin J. Lehman ’06*  
“Pacific Hail!”  
Lois Warner Winston ’23, ’58

Benediction . . . . . *Mr. Thiel*

Recessional . . . . . *Selections from Elgar’s Marches*

A reception honoring the graduates of Gladys L. Benerd School of Education will be held immediately following the Diploma and Hooding Ceremony in the hospitality tent across the street from Alex G. Spanos Center. Parents, students, faculty, honored guests and friends are cordially invited to attend.

# ACKNOWLEDGEMENT AND THANKS

Banner Bearer . . . . . *Ms. Sharon France-Marquis*

## Marshals

Undergraduate Degree Graduates. . . . . *Dr. Harriett Arnold*  
*Ms. Claudia Schwartz*

Master’s Degree Graduates . . . . . *Dr. Dimpal Jain*  
*Dr. Elizabeth Keithcart*

Educational Specialist Degree Graduates . . . . . *Dr. Rachelle Hackett*

Doctoral Degree Graduates . . . . . *Dr. Hackett*  
*Dr. Craig Seal*

Name Reader . . . . . *Dr. Tom Nelson*

Diplomas . . . . . *Ms. Stacy Welin-Erickson*

## Faculty Participants in Hooding

Undergraduate Degree Graduates. . . . . *Dr. Marilyn Draheim*

Master’s Degree Graduates . . . . . *Dr. Dennis Brennan*  
*Dr. Draheim*  
*Dr. Michael Elium*  
*Dr. Joanna Royce-Davis*  
*Dr. Linda Webster*

Educational Specialist Degree Graduates . . . . . *Dr. Webster*

Doctoral Degree Graduates . . . . . *Doctoral Dissertation Chairs*

Diploma and Hooding Committee . . . . . *Dr. Draheim*  
*Ms. Sue Erickson*  
*Dr. Jain*  
*Dr. Justin Low*

Ushers . . . . . *Ms. Dominique Billingslea-Frazier*  
*Ms. Nadya Clark*  
*Ms. Jessica Gutierrez*  
*Mr. Viet Huynh*  
*Ms. Dina Lay*  
*Ms. Khou Lor*  
*Ms. Christine Joyce Mojica*  
*Ms. Sandra Ozornio*  
*Ms. Kyla Robinson*  
*Ms. Sara Ruiz*  
*Ms. Abigail Segura*  
*Ms. Guadalupe Villalobos*

# DEGREES CONFERRED

## *Bachelor of Arts, Liberal Studies*

Robyn Michelle Addington\*\*\*  
Audrey Alegre Reitz  
Courtney Christine Boettger  
Maria Ines Caballero  
Elena N. Carlsson\*\*\*  
Michael J. dePolo\*  
Laura Elizabeth Easton\*\*\*  
Sharon France-Marquis\*\*\*  
Alexandra E. Gass\*\*\*  
Trevor Paul Gatz  
Bridget Elena Geck  
Alejandra Leticia  
Gutierrez Lopez\*\*  
Carissa Gayle Harris\*\*\*  
Kathryne Harris\*\*\*  
Jarett C. Heskett\*  
Ashley Amber Horn  
Jennifer Ingolia\*  
Amanda Lee\*  
Michelle K. Low  
Sheryl Jeanne Marques\*\*\*  
Bari Lynn Marr  
Vanna Om\*\*  
Anne Katherine Overgaard\*\*  
Maylyn Ratilla Paculba\*\*  
Soh Yeon Park  
Shanna Carpio Paunon  
Meredith Elizabeth Perkins  
Lindsey Rose Pierce  
Andrea G. Ramirez  
Michelle Christine Rutter\*\*\*  
Cheryl M. Sanpei  
Alana Nicole Schulman

Heather Lynn Silva  
Courtney M. Smith\*  
Stephanie Marie Solari\*  
Kelsie Stromberg\*\*\*  
Stefanie L. Vaccarezza  
Callie M. Valentine\*  
Corina Marie Villalobos\*\*  
Dina Marie Weaver\*\*\*  
Rebecca Welch\*  
Kathryn Claire Werner  
  
*Master of Education,  
Curriculum and Instruction*  
Joelle Elizabeth Aud  
Elisavet Barajas de Garcia  
Desiree Michelle Basua  
Arash Scott Behnam  
Cynthia Lee Cardenas-Sanchez  
Elizabeth Susan Cerepak  
Michele H. Christensen  
Carol Amelia Dillard  
John A. Espana  
Andrea Rose Ghiglieri  
Angela Gomez  
Deanna Marie Hess  
Kelly Marie Hess  
Roger Hoffmore  
Phillip Ching Hon  
Erin Kohl  
Erin Kathryn Leach  
Jared Keith Long  
Mary K. Morris  
Danielle Marie Neault  
Olivia E. O'Bryon  
Alma Jean Riego

Stacia Renee Stricker  
Carolyn M. Stults  
Nga Ngoc Tran  
Martha Venegas  
Andrea M. Young  
Ayesha Zafar  
  
*Master of Arts,  
Curriculum and Instruction*  
Moises Barbosa  
Andrew Barratt  
David Cabrera  
Li Cao  
Yan Cao  
Jia chun Chen  
Yanping Chen  
Christina M. Chocha  
Daniel Charles Cliburn  
Lei Fang  
Gjertina K. Ferris  
Lucy Garcia  
JunYi Gu  
Qin Gu  
Ye Guo  
Lea A. Hartog  
Robert G. Hawkins  
Sara E. Heaps  
Kimberly Rose Hefferon  
Darlene Hinojos  
JinLi Huang  
Lorin M. King  
Weiqian Lin  
Jianyong Liu  
Junying Liu  
Chengjun Ma  
Stacy MacDonald  
Claudia M. Martinez  
José Luis Ramírez  
Lawrence Abdul Rasheed  
Soren R. Rosier  
Ting Ting Sang

Jun Shi  
Danielle Marquerite  
Sinquefield  
Peijuan Sun  
Lei Tan  
DeeAnna M. Tolentino  
DunCai Wu  
Qi Xu  
QingQing Xu  
Baomei Yu  
Zhuangxia Zhang  
Weiqi Zhao  
  
*Master of Arts,  
Educational Administration*  
Francine Michelle Baird  
  
Molly Marie Bechtel  
*Dr. Joanna Royce-Davis*  
*Thesis: First Generation  
College Students and  
Greek Membership:  
Understanding College  
Experiences Through the  
Lens of Community  
Cultural Wealth*  
Shea Charlene Borges  
Cathy Dawn Buljan  
Michael Kenneth Bunch  
Tessa Marie Elliott Bunch  
James Allen Carter Jr.  
Michael D. Cowan  
Katie Dale Egleston  
Christine Helma Fluter  
Andrew David Frei  
Timothy Sean Gaea  
Sheila Louise Gammon  
Mostafa Ghous  
Shante Celeste Hearst

\*Cum laude    \*\*Magna cum laude    \*\*\*Summa cum laude

*The list of names as it appears in this program includes actual and potential graduates for the 2010–2011 academic year. The above “graduation with honors” distinctions are contingent upon final grade point average calculations at the completion of all relevant degree requirements. The official list of graduates and honors awarded for each graduation date of the 2010–2011 year is maintained by the University Registrar.*

Jonathan Lucas Hess <i>Dr. Joanna Royce-Davis</i> <i>Thesis:</i> Professional Success for Music Majors: Understanding the Experiences of those Who Have Achieved	Nathan M. Voyer Collin Lee Wallace Sophie Anne Zumout <i>Master of Arts, Educational Psychology</i> Dianne Charmain J. Castellano Melissa Lynn Greenberg Eugenia Page Hill Emiko Horner David Edward Looney Dominique Lena Neely Alexis Sophie Pham Greg John Sheehan Molly Mao Yang	Wendy Elizabeth Schubert Sandra Sousa Frank Ronald Souza Tabetha K. Swartzter <i>Educational Specialist, School Psychology</i> Courtney Laura Cooney Janette Mendoza Ramirez <i>Doctor of Education, Curriculum and Instruction</i> Cynthia Christina Coleman <i>Dr. Thomas G. Nelson</i> <i>Dissertation:</i> Unearthing an Educator's Ecological Niche: A Heuristic Inquiry	Linda Marguerite Clauss <i>Dr. Dennis C. Brennan</i> <i>Dissertation:</i> An Analysis of Student Wellness Behaviors at a Top Ten University
Darren Vincent Holman Jared Timothy Hungerford Kate Ann Hutchinson <i>Dr. Joanna Royce-Davis</i> <i>Thesis:</i> Redesigning Orientation to Maximize Student Success: The Beneficial Impact of a Welcome Week	Desirree Michelle S. Abshire Cecilia Abrazado Bangayan Monica Diane Barletta Cheryl Blanchard Jessica B. Burrone Dora Altamerano Cabrera Olga A. Cerna Kristen E. Clark Sylvia Elmer Jesse Ray Flores Lisa M. Guzman Javier Joseph Hernandez Sarah Hopper Deborah M. Hunley Jessica Hurtado Jeffery Lynn Hutchins Debra E. Jenny Regina Angela Lane Jennifer Lewis Maggie Machado Darren Adam Margie Anna Marie R. Mestidio Stacie A. Richerson Tiffany L. Sailsbery Ryan L. Saldivar	Theresa Annastacia Stovall <i>Dr. Thomas G. Nelson</i> <i>Dissertation:</i> The Efficacy in the Development and Implementation of the California High School Exit Exam and the Eighth-Grade Algebra 1 Policy	Andrew Raymond Fields <i>Dr. Delores E. McNair</i> <i>Dissertation:</i> Leadership Self-Efficacy in University Co-Curricular Programs
Tiffany Insley Stacie Melissa Jenkins Mary Kathleen Johnson Fiona Nicole Kelly <i>Dr. Joanna Royce-Davis</i> <i>Thesis:</i> Impact of the M.O.V.E. Curriculum on Students' Foundational Learning About Sustainability		Theresa Annastacia Stovall <i>Dr. Thomas G. Nelson</i> <i>Dissertation:</i> The Efficacy in the Development and Implementation of the California High School Exit Exam and the Eighth-Grade Algebra 1 Policy	Marlon De Shawn Gayle <i>Dr. Antonio Serna</i> <i>Dissertation:</i> African American Administrators' Perspectives: Improving African American Male High School Graduation Rates in San Joaquin County
Kerry Marie King Ross C. Laughton Chong Hwa Lee <i>Dr. Joanna Royce-Davis</i> <i>Thesis:</i> An Educational Curriculum Responding to Alcohol Related Behavior by College Students		Teresa Marie Vail <i>Dr. Thomas G. Nelson</i> <i>Dissertation:</i> Teachers' Professional Development Experiences: Implications For Practice	Timothy Lent Howard <i>Dr. Dennis C. Brennan</i> <i>Dissertation:</i> Emotional Intelligence and its Link to Public Relations Education
Michiko Marie Maggi Aaron Nicolas Mata Krystal D. Miguel <i>Dr. Craig Seal</i> <i>Thesis:</i> An Examination of the Social and Emotional Model and Theory		Devon Adair Beasley <i>Dr. Fred Muskal</i> <i>Dissertation:</i> Investigating the Use of Non-Cognitive Skill Instruction for Job Preparedness	Mylon Jamar Kirksy <i>Dr. Delores E. McNair</i> <i>Dissertation:</i> Building and Sustaining a Culture of Assessment: How Student Affairs Assesses and Contributes to Student Learning and Development in the Co-Curricular and Curricular Environments
Terrence A. Riley René Rodriguez Malamed Jacob Arthur Sproul Emily Strandwitz Edward Preston Taylor		Linda Marie Brandts <i>Dr. Antonio Serna</i> <i>Dissertation:</i> Teacher Perception on how the Elimination of California Class Size Reduction Program Impacted Teacher Practices	Michael Ernest Lorenzen <i>Dr. Ronald Hallett</i> <i>Dissertation:</i> A Balancing Act: Managing the Tension Between Competitive Outcomes and Educational Development in Collegiate Athletics
		Linda Marie Brandts <i>Dr. Antonio Serna</i> <i>Dissertation:</i> Teacher Perception on how the Elimination of California Class Size Reduction Program Impacted Teacher Practices	Nader A. Nadershahi <i>Dr. Lynn G. Beck</i> <i>Dissertation:</i> Assessment of Case-Based Integrated Learning as a Part of Dental Curriculum Reform

Gabriela Pitigo-Aron  
*Dr. Lynn G. Beck*  
*Dissertation:* Career Choices for Foreign-Educated Dentists

Anel-Janeth Ramírez  
*Dr. Antonio Serna*  
*Dissertation:* The Role of Elementary School Administrators and the Obstacles They Encounter in the Process of Implementation and Maintenance of Dual Immersion Programs in California

Rachel Leigh Ann Rich  
*Dr. Craig R. Seal*  
*Dissertation:* A Framework for Synchronous Web-Based Professional Development: Measuring the Impact of Webinar Instruction

Deanne Michelle Rivera  
*Dr. Dennis C. Brennan*  
*Dissertation:* Analyzing Factors that AVID Students Perceive Important in Making Financial Decisions About Paying for College

Leanne Rae Russell  
*Dr. Dennis C. Brennan*  
*Dissertation:* Language Development for the Deaf and Hard Of Hearing Using “Step Up To Writing”

Scott M. Siegel  
*Dr. Dennis C. Brennan*  
*Dissertation:* An Analysis of the Impact of Parent Education Level and Family Income on the Academic Achievement of Students of Hispanic and White Ethnicities

Barbara Lynn Silver  
*Dr. Dennis C. Brennan*  
*Dissertation:* Parental Motivation for Enrolling a Child in a Two-Way Immersion Language Program

George Steve Sziraki Jr.  
*Dr. Dennis C. Brennan*  
*Dissertation:* The Relationship Between Eleventh-Grade Varsity Sports Participation and Academic Achievement

Douglas A. Young  
*Dr. Lynn G. Beck*  
*Dissertation:* Cambra: An Examination of Change in the Dental Profession

*Doctor of Education,  
 Educational Psychology*

Karen Odle Ippolito  
*Dr. Linda Webster*  
*Dissertation:* Cognitive Development and the Attainment of Critical Thinking Skills in Associate Degree Nursing Students

*Doctor of Philosophy,  
 Educational Psychology*

Mais Khourdaji  
*Dr. Linda Webster*  
*Dissertation:* The Effects of the Early Care Giving Environment on Future Adolescent Behavior Outcomes: A Study Based on the National Institute of Child Health and Human Development Study of Early Childcare

## TEACHING CREDENTIALS

*Multiple Subject (Clear)*  
 Maria de Lourdes Anton  
 Stive Laurence Martinez  
 Robin Lynne Suttle

*Multiple Subject (Preliminary)*  
 Christina Cortez Agustin  
 Desiree Michelle Basua  
 Taylor Ross Bova  
 Brianna Lei Cummins  
 Katelyn Irene Cutchall  
 Andrea Rose Ghiglieri  
 Amber Noelle Griffith  
 Alyce Nicole Jorgensen  
 Tiffany Jiyeon Kang  
 Lydia Lim  
 Allison Karen Litton  
 Leanna Marie Mahoney  
 My Chau Thi Nguyen  
 Ashley Nicole Niccum  
 Katlyn Nicole Nichols  
 Elizabeth Won Jung Park  
 Luisa Poblete Santos  
 Kayla Marie Thornberry  
 Michelle Nicole Trammel

*Multiple Subject (Intern)*  
 Yesenia Trejo

*Single Subject (Clear)*  
 Annette Benton  
 Lisa Ann Crawford  
 Renee Elise House-Wyatt  
 Christina Ann Relloque  
 Jill M. Toepfer

*Single Subject (Preliminary)*  
 Kevin Michael Baldwin  
 Christopher Stephen Bates  
 Scott Williams Bloom  
 William Demarest Cates  
 Danielle Sue Conrad  
 Larissa Magan Founts  
 Meredith Lona Montgomery  
 David Joseph Navarette  
 Thien Phuoc Nguyen  
 Erik Ken Nishimori  
 Todd Owen Parizo  
 Danielle Louise Petroni  
 Heidi Allison Polzin  
 Kevin McDonald Pratte  
 Geremie Romeo Rebutillo  
 Julie Marie Stephens  
 David Michael Tanner  
 Veronica Ondine Tonus

*Single Subject (Intern)*  
 Elisavet Barajas

## SPECIALIST CREDENTIALS

*Education Specialist  
Instruction Mild/Moderate  
(Clear)*

Anne Melinda Goodrich  
Karen Gertrude Lee  
Kathryn Susanne McCrea  
Karen Lynne Sanford  
Therese Lynn Shipley

*Education Specialist  
Instruction Moderate/Severe  
(Clear)*

Karen Gertrude Lee

*Education Specialist  
Instruction Mild/Moderate  
(Preliminary)*

Seamus Brendan Eddy  
Ernest David Garcia  
Jennifer Ann Swanson

*Education Specialist  
Instruction Moderate/Severe  
(Preliminary)*

Ernest David Garcia  
Jennifer Ann Swanson

*Education Specialist  
Instruction Mild/Moderate  
(Intern)*

Seamus Bendan Eddy

*Education Specialist  
Instruction Moderate/Severe  
(Intern)*

Jennifer Lynn David

*Education Specialist  
Instruction Mild/Moderate  
(Certificate of Eligibility)*

Christina Cortez Agustin  
Brianna Lei Cummins  
Genevieve Maria Lucaccini  
Wendy Elizabeth Schubert  
Kim Susanne Sullivan  
Tory Nicole Ungari

*Education Specialist  
Instruction Moderate/Severe  
(Certificate of Eligibility)*

Christina Cortez Agustin  
Alyce Nicole Jorgensen

## SERVICE CREDENTIALS

*Speech-Language Pathology  
Services (Clear)*

Rebecca Lee Coronado  
Monica Chase Filoso  
Lynda Marie Jefferson  
Shelley Clare Mitchell  
Crystal Marie Morrison  
Danielle Ashley Renner  
Patricia Jeanette Schroeder  
Angela Heejin Shin  
Jennine Lynn Silveira  
Sandra Slaugh  
Ashley Lane Souza  
Shelley Lynn Tajii  
Sarah Beth Van Arsdell  
Andrew Ture Zollar

*Speech-Language Pathology  
Services (Preliminary)*

Shirin Ashley Behin  
Nicole Janine Bors Galford  
Marina Roberta Crain  
Megan Minor Daoedsjah  
Paula Jean Derrick  
Lindsay Michelle Ellis  
Norma Gonzalez  
Julie Rose Gordon  
Ylicia Marie Hernandez  
Haley Murphy Hodgson  
Tara Maurene Ivey  
Nellaine Rae Kilgore  
Rajveena Koont Singh  
Andrea Rachelle Lopez  
Paul Webster Martin  
Traci Michelle Massey  
Hannah Elizabeth Peterson  
Patricia Lee Pfister  
Jessica Lauren Prato  
Courtney Yvonne Pyle  
Amanda Alicen Reece  
Teresa Rene Ureste  
Christina Marie Willett  
Natalie Touron Yokom



# STUDENT AWARD RECIPIENTS

## *Pupil Personnel Services School Psychology (Clear)*

Emily Elizabeth French  
Hong Thi Nguyen  
Melissa Kiku Riley  
Christina Siller

## *Pupil Personnel Services School Psychology (Intern)*

Abigail Nicole Allen  
Janette Mendoza Ramirez  
Leticia Dolores Zelaya

## *Administrative Services (Clear)*

Danté Juan Alvarez

## *Administrative Services (Preliminary)*

Katherine Bender  
Pamela Raye Dunham  
Sheila Louise Gammon  
Marlon De Shawn Gayle  
Deirdre Patricia Anna  
Marsh-Girardi  
René Lajoy  
Rodriguez Malamed

## *Administrative Services (Certificate of Eligibility)*

Francine Michelle Baird  
Michael Kenneth Bunch  
Tessa Marie Elliott Bunch  
James Allen Carter Jr.  
Michael Dennis Cowan  
Adriana Cruces  
Katie Dale Egleston  
Timothy Sean Gaea  
Sheila Louise Gammon  
Darren Vincent Holman  
Jared Timothy Hungerford  
Tiffany Insley  
Mary Kathleen Johnson  
Edward Preston Taylor  
Nathan Mark Voyer  
Jeanine Marie Wilson

## **Undergraduate Education Student of the Year**

Michelle Christine Rutter

## **Diploma and Hooding Ceremony Banner Bearer**

Sharon France-Marquis

## **Outstanding Multiple Subject Credential Graduate**

Kelly Marie Hess

## **Outstanding Single Subject Credential Graduate**

Michele H. Christensen

## **Outstanding Special Education Mild/Moderate Disabilities Credential Graduate**

Wendy Elizabeth Schubert

## **Outstanding Administrative Services Credential Graduate**

Shea Charlene Borges

## **Outstanding Service and Leadership in Educational Psychology**

Emiko Horner

## **Julie A. Sina Award for Inspirational Leadership**

Molly Marie Bechtel

Sophie Anne Zumout

## **Karen DeRosa Outstanding Graduate Student Leader Award**

Fiona Nicole Kelly

## **Initiates into Who's Who Among Students in American Universities and Colleges**

Robyn Michelle Addington

Elena N. Carlsson

Cynthia Christina Coleman

Laura Elizabeth Easton

Sharon France-Marquis

Alexandra E. Gass

Sheryl Jeanne Marques

Michelle Christine Rutter

Kelsie L. Stromberg

Teresa Marie Vail

Dina Marie Weaver

*The list of names as it appears in this program includes students who completed all credential program requirements by April 1, 2011 for recommendation to the California Commission on Teacher Credentialing.*

# HONOR SOCIETY INDUCTEES

## Alpha Sigma Lambda

*Alpha Sigma Lambda is the national honor society recognizing excellence among nontraditional students, meaning those who have returned to college later in life and who achieve academic excellence while also fulfilling adult duties of work and family life.*

Elena N. Carlsson  
Sharon France-Marquis  
Kathryne Harris  
Sheryl Jeanne Marques  
Anne Katherine Overgaard  
Dina Marie Weaver  
Ayesha Zafar\*  
*\*inducted 2010*

## Phi Kappa Phi

*Among honor societies that induct members from all academic disciplines, Phi Kappa Phi, founded in 1897, is the nation's oldest, largest, and most selective. Invitation is extended to graduating seniors and graduate students in the top 10% of their class, and to juniors in the top 7.5% of their class. The mission of the society is to recognize and promote academic excellence and to engage the community of scholars in service to others.*

Robyn Michelle Addington\*  
Laura Elizabeth Easton\*  
Rachel Kristine Giron  
Alejandra Leticia Gutierrez Lopez\*  
Sara E. Heaps  
Phillip Ching Hon  
Fiona Nicole Kelly  
Michelle Christine Rutter\*  
Teresa Marie Vail\*  
*\*inducted 2010*

# HISTORY OF THE SCHOOL

## Gladys L. Benerd School of Education

From its beginning, University of the Pacific emphasized the preparation of “preachers and teachers,” and those who planned to teach made up a large proportion of its student body during the University’s first 50 years. In 1915, the University began issuing elementary and high school teaching credentials, and a Department of Education was created in 1920 as the third academic unit in the University. The School of Education was formally organized in 1923, recognized by the California State Department of Education on January 10, 1924, and officially established shortly after the College of the Pacific moved to Stockton in 1924.

In the middle 1950s, the School began a Doctorate of Education program, and it was among the first institutions in California to prepare educational administrators, school psychologists and special education teachers. In the 1960s, the School offered one of the first undergraduate teacher Corps programs in the United States. In the 1970s and 1980s, it offered innovative programs to prepare bilingual educators, and, in the 1980s and early 1990s, its Title VII Doctoral Fellowship Program prepared exemplary teachers and administrators in the fields of bilingual education and English as a second language.

Today the focus of the School’s programs is on teacher education, leadership preparation, distinctive programs in school psychology and the preparation of instructional and curricular leaders for K-12 and higher education. In addition, Gladys L. Benerd School of Education appropriately houses the University’s Educational Resource Center for developmental education in reading, writing and mathematics and for coordination of services for students at Pacific who have disabilities.

During its long history, the School of Education has had only five previous deans, including Dr. J. Williams Harris (1924–1944), Dr. J. Marc Janzten (1944–1974), Dr. Oscar Jarvis (1974–1984), Dr. Fay D. Haisley (1984–1998), and Dr. John M. Nagle (2000–2004). Dr. Marilyn Draheim served as interim dean in 1999–2000 and Dr. Dale Andersen served in that capacity in 2004–2005. In July 2005, Dr. Lynn Beck became the sixth dean of the School. In 1992, the School was formally renamed the Gladys L. Benerd School of Education following an endowment gift of \$6.5 million from Ms. Benerd, a friend of the School of Education and a long-time teacher in local schools.

# THE CORE VALUES

For years, the School has maintained its accreditation with state and national agencies. Its programs for P-12 educators are fully accredited by both the California Commission on Teacher Credentialing and the National Council for Accreditation of Teacher Education (NCATE). Pacific has been NCATE — accredited for nearly 50 years, and it was the first institution of higher education in California to be NCATE – accredited through the doctoral level.

Through its academic departments, the School currently offers Bachelor of Arts, Master of Education, Master of Arts in Education, Educational Specialist, Doctor of Education and Doctor of Philosophy degrees, as well as California credential programs in Multiple Subject, Single Subject, Special Education, Administrative Services, and Pupil Personnel Services in School Psychology. For more than 75 years, the School of Education has been the primary academic unit at the University of the Pacific responsible for the preparation of teachers and other professionals to work with diverse populations in P-16 schools. Hundreds of graduates have become teachers, counselors, school psychologists, principals, subject matter specialists and superintendents in both public and private education. Others are taking a leading role in higher education and in non-profit and other organizations. Multiplied student-by-student, year-by-year, these hundreds of graduates of Gladys L. Benerd School of Education have positively touched the lives of thousands of individuals.

## THE MISSION

The Mission of the Gladys L. Benerd School of Education is to prepare thoughtful, reflective, caring and collaborative professionals for service to diverse populations. The School of Education directs its efforts toward researching the present and future needs of schools and the community, fostering intellectual and ethical growth, and developing compassion and collegiality through personalized learning experiences. Undergraduate, graduate, and professional preparation programs are developed in accordance with state and national accreditation standards and guidelines to ensure that students who complete these programs will represent the best professional practice in their positions of future leadership in schools and the community.

## Scholarship

The Gladys L. Benerd School of Education is committed to ensuring that students maintain high standards of competence in their academic and professional careers. This includes obtaining the broad and diverse general knowledge base of scholarship deemed essential to becoming a reflective professional, as well as the more specific content and skills of one's particular educational specialty. The Gladys L. Benerd School of Education values faculty who hold themselves to a high standard of competence in both their academic and professional careers and their professional communities and who strive continually to enhance the collegiality, competence, and intellectual vitality of all faculty.

## Integrity and Ethical Conduct

The Gladys L. Benerd School of Education values high professional standards and ethical conduct among its faculty and students. Students and faculty are expected to be honest, fair and respectful of others. The cornerstone of the Gladys L. Benerd School of Education's conceptual framework is the metaphor of the reflective practitioner. Reflective practice involves reflecting on and taking responsibility for one's actions through the continuous planning and re-planning of professional practice. The philosophy we embed in this model advocates professional responsibility and individual awareness of one's own belief systems and limitations, as well as those embodied in the diverse populations we encounter professionally. This involves adapting to the needs of different populations by analyzing and explaining problematic situations, testing hypotheses and continually reformulating one's understanding of practice through critical thinking, discussion, scholarship and collaboration.

## Diversity

The Gladys L. Benerd School of Education values diversity in its students, faculty and curriculum. The School promotes awareness of and respect for cultural, individual and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, philosophical orientation and socioeconomic status. The School is firmly committed to preparing professionals who can work effectively with all individuals and who realize learners have different capabilities and strategies for learning derived from their prior experiences and cultural backgrounds.

## Social and Community Responsibility

The Gladys L. Benerd School of Education promotes awareness in its students and faculty of their professional responsibilities to the communities and society in which they work and live. The School accepts a responsibility to contribute to the renewal of schools, communities and families by conducting research that strives to advance human welfare and by preparing professionals for leadership roles in their professions and communities. The Gladys L. Benerd School of Education values collaboration with members of the professional community to design, deliver and renew effective programs for preparing all students. This core value also takes into account the sociopolitical role of education in the struggle for achieving an equitable society.

## Collegiality

Faculty members in the Gladys L. Benerd School of Education recognize their responsibility to provide an atmosphere that engenders courtesy, respect and genuine regard for others. In order to maximize the quality and effectiveness of students' learning experiences, all interactions among faculty, students, field supervisors and staff are expected to be collegial and conducted in a manner that reflects the highest personal and professional standards. Faculty members model that learning is influenced by social interactions, interpersonal relations and communication with others. Co-construction of knowledge among faculty and students allow learners to link new ideas and experiences with prior knowledge in meaningful, coherent ways that demand creative and critical thinking.

## Teaching and Learning

The Gladys L. Benerd School of Education engages students in meaningful learning experiences that are designed to promote professional development and enhance academic inquiry. Teaching is a complex, intellectually challenging and moral activity in which learning is valued as the over-arching goal and meaning is socially constructed through professional collaboration. Faculty exhibit and promote learner-centered and technologically enhanced teaching characterized by intrinsically motivated tasks that combine novelty and challenge, are aligned with students' interests and allow for personal choice and initiative. Such an approach to teaching and learning takes into account each individual's beliefs, goals, emotional makeup, styles of learning, cultural background, technology skills and habits of thinking. Both professors and students in the School hold to high standards that emphasize an ongoing pursuit of knowledge production, critical analysis and reflective practice.

## PROFILE OF PACIFIC

University of the Pacific is an independent, coeducational university serving more than 6,000 students on three campuses in Stockton, San Francisco and Sacramento. It was established by pioneer Methodist ministers in 1851 as California's first chartered institution of higher learning. Pacific has earned widespread recognition for its student-centered approach to education, its many innovations, and the accomplishments of its 55,000 living alumni.

As an innovator and leader in higher education, Pacific provided the West Coast with its first medical school in 1858 (which later became part of Stanford, and today is California Pacific Medical Center), its first coeducational campus in 1871, and its first conservatory of music in 1878. In the 1960s, Pacific was the first university in the nation to offer "cluster colleges."

It was the nation's first to offer an undergraduate teacher corps program, the first to send an entire class to an overseas campus, the first to establish a Spanish-speaking inter-American college, and the first to offer a four-year graduation guarantee. With its move from San Jose to Stockton in 1924, Pacific became the first private four-year university in the Central Valley.

Shortly after occupying the new campus, Pacific established one of California's earliest schools of education. It was renamed the Gladys L. Benerd School of Education in 1992 in honor of the alumna's endowed gift.

Pacific has enjoyed extraordinary stability in administration. Dr. Pamela A. Eibeck began her service in 2009 as the sixth President since the University's move to Stockton in 1924 and the 24<sup>th</sup> since its founding in 1851. The University experienced its greatest growth and an expansion into graduate and professional education under the administration of Dr. Robert Burns (1947–1971). The School of Pharmacy opened in 1955. It is now the Thomas J. Long School of Pharmacy and Health Sciences, in honor of the benefactor and University Regent who, with his brother Joseph Long, founded Longs Drugs Stores. In 1956 the graduate school was created, and in 1957 the School of Engineering was established. Computer Science joined the school in 2002, and it was renamed the School of Engineering and Computer Science.

In 1962, the College of Physicians and Surgeons, a school of dentistry founded in San Francisco in 1896, was acquired by the

University and became the San Francisco campus. In 2004, the school was named the Arthur A. Dugoni School of Dentistry in honor of its dean of 28 years. It was the first time any university in the United States or Canada had named its dental school for the current dean.

A new concept in higher education in the United States found expression in the establishment of cluster colleges in the 1960s. These colleges adapted the Oxford and Cambridge model to an American setting, integrating faculty and students into living and learning communities. Raymond College was established in 1962, followed by Elbert Covell College in 1963, the first bilingual-bicultural college in the country. Callison College, established in 1967, focused on non-Western studies with a year of study in an Asian culture. The cluster colleges were absorbed into the rest of the University in 1982. Their emphasis on global education continued in a new School of International Studies, the first university-based undergraduate school of international studies in California. The learning community concept of the cluster colleges was strengthened in College of the Pacific, the liberal arts and sciences core of the University, recognized for preparing responsible citizen leaders who will contribute in lasting ways to careers and communities.

The expansion of graduate and professional education continued when McGeorge College of Law, an independent law school founded in Sacramento in 1924, merged with the University in 1966 as Pacific McGeorge School of Law. In 1977, the department of business administration in College of the Pacific was reorganized as the School of Business and Public Administration. In 1995 it was renamed Eberhardt School of Business in honor of the Eberhardt family's endowed gifts. In 1985, programs designed specifically for adult re-entry students were reorganized and revitalized through University College, now the Center for Professional and Continuing Education.

Over the last twenty years, Pacific has advanced its legacy of innovation and leadership. In 1992 the University offered the nation's first "four-year guarantee," a promise to students that they will graduate on time if they meet certain requirements. Under the leadership of President Donald DeRosa (1995–2009), the University invested in more than \$200 million in facilities renovation and construction projects on all three campuses. Pacific initiated distinctive accelerated programs that enabled

students to complete undergraduate studies in combination with professional degrees in pharmacy, law, dentistry and business. The University intensified its commitment to experiential learning, including undergraduate research, internships, community service and education abroad. Pacific also launched an environmental sustainability initiative and instituted the Powell Scholars Program, a premier scholarship program for undergraduate student leaders.

In 1999 jazz legend Dave Brubeck and his wife Iola, both Pacific graduates, announced that their papers, recordings and memorabilia would be deposited at Pacific for study and research. In response to this gift, a treasure of historic American music and memorabilia, the University established The Brubeck Institute for the study, promotion and performance of American music.

University of the Pacific began its latest chapter when Dr. Pamela A. Eibeck assumed the presidency in July 2009. Just one month later, the University and Stockton communities gathered on the lawn of the Don and Karen DeRosa University Center to celebrate as Regent José Hernandez '85 launched into space aboard the Space Shuttle Discovery. That fall Pacific sent all of its incoming students on MOVE — the Mountains, Oceans, Valley Experience — an award-winning experience designed to welcome new students to the Pacific community through participation in experiential learning and service projects throughout Northern California.

After an extensive first-year listening campaign, President Eibeck identified seven institutional priorities for the University's future: enhancing the academic enterprise; developing and managing resources; strengthening ties between Pacific's three cities; establishing and communicating the University's core identity; enriching diversity and inclusivity; serving community through partnerships at the local, national and global levels; and expanding international competence as a hallmark of a Pacific education. President Eibeck's listening campaign also inspired the *Beyond Our Gates* community engagement initiative. The President convened six forums throughout spring 2010 to listen to the community's needs and goals. The forums covered topics crucial for the region: healthcare; the economy; energy and the environment; education; diversity; and arts and culture. As a result of community feedback, in November 2010 President Eibeck proposed a new series of University and community

partnerships. These include increased communication and awareness; keeping the community's interests in mind as the University makes operational and business decisions; continued biannual forums about key regional issues; and improving local K-12 college readiness. One highlight of the college readiness partnership will be *The Tomorrow Project*, an intensive, multi-year engagement with our region's youth. More information can be found at [www.beyondourgates.org](http://www.beyondourgates.org).

Pacific continues to enjoy national recognition for its leadership in higher education. The University has been listed as a "Best Value" (Top 50) every year since 2000 and is consistently ranked among the top 100 national universities in the country. Undergraduate applications have soared from approximately 5,300 in 2008 to over 20,000 in 2011. This fall, Pacific welcomed the largest freshman class in its history, from its most competitive application process to date. The University remains committed to its personal, student-centered approach. Faculty and staff are dedicated to excellence in teaching. Highly interactive student-faculty relations and a broad array of co-curricular activities that develop students' abilities are hallmarks of the Pacific experience.

## SCHOOL AND COLLEGE BANNERS

School and college banners signifying each of the academic units of the University precede a unit's faculty in the procession and are displayed during the ceremony. The color of the banner symbolizes the academic discipline.

**College of the Pacific** — The golden yellow field of this banner represents the sciences, while the white letters signify the arts and humanities. Founded in 1851, the College of the Pacific is the largest and oldest academic unit.

**University Library** — This banner's lemon-yellow color represents the library sciences. The Library has supported teaching, learning and scholarship since Pacific's founding in 1851. It is home to many special collections, including the papers of naturalist John Muir and musician Dave Brubeck.

**Conservatory of Music** — The tradition of representing music with the color pink originated at Oxford University. Pacific's Conservatory, established in 1878, is the oldest university-affiliated school of music in the West.

**Arthur A. Dugoni School of Dentistry** — The lilac color of dentistry forms the field for this banner. Founded in 1896 as the College of Physicians and Surgeons, the School became part of the University in 1962. It is named in honor of the alumnus who served as dean of the school from 1978 to 2006.

**Pacific McGeorge School of Law** — Purple, a color traditionally associated with royalty and governance, represents the law. Named in honor of its founder, Verne Adrian McGeorge, the School opened in 1924 and merged with Pacific in 1966.

**Gladys L. Benerd School of Education** — The light blue field signifies disciplines related to education. The School is named in honor of the distinguished alumna who bequeathed the school with an endowment. It was founded in 1924 when the University moved to Stockton.

**Thomas J. Long School of Pharmacy and Health Sciences** — Pharmacy is represented by olive green, a color associated with healing herbs. The School, established in 1955, is named for the benefactor and Regent who, with his brother Joseph, founded Longs Drugs Stores.

## SIGNIFICANCE OF ACADEMIC REGALIA

**Research and Graduate Studies** — Red-orange signifies this division, which was established in 1956 as Pacific expanded its graduate degree offerings.

**School of Engineering and Computer Science** — This banner's orange represents the engineering and computer science disciplines. Pacific's School of Engineering and Computer Science was founded in 1957 from a department that dates to the 1930s.

**Eberhardt School of Business** — The School's banner features an olive brown field. Founded in 1977, the School was renamed in 1995 in honor of the Eberhardt Family's endowed gifts.

**School of International Studies** — Peacock blue symbolizes the field of international studies. The School was established in 1987 with a gift from George and Isabelle Wilson.

Distinctive academic dress can be traced back to the universities of the Middle Ages when university students and faculty wore the robes of the clergy. Today three ranks of degrees are distinguished through variations in the robes, which also indicate the discipline and the university that awarded the degree.

In the United States, gowns generally are black. The color of the edging of the hood and occasionally the color of the facing and crossbars on the doctoral gown indicate the field of learning in which the degree is awarded. The colors of the lining of the hood are those of the institution awarding the degree. Generally, bachelor's and master's tassels are black, and doctoral tassels are gold. After graduation the tassel is worn on the left side of the Mortarboard. An individual's degree is revealed by the type of gown and width of the edging on the hood.

Bachelor's gowns have full, pointed sleeves with no trimming. Hoods have a two-inch edging. Master's gowns prior to 1960 had full, closed sleeves with the arm emerging through a slit at the elbow. In 1960, the gown was modified replacing the elbow slit with an opening at the wrist, and the gown was made to close. Hoods have a three-inch edging. Doctor's gowns are of silk, have rounded sleeves, velvet facing down the front and three velvet crossbars on each sleeve. Hoods have side panels and a five-inch facing.



## *Pacific Hail!*

Words and Music by  
Lois Warner Winston '23, '58

*From o'er the rugged mountains  
standing high;*

*From out the broad low valleys,  
'neath the sky;*

*Our alma mater calls, we cannot fail,*

*Our voices blend in praise,*

*Pacific Hail! Pacific Hail!*

*Long may her flaming torch give out its light;*

*Long may her spirit guide us in the right;*

*To her we pledge our hearts,*

*We dare not fail;*

*To her we raise our song,*

*Pacific Hail! Pacific Hail!*

**Gladys L. Benerd  
School of Education**

**209.946.2556**

**[www.Pacific.edu/Education](http://www.Pacific.edu/Education)**