



5-5-2012

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

University of the Pacific

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Gladys L. Benerd School of Education

Diploma and Hooding Ceremony

Saturday, May 5, 2012 — 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**

Chaplain

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

Mace Bearer

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*

ACKNOWLEDGEMENTS

Banner Bearer *Ms. Katherine Ann Alvarez*

Mace Bearer *Dr. Michael Elium*

Marshals

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

Master’s Degree Graduates *Dr. Delores McNair*
Dr. Thomas Nelson

Educational Specialist Degree Graduates . . *Dr. Ronn Hallett*

Doctoral Degree Graduates *Dr. Hallett*
Dr. Justin Low

Name Reader *Dr. Robert Oprandy*

Diplomas *Ms. Gaby Satvaldiyev*

Faculty Participants in Hooding

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

Master’s Degree Graduates *Dr. Draheim*
Dr. 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*
Dr. Dimpal Jain
Dr. Low
Ms. Sue Erickson

Ushers *Ms. Judy-Rose Erpenbeck*
Ms. Samantha Fertig
Ms. Kimberlina Gomez
Ms. Yichen Jiang
Ms. Monica Schnapp
Ms. Lupita Villalobos

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.

DEGREES CONFERRED

Bachelor of Arts, Liberal Studies

Katherine Ann Alvarez**
Magdalia Leticia Barron
Lisa Sharp Brittan
Katie Anneliese Chock
Brett Christopher
Nadya Mae-Marie Clark
Bianca Kyomi Delucchi*
Victoria Dameron Dexter*
Dolores Miguez Drullard*
Caprice A. Flores*
Rachel Kristine K. Giron***
Stephanie Lynn Gleaves**
Jessica Maria Gutierrez
Diana Abed Hanania
Carmen Z. R. Hercules*
Rena Ieng
Lauren Kay Iezza
Kimberly Lenor Jimenez
Rachel Katherine
 Hiromi Kimura*
Amber Nicole Kunz**
Dina Lay
Sonny Tou Lee**
Melissa Kristine Lopez**
Khou Lor
Claudia Magaña*
Gisela Y. Mireles Rodriguez**
Christine Joyce Felix Mojica
Gloria Jean Montez**
Erin Elizabeth Northcutt**
Lorena Ochoa Torres**

Gabrielle Illiani Olivo
Sandra Ozornio*
Irene Jou Hwa Pak
Anthony Domonique Rodriguez
Carmen Rojas
Sara Ann Mariko Ruiz***
Abigail Segura
Alexandria Jillian Tankersley
Corinne Chase Treadaway*
Megan Elizabeth Ward*
Alycia Wedin**
Alexis Claudine Woods
Somara Zaman*
Norma Zapata

Master of Education, Curriculum and Instruction

Patricia M Anaya
Clayton Basepayne
Angela Marie Bertocchini
Jacqueline Felton
Carissa Gayle Harris
Jarett C. Heskett
Corinne Carie Mizuno
Joseph Anthony Oliveira
Todd Owen Parizo
Cordelia Azumi Obulu Ross
Nancy Lynn Snider
Jessica Elsa Stout

Master of Arts, Curriculum and Instruction

Robyn Michelle Addington
Corey Allen Anders
Deniz Yelda Asaner
Amy Alyssa Baldini
Wendy Pui Chan
Helen Chen
Hong Chen
Lichun Cheng
Susan Hing Chi
Francisco J. Cornejo
Alison M. Evert
Nicholas Freathy
Bret Galeste
Haihong Gan
Yun Gao
Richard Glass
Marco Antonio Gonzalez Jr.
Amanda Mary Haynam
Kaycee Huertas-Makalintal
Ninfa Iglesias Hernandez
Zhenlei Jian
Kaitlin Kelly-Hankin
Kerry J. Klocke
Erin Kohl
Qi Kong
Claudia L Kramer
Charla Colleen Kuykendall
Jinghua Le
Loreen Ann Lee
Rebecca Christine Lee
Jun Li
Jessica Meredith Taylor Lobl
Qiongheng Lu
Shuilian Meng
Rachel Niederman
Christin O’Cuddehy

Yan Pan
Derek Steven Perkins
Katrina Pirnack
Ruben Quinones
Juan Quinonez
Haidong Ruan
Jacquelyn A. Rusk
Michelle Christine Rutter
Caitlin Kaiser Schoenfelder
Valerie Renee Sedillo
Xiaorui Shen
Allison Smith
Yijia Sun
Matthew Ryan Tener
Amber Janelle Treas
Chi Trinh
Amanda Renee Villar
Jacob John Weiler
Christine Whan
Nicholas James White
Ying Wu
Li Xu
Huijuan Yao
Jianjun Ye
William Yuan
Lisa L. Zamora
Yan Zhang
Yi Zhang
Yongxia Zhao
Ling Zhong
Ling Zhou
Xuelai Zhou
YingLiang Zhou

*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 2011–2012 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 2011–2012 year is maintained by the University Registrar.

*Master of Arts,
Educational Administration*

Marylou Godezano Bagus

Daniel Joseph Bristow

Courtney Dawn Buljan

Gabriel Ernest Chaparro

Dr. Joanna Royce-Davis

Thesis: Pathways:
A Discussion on
Undocumented Students
and the University of
the Pacific

Megan Elizabeth Dias

De Van Doan

Dr. Joanna Royce-Davis

Thesis: Development of
a Leadership Identity
Among Asian American
Students in Asian Cultural
Organization: A Case Study

Mario Francisco Fuentez

Justin Quesada Gomez

Dr. Joanna Royce-Davis

Thesis: Medical Amnesty
Policy Implementation
at Pacific

Richard Stephen Judge

Amanda B. Kennedy

Maria Teresa Lazaro

Jennifer Ashley Low

Margaret Marie Luu

Dr. Joanna Royce-Davis

Thesis: The Implementation
and Design of a Strategic
Planning Process at a
Private University

Parastoo Nina Massoumi

Dr. Joanna Royce-Davis

Thesis: Enhancing
Cultural Center Training
for Student Staff: One
Graduate Student's
Reflection

Aisha Money

Charles F. Moynahan

Dr. Ronn Hallett

Thesis: Paving the Way:
Investigating Community
Cultural Wealth Within
the Experiences of
Undocumented and
Immigrant Students

Rebecca Ann Nielsen

Dr. Joanna Royce-Davis

Thesis: University of the
Pacific Student Conduct
Review Board Sexual
Assault Case Training
Curriculum

Brandy Nichol Thurman

Jon Michael Vaughn

Dr. Joanna Royce-Davis

Thesis: Queer in Letters:
Intersectionality of
Lesbian, Gay, and Bisexual
Members of Fraternity and
Sorority Life

Robert Withrow Clark

*Master of Arts,
Educational Psychology*

Shelli Marie Johnson

Melissa Marie Melton

Elisa Oliva Mora

Kaliicye I.C. Richardson

*Master of Arts,
Special Education*

Kristin Diane Belcher

Kirsty Aimee Brace

Deidra Kay Brown

Elizabeth A. Capdevielle

Tina Derksen

Stacia Leezett Felix

Marcia Ruth Finke

Marybeth Rose Hollingsworth

Steven Thomas Hoy

Chris Jennings

Kallie C. Johnson

Kraig Roy Jorgensen

Elisha Lara

Melissa Marie Lozoya

Shari E. Lujan

Ericka Danielle Lyman

Tiffany Martin

Amanda Lorraine Medina

Stephanie Marie Mendes

Jandy Raquel Pastore

Scotti Pope

Sophy Reese

Mary T. Silvers

Brittany Stewart

Heather Kathryn Veasley

Thunabalan Veerasamy

Elizabeth Wieland

Misty K. Westcott

Tyleen Marie Williams

Marcelo Jose Zamarripa

*Education Specialist,
School Psychology*

David Edward Looney

*Doctor of Education,
Curriculum and Instruction*

Annie Bichloan Duong

Dr. Robert Oprandy

Dissertation: An Analysis
of Reclassification Criteria
for English Learners in
the Northern San Joaquin
Valley and Foothill Area
of California

Janine S. Fisk

Dr. Thomas Nelson

Dissertation: Professors
of Reading Educations'
Perceptions and Practices
Surrounding the Issues
of Teaching Reading and
Learning through Digital
Media

Larry G. Grimes

Dr. Thomas Nelson

Dissertation: Teaching
Evolution: A Heuristics
Study of Personal and
Cultural Dissonance

Antoinette Navalta Herrera

Dr. Thomas Nelson

Dissertation: Educational
Journeys of Hispanic
Women in Nursing

- Ileana del Carmen Pitty-Murillo
Dr. Marilyn Draheim
Dissertation: Family-Teacher Communication and Literacy Practices in a Culturally and Linguistically Diverse Family
- Sylvia Ann Turner
Dr. Lynn G. Beck
Dissertation: The Effects of a Constructivist-Based Fraction Intervention on the Achievement and Self-Efficacy Beliefs of Low Socio-Economic Status Students
- Shakera Azimi
Dr. Dennis Brennan
Dissertation: American Muslim Female Students' Perceptions of Socio-Cultural Accommodations in California Public High Schools
- Jolene Elizabeth Baker
Dr. Craig Seal
Dissertation: Expectations and Efficacy of New Athletic Trainers in Prevention, Recognition, and Intervention of Disordered Eating in Collegiate Student Athletes
- Rafael Ceja Jr.
Dr. Michael Elium
Dissertation: Data-Driven Decision Making and its Effects on Leadership Practices and Student Achievement in K-5 Public Elementary Schools in California
- Rondale DeShawn Cooper
Dr. Antonio Serna
Dissertation: An Analysis of Public School Administrators' Preparation for Special Education Within the Los Angeles County of California
- Michael Franklin Dalgety
Dr. Delores McNair
Dissertation: Student-Athlete Perceptions of a Summer Pre-Enrollment Experience at an NCAA Division I-AAA Institution
- Kirk Alan Davis
Dr. Dennis Brennan
Dissertation: Organizational Learning to Implementation: Development of Post-Secondary Online Degree Programs
- Dagoberto Garcia
Dr. Fred Muskal
Dissertation: Parental Involvement in Schools with a High Percentage of English Language Learners
- Khushwinder Gill
Dr. Lynn G. Beck
Dissertation: Associations Between Students' Perceptions of Teacher-Student Relationship Quality, Academic Achievement, and Classroom Behavior: Are They Moderated By Ethnicity, Gender or Socio-Economic Status?
- Judith E. Hansen
Dr. Delores McNair
Dissertation: An Analysis of the Implementation of the Response to Intervention Model at a School District in California
- Angela Hotchkiss
Dr. Antonio Serna
Dissertation: An Analysis of the Obstacles that Prevent the Meaningful Participation in the IEP Process by Parents/Guardians of African American Males in Special Education
- Amelia Jimenez
Dr. Dennis Brennan
Dissertation: Hands-On Equations Programs: An Approach to Teaching Linear Equations Using Manipulatives
- Wenyan Luo
Dr. Lynn G. Beck
Dissertation: Student Conduct Systems at Public Colleges and Universities in China
- Deirdre Patricia Ann Marsh-Girardi
Dr. Dennis Brennan
Dissertation: An Analysis of California Elementary School Principals' Utilization of Time Management Strategies
- Tiffany Nichole Smith-Simmons
Dr. Dimpal Jain
Dissertation: African American Women Elementary School Principals: Impact of Race and Gender on Suspension Practices
- Jeanine M. Wilson
Dr. Antonio Serna
Dissertation: Public School Principals' Perceptions of the California Peer Assistance and Review Program
- Doctor of Philosophy,
Educational Psychology***
- Christina Siller
Dr. Linda Webster
Dissertation: A Father's Supportive Presence: Understanding How Fathers Influence Children's Developmental Outcomes

TEACHING CREDENTIALS

Multiple Subject (Clear)

Bernadette Christine
Christensen
Kristin Jamison Lineberry
Angela Lynnette Phillips

Multiple Subject (Preliminary)

Robyn Michelle Addington
Andrew David Barratt
Courtney Christine Boettger
David Cabrera
Christina Maria Chocha
Jacqueline D. Felton
Gjertina Kay Ferris
Lucy Garcia
Alejandra Leticia Gutierrez
Carissa G. Harris
Mark Alan Hawbaker
Jarett Cory Heskett
Kelly Marie Hess
Jennifer Marie Ingola
Lorin Marie King
Stacy Nicole MacDonald
Claudia Marlene
Martinez Garcia
Mary Kate Morris
Olivia Elizabeth
O'Bryon Mackey
Soh Yeon Park
Meredith Elizabeth Perkins
Andrea Gonzalez Ramirez
Michelle Christine Rutter
Kyle Masahiro Sakamoto
Deeanna Marie Tolentino
Martha Venegas
Rebecca Ann Welch
Andrea M. Young
Ayesha Zafar

Single Subject (Clear)

Stewart Olin Jacoby
Dana Silva Muraoka
Mari Samuels-Arseneault
Christopher Andrew West

Single Subject (Preliminary)

Elisavet Barajas de Garcia
Arash Scott Behnam
Cynthia Cardenas-Sanchez
John Edward Cargile
Elizabeth Susan Cerepak
Michelle Helena Christensen
Kevin James Diggins
Carol Amelia Dillard
Rachel LeAnne Gallagher
Lea Hartog
Robert Gerald Hawkin
Sara Elizabeth Brucker Heap
Verenis Socorro
Hernandez-Sotelo
Phillip Ching Hon
Caitlin Marie Keskeys
Erin McCarty Kohl
Jessica Marie Lenart
Lara Levy
Jared Keith Long
Caleb Moen
Alma J. Riego
Soren Rousseau Rosier
Carolyn Stults

SPECIALIST CREDENTIALS

Education Specialist Instruction Mild/Moderate (Clear)

Sheila Barth McGuire
Christina Noel Rusk
Christina Lynn Turner

Education Specialist Instruction Moderate/Severe (Clear)

Terri Ann Pendley
Christina Lynn Turner

Education Specialist Instruction Mild/Moderate (Preliminary)

Carissa Gayle Harris

Education Specialist Instruction Moderate/Severe (Preliminary)

Jennifer Lynn David
Erin Kathryn Leach
Jessica Elsa Stout

Education Specialist Instruction Mild/Moderate (Intern)

Laurie J. Crawford
Margarita Lisa Hernandez
Cordelia Azumi Ross

Education Specialist Instruction Moderate/Severe (Intern)

Carissa G. Harris
Deanna Marie Hess
Rebecca Ann Welch

Education Specialist Instruction Mild/Moderate (Certificate of Eligibility)

Erin Kathryn Leach

SERVICE CREDENTIALIALS

Speech-Language Pathology Services (Clear)

Kristine Amanda Eckert

Speech-Language Pathology Services (Preliminary)

Kasia Janel Alvine

Shaída A. Behin

Jennifer Montemayer-Carlos
Chiaromonte

Jennifer Ann French

Cassidy Ellen Grandstaff

Kelsey Hebert

Marissa Anne James

Amrit Jat

Christine Joanna Johnson

Kelly Johnson

Jessica Johnston

Ted Ly

Racell Marie MacFarlane

Lisa A. Morales

Jane Margaret Oliver

Sabrina A. Patel

Kyle Andrew Renke

Kathryn Marlene Riley

Mckenna Faye Roberts

Gina Marie Rotondo

Diana Fay Torre

Nicholas Hearle Utvich

Erin Williams

Mary Xiong

Pupil Personnel Services School Psychology (Clear)

Abigail Nicole Allen

Courtney Laura Cooney

Janette Mendoza Ramirez

Deidre Marie Rubcich

Leticia Dolores Zelaya

Pupil Personnel Services School Psychology (Intern)

Ricardo Chavez

Emily Redding

Administrative Services (Clear)

Mele Lea Benz

Carol Lynn Owens

Administrative Services (Preliminary)

Xue Lee

Lawrence Abdul Rasheed

Administrative Services (Certificate of Eligibility)

Stephanie Lynn Hjelmstad

Aaron Nicholas Mata

STUDENT AWARD RECIPIENTS

Undergraduate Education Student of the Year

Sara Ann Mariko Ruiz

Diploma and Hooding Ceremony Banner Bearer

Katherine Ann Alvarez

Outstanding Multiple Subject Credential Graduate

Corrine Chase Treadaway

Outstanding Single Subject Credential Graduate

Gina Carbonatto

Outstanding Special Education Mild/Moderate Disabilities Credential Graduate

Cordelia Azumi Ross

Outstanding Special Education Moderate/Severe Disabilities Credential Graduate

Rachel Kristine K. Giron

Outstanding Administrative Services Credential Graduate

Lawrence Abdul Rasheed

Julie A. Sina Award for Inspirational Leadership

Courtney Dawn Buljan

De Van Doan

Karen DeRosa Outstanding Graduate Student Leader Award

Parastoo Nina Massoumi

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

Katherine Ann Alvarez

Bianca Kyomi Delucchi

Claudia Magaña

Gloria Jean Montez

Sara Ann Mariko Ruiz

The list of names as it appears in this program includes students who completed all credential program requirements by April 1, 2012 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.

Stephanie Lynn Gleaves
Erin Elizabeth Northcutt
Gisela Y. Mireles Rodriguez

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.

Rachel Kristine K. Giron*
Stephanie Lynn Gleaves
Kerry J. Klocke
Sonny Tou Lee
Sarah Ann Mariko Ruiz
**inducted 2011*

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 the 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: 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 (1999–2000), followed by Dr. Dale Andersen (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.

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 accredited by NCATE 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 nonprofit 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.

THE CORE VALUES

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 6,500 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.

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. In 1992 it was renamed the Gladys L. Benerd School of Education 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 24th 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 Pacific benefactor and Regent who co-founded the former Longs Drugs Stores. In 1956 the graduate school was created, and in 1957 the School of Engineering was established. The Department of Computer Science joined the school in 2002 and was subsequently renamed the School of Engineering and Computer Science.

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

Three new cluster colleges were established at Pacific in the 1960s, in the model of British universities such as Oxford and Cambridge. These colleges integrated faculty and students into distinct living and learning communities. Raymond College, established in 1962, was an accelerated, interdisciplinary liberal arts program in which students shaped their own courses of study. Elbert Covell College, established in 1963, was a unique inter-American college. Half the students were from the U.S. and half from Latin America, with classes taught in Spanish. 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 values, including a close-knit learning community, accelerated and interdisciplinary programs, and self-designed majors, have left a lasting impact on Pacific. Their emphasis on global education continued in the School of International Studies, founded in 1987 as the first university-based undergraduate school of international studies in California.

In 1996, Pacific broadened its footprint to Sacramento when McGeorge College of Law, an independent law school founded in Sacramento in 1924, merged with the University as the 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 also increased 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.

Since assuming the Presidency in 2009, Dr. Pamela A. Eibeck has identified several priorities for the University's future: enhancing the academic enterprise; developing as a three-city and global University; enriching diversity and inclusivity; and serving community through partnerships at the local, national and global levels.

Under her leadership, in 2010 the University launched the "Beyond Our Gates... Into the Community" initiative to create and enhance community partnerships that improve lives in our region. As part of "Beyond Our Gates," the University has launched The Tomorrow Project, an intensive K-12 educational outreach program; the Beyond Our Gates Community Council, an advisory body of regional leaders; and the Dialogs of Distinction, biannual discussions of critical issues facing our region.

President Eibeck has also instituted a University-wide strategic planning effort, led by Provost Maria Pallavicini, to help Pacific prepare for current and coming changes in higher education, work and the economy.

In November 2011, the University finalized the purchase of a new campus in San Francisco at 155 Fifth Street. The new campus provides the space and facilities the Arthur A. Dugoni School of Dentistry needs to remain one of the nation's top dental schools. It also affords Pacific an opportunity to expand its programming and visibility in San Francisco.

Pacific continues to enjoy national recognition for its leadership in higher education. The University has been listed as a "Best Value" (Top 50) by *U.S. News & World Report* every year since 2000 and is consistently ranked among the top 100 national universities in the country by *U.S. News* and others. Undergraduate applications have soared from approximately 5,300 in 2008 to more than 21,000 for fall 2011. 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.

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.

HISTORICAL SIGNIFICANCE OF THE UNIVERSITY MACE

Originally a weapon used in medieval warfare, the mace evolved by the 12th century into a symbolic device used on ceremonial occasions and borne before monarchs, mayors and parliaments. The mace, as an academic symbol, dates back to the 15th century at the University of St. Andrews in Scotland. The use of maces as symbols of academic authority spread to other universities in the British Isles and from there to America.

Robert E. Burns, Pacific president from 1946 to 1971, asked Stuart Devlin, an internationally-known London silver designer, to create University of the Pacific's mace. It was commissioned in recognition of the University's transition from a college to a university and was first used at a Founders Day ceremony on March 6, 1966. Constructed entirely of silver with a gold plated seal of the University in its head, the mace weighs 15 pounds and is approximately four feet long. It was a gift from Mrs. Winifred Olson Raney, a Regent of the University. The mace is displayed at all official University functions, including Commencement and Convocation. It is traditionally carried by the chair of the Academic Council to symbolize the role of the faculty in university governance.

SIGNIFICANCE OF ACADEMIC REGALIA

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
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