



5-4-2013

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 4, 2013 — 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**

**Candidates 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**

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 *Dr. Joel N. Lohr*
University Multifaith Chaplain

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 *Chaplain Lohr*

Recessional

Selections from Elgar’s Marches
Sir Edward Elgar

ACKNOWLEDGEMENTS

Banner Bearer *Ms. Cori Ann Kirkendall*

Marshals

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

Master’s Degree Graduates *Dr. Ronn Hallett*
Dr. Thomas Nelson
Dr. Teresa Vail

Educational Specialist

Degree Graduates *Dr. Rachele Hackett*

Doctoral Degree Graduates *Dr. Justin Low*
Dr. Delores McNair

Name Reader *Dr. Robert Oprandy*

Diplomas *Ms. Gaby Satvaldiyev*

Faculty Participants in Hooding

Baccalaureate Degree Graduates *Dr. Marilyn Draheim*

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

Educational Specialist Degree Graduates *Dr. Webster*

Doctoral Degree Graduates *Doctoral Dissertation Chairs*

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

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

Isabella Maria Abella
Nicole Ann Armagost
Dominique Billingslea-Frazier
Amber Jacqueline Blake
Francesca Ariella Bolivar
Kia Alexis Booth*
Sara M. Breedlove**
Zoe Elizabeth Breen*
Rita Ann Carter-Overstreet*
Amy Christa Cannon**
Sar Chhin**
Aery J. Choi
Anne Marie Dahl
Hilda DeLeon*
Kelsey Michele Dibner**
Ashlee Irene Freeman
Araceli Gonzalez
Jacob F. Goulder
Alexandra W. Heady*
Christina De La Cruz Hine**
Amanda Hohbach
Jackie Elizabeth Jin**
Tracy Johnston
Sok Heang Khen
Cori Ann Kirkendall***
Christopher Charles Larsen Jr.
Thao Di Le*
Erin Anne Lee
Krysten Anne Lial*
Tatiana Lombana
Makayla Rae McCormick

Lauren Marie Meehleis*
Tania Ruth Mendez
Sheri L. Middleton**
Sophia L. Moore*
Maria de la Luz R. Robles*
Callan Rebecca Rowe*
Alyssa Schmidt
Suelynn Marie Silva**
Brianna Nicole Smith*
Alina M. Stanciu***
Shanna Naomi Tashiro
Fere Bazezew Tedemet
Javier Valencia
Karla V. Valencia
Guadalupe Villalobos
Lynne Vorst Hogan**
Wenhui Wang
Staceé Marie Wescott**
Christopher Wiley*
Michael Williamson
Valerie Wai-Lan Yim*
Loretta Gineene Young*

Master of Education, Curriculum and Instruction

Christopher Jason Brown
Diana Corona
Michael John dePolo
Kelly Lynn Elam
Alyson T. Fetzer
Alexandra Ebipane Gass
Kelly Klassen
Rosario Sandoval-Soreque

Master of Arts, Curriculum and Instruction

Tonia Rene Arevalo
Cristina Baldyga
Hillary Bensky
Jenna Michelle Boller
Carolyn L. Brown
Jinhan Cai
Rui Cai
Del Camara
Meghan T. Campbell
Contessa C. Cannaday
Rebekah F. Cantor
Rui Yang Cao
Anthony Caputo
Carla Aria Caviness
Jiesi Chen
Ye Chen
Johnathon Clemons
Mia Elizabteh Costello
Susan Lynn Dietrich
Luz Adriana Escalante
Kristen T. Espinosa
Robert Branch Everett
Meredith W. Fisher
Jordan C. Freeman
Patrick John Herman Gai
Angela Marie Garcia
Charlotte Gjedsted
Gary Goldstein
Chunhong Gu
Yinpeng Gu
Jenessa Christine Hefler
Madeleine Heller
Katherine Hensley
Amy Hisiger
Yeru Hu
Corrina Hui
Jianfen Jia
Tao Jin
Kayla Lee Kersey

Marc Kunin
Sue Langham
Lynsey LaRocca
Huong N. Le
Shanshan Li
Lin Lin
Jacquelyn Lynch
Yilei Mao
Tomas R. Marquez
Nicole Matson
Kerri Lynn McGoldrick
Christian McGrail
Saumirah McWoodson
Mark John Micheletti
Cody Murnen
Shea Nairn
Tiarra Netter
Quang Nhat Nguyen
Lia Sinead O'Neale
Nicole R. Ortiz
Barbara Ottenio
Si Hyun Pae
Dayna Marie Perez
Peter Joseph Perez
Gina Michele Perlite
Corian Jack Po
Svetlana S. Popov
James A. Prietto
Jin Qian
Qiuping Qu
Dennise Marie Reyes-Serpas
Van Carlin Roerty
Elana A. Romero
Marcy Elizabeth Rosner
Doreidy Sandoval-Rios
Jeanette Guadalupe Sandoval
Elisabeth Scarpace
Frank Edwin Schiano
Shannon Selerowski
Yuping Shao
Daniel Shapiro

*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 2012–2013 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 2012–2013 year is maintained by the University Registrar.

Kelsey B. Siegel
Jennifer Megan Sirkus
William Adam Joseph Smith
Danielle Marie Soto
Jianpeng Su
Susan C. Summerfield
Fei Sun
Jiaxiu Tang
Danita Francisca Thomson
Siyuan Tu
Bret J. Turner
Valerie Elizabeth Valdez
Nir David Vegvaizer
Stephanie René Wagner
Emily Rose Souther
Fang Wang
Haili Wang
Lijing Wang
Mengjing Wang
Tian Wang
Yi Wang
Anusheh Ninsun Warda
Jennifer Waskey
Lianling Wei
Rachel Leigh White
Daniel Wolfe
Beilei Wu
Ming Yan
Christine Yang
Jin Yang
Yun Yuan
Jinrui Zhang
Willy Zhang
Jie Zheng
Hongwen Zhu

*Master of Arts,
Educational Administration*

Fawaz Alzoubi
Dr. Lynn Beck
*Thesis: Evaluation of
Faculty Perception of Case-
Based Learning Seminar*

Geori Berman
Kristen A. Bloom
Jaime Corinne Brunelle
Angela Adelle Vita Buck
Eileen Kogl Camfield
Dr. Lynn Beck
*Thesis: Forced Options:
Faculty Identity and
Institutional Culture*
Daniel Scott Catalano
Jessica Chi
Rebecca Marie Dutra
Tiffany Rae Gabrielson
Megan Elizabeth Garrison
Jacalyn Meredith Griffin
Andy Hanson
Kimberly Hargrave
Kyle McKenzie Harkness
Amanda King
Jennifer Kate Langstaff
Eric Luke
Kristen Kathleen Luna
Ahmed Ayman Naguib
Ramiz Nisar
Kevin McDonald Pratte
Ester R. Marquez
Kevin Frank Sanchez
Kamal Sandhu
Joel David Saslaw
Holly Nicole Stanco
Ajene Saddi Williams Sr.

*Master of Arts,
Educational Psychology*

Joelle Elizabeth Aud
Monika Priya Hernandez
Anh T. Dinh
Megan Miyoko Jensen
Beth Anne Kuhn
Ella Rose Sargent

*Master of Arts,
Special Education*
Carolyn M. Ayala
Diane M. Bradt
Joshua Brock
Todd J. Busby
Molly Capps
Jennifer Clare
Lawrence W. Doney
Tessie Fackler
Kelli Flores
Margarita Lisa Hernandez
Kristen C. Maio
Tiffany Ann Martin
Melinda E. Murray
Latrice O'Gilvie-Joplin
Nicole R. Ortiz
Amanda Quinn
Sonia Rosas
Shaunte D. Shorter
Angela Siller-Michel
Kimberly Smith
Michele R. Verastegui
Sarah C. Washburn
Aimee Kathleen Weidner

*Educational Specialist,
School Psychology*

Abigail Nicole Allen
Frank Carlos Alviso
Dianne Charmain Castellano
Ricardo Chavez
Anh T. Dinh
Sarah Elizabeth Hendricks
Eugenia Page Hill
Shelli Johnson
Melissa Lynn Keane
Melissa Marie Melton
Elisa Oliva Mora
Dominique Lena' Neely
Hong Thi Nguyen

Andres Nunez
Emily Sarah-Marie Redding
Kaliyce Richardson
Melissa Kiku Riley
Deidre Rubcich
Gregory John Sheehan
Emily Elizabeth French Smith
Emiko Torrior
Kara Rose Zaragoza
Leticia Delores Zelaya

*Doctor of Education,
Curriculum and Instruction*

Deborah Anne Avalos
Dr. Thomas Nelson
*Dissertation: Poverty and
Education: Student Resilience
From Elementary School to
College Graduation*
Diane Aileene Carnahan
Dr. Delores McNair
*Dissertation: Teachers in
California Partnership
Academies: Roles,
Relationships, and Student
Success*

John Andrew Cassell
Dr. Thomas Nelson
*Dissertation: Hegemonic
Constructs, Socio-Cultural
Reproduction and Possible
Roles for Formal Education
in Disrupting Deleterious
Patterns of Human Conduct*

Roxanne Alice Ferguson
Dr. Thomas Nelson
*Dissertation: Developing
Critical Thinking Skills in
Nursing Students: Using
Human Patient Simulation*

Margaret Elizabeth Rosasco
Dr. Harriett Arnold
*Dissertation: Factors
Associated with Success
in College Calculus II*

TEACHING CREDENTIALS

Doctor of Education, Educational Administration

Sammie Cervantez

Dr. Ronald Hallett

Dissertation: Teachers' Perceived Changes in Cultural, Human, and Social Capital as a Result of Involvement in a College Access Program

Susanna Christine Gonzales

Dr. Dennis Brennan

Dissertation: Graduate's Perception of a Dean's Team Course at California State University Stanislaus

Sean Cary Hancock

Dr. Delores McNair

Dissertation: The Effect of Content Knowledge on Students' Perceptions of Instructors' Teaching Effectiveness

Christopher Michael Ludwig

Dr. Robert Oprandy

Dissertation: A Study on the Self-Efficacy and Competence of Approved Clinical Instructors on Athletic Training Educational Competencies

Karen Hackett Villalobos

Dr. Ronald Hallett

Dissertation: Understanding the Role of Induction Programs: Training Beginning Teachers How to Engage Families in the Educational Process

Doctor of Philosophy, Educational Psychology

Michael Giambona

Dr. Justin Low

Dissertation: The Impact of Chronic Victimization on High School Academic Achievement by Attachment Status

Sarah Elizabeth Hendricks

Dr. Linda Webster

Dissertation: An Examination of the Relationship Between Quality of Parent-Child Interactions, Attention Regulation, and Emotion Regulation

Melissa Kiku Riley

Dr. Amy Scott

Dissertation: The Influence of Achievement Motivation, Academic Self-Concept and the Student Teacher Relationship in Predicting School Engagement

Emily Elizabeth French Smith

Dr. Amy Scott

Dissertation: Self-Concept as a Moderator of the Relationship Between Body Mass Index, Achievement, and Psycho-Social Outcomes of Adolescents

Multiple Subject (Preliminary)

Angela Bertocchini

Katie Chock

Brett Christopher

Blanca Delucchi

Victoria Dexter

Alexandra Ebipane Gass

Jessica Gutierrez

Amanda Haynam

Kaycee Huertas

Lauren Iezza

Rachel Kimura

Charla Kuykendall

Loreen Lee

Rebecca Lee

Jessica Lobl

Corinne Mizuno

Gabrielle Olivo

Irene Jouhua Pak

Lindsey Pierce

Katrina Pirnack

Sara Ruiz

Caitlin Schoenfelder

Valerie Sedillo

Allison Smith

Alexandria Tankersley

Corinne Treddaway

Amber Treas

Alycia Marie Wendin

Nicholas White

Single Subject (Preliminary)

Corey Anders

Deniz Asaner

Amy Baldini

Amanjot Bhargal

Gina Carbonatto

Susan Chi

Stephen Ernst Coss

Lauren Elward

Marco Gonzalez

Susan Haddorff

Katie Kelly-Hankin

Amanda Knudtzon

Jeffrey Kumagai

Ricardo Rosina Lazaro

Ryan Lemburg

Michael Loya

Robin Middleton

Kayla Millar

Rachel Niederman

Carolyn Niehaus

Susanna Peoples

Derek Perkins

Timothy Renwick

Lindsay Sasaki

Dianna June Snyder

Amanda Villar

Jacob Weiler

Christine Whan

SPECIALIST CREDENTIALS

*Education Specialist
Instruction Mild/Moderate
(Clear)*

Danielle Knapp
Derek Earl Petty

*Education Specialist
Instruction Moderate/Severe
(Clear)*

Bryan Alton Pfitzer
Trevor Hart

*Education Specialist
Instruction Mild/Moderate
(Preliminary)*

Laurie Crawford
Alexandra Ebipane Gass
Margarita Hernandez
Lauren Iezza
Lendu Menon
Corinne Mizuno
Lindsey Pierce
Stephanie Wagner
Cordelia Azumi Yates

*Education Specialist
Instruction Moderate/Severe
(Preliminary)*

Laurie Crawford
Rachel Giron
Deanna Hess
Cordelia Azumi Yates

*Education Specialist
Instruction Mild/Moderate
(Intern)*

Clayton Basepayne

*Education Specialist
Instruction Moderate/Severe
(Intern)*

Rupa Ghosh

SERVICE CREDENTIALS

*Speech-Language Pathology
Services
(Preliminary)*

Nina Alderete
Clara Marie Bostwick
Nicholaus Rocco Brock
Corrine Michelle Chapman
Jessica Maria Cordero
Lianne Dominguez
Elizabeth Englebrick
Courtney Faria
Christina Gaines
Lane Gehres
Kimberly Giorgi
Kaitlin Michele Griffin
Leslie Hanagan
Katherine Margaret Hill
Julianna Hunt
Patricia Imle
Adrianna Kaspar
Katelynn Nichole Kelso
Ashley Blake Kietzke
Allison Kirschner
Laurie Kraljev
Amy Lagomarsino
Courtney Lagorio
Amanda Larsen
Mari Long
Christina Mc Climans
Corinne Mayock
Meagan A. Mim Mack
Amy Moore O'Kelly
Matthew Murray
Korin Olson
Alicia Reinhart
Patrick Richards
Rosa Isela Sandoval-Rios

Ian Summers
Samantha Sachie Teramae
Estela Torres
Allison Way
Alison Wintersteen
Carrie Young
Katie Elizabeth Zingler

*Pupil Personnel Services
School Psychology
(Clear)*

Ricardo Chavez
David Looney
Emily Redding
Kara Zaragoza

*Pupil Personnel Services
School Psychology
(Intern)*

Dianne Castellano
Emiko Horner
Shelli Johnson
Eugenia Hill
Melissa Keane
Melissa Melton
Elisa Mora
Dominique Neely
Kaiicye Richardson
Gregory Sheehan

*Administrative Services
(Certificate of Eligibility)*

Lonita Cordova
Kevin Frank Sanchez
Michael Trout
Margaret Webb Ellis

The list of names as it appears in this program includes students who completed all credential program requirements by April 1, 2013 for recommendation to the California Commission on Teacher Credentialing.

STUDENT AWARD RECIPIENTS

Undergraduate Education Student of the Year

Alina M. Stanciu

Diploma and Hooding Ceremony Banner Bearer

Cori Ann Kirkendall

Outstanding Multiple Subject Credential Graduate

Lauren Marie Meehleis

Outstanding Single Subject Credential Graduate

Kayla Lee Kersey

Outstanding Special Education Mild/Moderate Disabilities Credential Graduate

Sarah C. Washburn

Outstanding Special Education Moderate/Severe Disabilities Credential Graduate

Rupa Ghosh

Outstanding Administrative Services Credential Graduate

Ashley Christensen Wright

Outstanding Pupil Personnel Services, School Psychology Graduate

Eugenia Page Hill

Outstanding Service and Leadership in Educational Psychology

Joelle Elizabeth Aud

Julie A. Sina Award for Inspirational Leadership

Angela Adelle Vita Buck

Kimberly Hargrave

Karen DeRosa Outstanding Graduate Student Leader Award

Tiffany Rae Gabrielson

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

Sara M. Breedlove

Christopher Jason Brown

John Andrew Cassell

Sar Chhin

Angela Marie Garcia

Cori Ann Kirkendall

Kelly Klassen

Lauren Marie Meehleis

Quang Nhat Nguyen

Suelynn Marie Silva

Alina M. Stanciu

Lynne Vorst Hogan

Sarah C. Washburn

Loretta Gineene Young

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.

Sar Chhin

Kelsey Michele Dibner

Sheri L. Middleton

Suelynn Marie Silva

Alina M. Stanciu*

Lynne Vorst Hogan

Stacey Marie Wescott

** inducted in 2012*

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.

Christopher Jason Brown

Eileen Kogl Camfield

Tiffany Rae Gabrielson

Alina M. Stanciu

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 fundamental skill development in reading, writing and mathematics.

During its long history, the School 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 Gladys L. Benerd School of Education embraces a mission of preparing thoughtful, reflective, caring, and collaborative educational professionals for service to diverse populations. Further, the School 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.

THE VISION

The Gladys L. Benerd School of Education is guided by a vision of schools, colleges, and other educational systems promoting a healthy, productive, diverse, and just society by providing learners and their families and communities with opportunities for academic, personal, professional, and economic growth and development. These schools and colleges, of necessity, will be inhabited and led by strong and competent professionals. We are guided by and committed to a vision of the Gladys L. Benerd School of Education playing a leading role in preparing and equipping such professionals.

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 School 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 School'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 School 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 state 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 1870; 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 2012, the School of International Studies, while retaining its autonomy as a school, became part of the College of the Pacific.

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 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, the late jazz legend Dave Brubeck '42 and his wife Iola Whitlock Brubeck '45, 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.

Dr. Pamela A. Eibeck assumed Pacific's Presidency in 2009. Under her stewardship Pacific is expanding its presence in Sacramento and San Francisco and implementing a bold new strategic vision, Pacific 2020. This vision capitalizes on the University's highly regarded academic programs, formative student-teacher relationships and multiple locations to position Pacific to become a leading California university preparing graduates for meaningful lives and successful careers.

President Eibeck has also made community engagement a top priority for the University. In 2010, Pacific launched the "Beyond Our Gates... Into the Community" initiative in order to forge 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, and the Beyond Our Gates Community Council, an advisory body comprising local leaders representing business, education, nonprofit and other fields.

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. The building is anticipated to open in June 2014.

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. U.S. News also ranks Pacific very high for ethnic (Top 10) and economic (Top 5) diversity. In 2012, PayScale, which tracks salary information, ranked the University in the top 75 institutions in the United States for highest paid graduates. Undergraduate applications have soared from approximately 5,300 in 2008 to nearly 23,000 for fall 2012.

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 first 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. The School 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.

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
School of Education**

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