



5-10-2014

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 10, 2014 ~~at~~ 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**

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 *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. Stephanie Elaine Marcinkowski*

Mace Bearer *Dr. Michael Elium*

Marshals

Baccalaureate Degree Graduates *Dr. Harriett Arnold*
Dr. Greg Potter
Dr. Teresa Vail

Master’s Degree Graduates *Dr. Elizabeth Keithcart*
Dr. Justin Low
Dr. Amy Scott

Educational Specialist

Degree Graduates *Dr. Rachelle Hackett*

Doctoral Degree Graduates *Dr. Ronn Hallett*
Dr. Linda Webster

Name Reader *Dr. Delores McNair*

Diplomas *Ms. Jaci Griffen*
Ms. Gaby Satvaldiyev

Faculty Participants in Hooding

Baccalaureate Degree Graduates *Dr. Marilyn Draheim*

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

Courtney Ann Adler**
Rosa Maria Aguiar
Kelsey Lea Alban**
Nicole Amanda Angotti
Jenna Marie Argetsinger
Olivia Anne Ballardo*
Kate Christine Ballatore
Shanice Michelle Butler
Fatima Audrey Carpenter
Courtney Marie Chaffin*
Daniel Cuslidge**
Hayley Diep*
Natalie Joyce Fernandez*
Megan Ashley Foglesong*
Natalie Denise Galindo*
Veronica Galvan
Elizabeth Garcia
Dianna D. Gonzalez*
Erin Akimi Grant**
Natalie Rose Harris*
Michelle Mae Hink
Elizabeth Doreen Hudson
Romelia Jimenez De Anda
Hanna Kim*
Brittany Ann Koppinger*
Eliana Marie Lopez**
Melissa Magana**
Stephanie Elaine
Marcinkowski***
Chelsey Miller*
Monique Janine Morales**
Yolanda P. Murphy
Megan Nichole Neal*
Yalda Osmani*
Janet Leandra Parks***

Jennifer Eileen Parmley*
Alexandra August Pascal
Elizabeth Ann Pearson**
MaryElla Randall
Isabel Irene Rios
Teri Marie Rivera-Peña**
Calistra Robinson
Anthony Alfonzo Rodriguez Jr.
April Ann Romero
Sirrena San Nicolas
Taylor Ayako Shiro**
Megan Simpson**
Hilda Elizabeth Solorio**
Nicole Amber Tirapelle**
David John Tomaselli
Olivia Thuy-Duong Tran
Rebecca Ulricksen*
Kelsey Lynn Walters
Rebecca Wright
Liz Ying Yang***
Amanda Young
Sara Ruth Zanolli

Master of Education, Curriculum and Instruction

Nicole Armagost
Adelaide B. Baber
Sol Alejandra Ceja
Jeffrey Feitelberg
Jenna Michelle Gonzales
Paulo C. Leal
Sharon France-Marquis
Michelle Evelyn Moresco
Anne Katherine Overgaard
Thomas Andrew Pearson
Anthony D. Rodriguez
Suelynn M. Silva

Evan Andrew Thiele
Staceé Wescott
April Nicole Williamson
*Master of Arts,
Curriculum and Instruction*
Wesley S. Allen
Francisco Y. Asmaeil
Marcus Daniel Atkins
Jenna Michelle Bryant
Vanessa Buitrago-Galvis
Anais Castillo-Springer
Bertha Cazares
Bommy Cha
Daniel Nathan Chanin
Sonya Maria Coles
Blake Anastasia Norton Crowley
Monica Renee DeSantiago
John Paul Deserio
Gabriella Raylynn Dominguez
Kate Louise Drazen
Jordan Drosd
Rose Fellom-Morris
Erin Fitzgerald
Candelario Flores
Ramiro Flores
Helen Fowler
Louisine Havemeyer
Frelinghuysen
Qianying Gao
Amanda Garcia
Alyssa Sarinah Girsang
Stephanie Lynn Gleaves
Judith Alejandra
Gonzalez-Membreno
Lauren Emily Halperin
Kate Heiland
Lara Heisser
Carmen Z. Hercules
Samantha Kay Hill
Alexandra Jaramillo
Yichen Jiang

Niesha N. Johnson
Miray Bengisu Karabulut
Carey Klein
Shawna J. Koga
Ryan Lemburg
Yiwei Li
Xiyiing Lian
Minqin Liang
Peter Liu
Ying Liu
Samuel Lloyd
Lisa Ma
Patricia Maravillas
Dana Marini
Renata Martin
Richard McKinney
Rory McMahan
Jacob Joseph McMurran
Scott Raymond Mizuno
Karen Ann More
Jared Leif Morris
Melissa Nocero
Courtney Norton
David Reginald Nutt
Dennis O'Brien
Christa Brianne Ogier
Eric Harrison Paul
Michelle Christine Perez
Dane Peterson
Caroline Piper
Janness Joan Reyes
Andie Richardson
Kathryn Rizzo
Anita Lucia Rodriguez
Keith E. Sabini II
Karen N. Schreiner
Lauren Scott
Caitlin Rose Shapiro
Emma A. Simmons
Santiago Soliz
Ryan Stockton

*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 2013–2014 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 2013–2014 year is maintained by the University Registrar.

Sally Stosich
 Omar Suarez
 Matthew Sumpter
 Stephanie Marie Swift
 Valissa Joy Thomas
 Kolanje D. Thomas-Alexander
 Anel Torres
 Piper Elizabeth Tracy
 Hoang Xuan Truong
 Javier Valencia
 Lindsay A. Walsh
 Jie Wang
 Qin Wang
 Yanling Wang
 Yaqiong Wang
 Miranda Denise Wangnoo
 Katherine Ayana Washington
 Asha Tahira Wesley
 William Brandon Weyandt
 Amanda White
 James Arthur Whitlock III
 Jesse Wilkins
 Constance Mae Williams
 Jennie Wu
 Katherine Clara Wyles
 Haojun Xu
 Yaqian Xu
 Regina Yemma

**Master of Arts,
 Educational Administration**

Jennifer Cavagnaro
 Kathleen Mary Crisp
 Ashton Elishah Datcher
 Gerald E. Davis
 Rahsaan Ellison
 Julie Ann Fontana
 Caitlin Cotto Guidoux
 Courtney Hamilton
 Robert Erik Haney
 Ricky E. Harrell
 Allister Jones
 Kelly A. Kirtland
 Rebecca Knopf

Jessica Marie Lenart
 Juan Alberto Martinez Jr.
 Tarik Ahmand Malik McFall
 Laura Jean Merry
 Amy Elizabeth Moore
 Allyson Ilene Morris
Dr. Joanna Royce-Davis
Thesis: Fostering Success
through Pacific PROMISE
 Scholars
 Christina Lee Raterman
 Elizabeth Gale Skeels
 Lauren Rose Wolff

**Master of Arts,
 Educational Psychology**

Jessica Anderson
 Dominique Laflamme Massoth
 Kylie Pallios
 Gabriela Satvaldiyev
 Megan Anne Thompson
 Destiny M. Waggoner

**Master of Arts,
 Special Education**

Leilani K. Armstrong
 Kellie Renee Beck
 Priscilla AnnMarie Cornish
 Emily Joy Elsholz
 Megan Lyn Feliciano
 Loren Gluck
 Gwendolyn Gregory-Roberts
 Rebecca C. R. Gross
 Richard Gurule
 Molly Ann Guzzi
 Sheryl Hudson Glaze
 Rajesh Jagar
 JoAnna Marie Lapp
 Biyi Li
 Samora Celiese Mellor
 Amy K. Mendez
 David Christopher Timothy
 Moon
 Tracy Pena
 Eric M. Reames

Maricela Schrunk
 Jennifer Spears
 Rochelle Renee Strickland
 Theresa Anne
 McCormick Wenger
 Yi Zhu

**Educational Specialist,
 School Psychology**

Monika Priya Dharshini
 Angela Maria Dunne
 Megan Miyoko Jensen
 Beth Anne Kuhn
 Ella Rose Sargent

**Doctor of Education,
 Curriculum and Instruction**

Yeuhui Fu
Dr. Linda Webster
Dissertation: The Role of
Teacher-Child Relationship
in Characterizing Early
Mother-Child Attachment
Influences on Behavior
Problems in Preschool

Heather Jane Maloy
Dr. Harriett Arnold
Dissertation: Times are
Changing: Voices of the
Adult Learners' Shared
Experiences

Connor Joseph Sloan
Dr. Thomas Nelson
Dissertation: Destination
Education: A Place-Based
Look at The Influences of
School Gardens

Sharind Nadra Adine Sookhoo
Dr. Thomas Nelson
Dissertation: Practices
in Alternative Teacher
Preparation Programs in
California

Charlane Fay Starks
Dr. Thomas Nelson
Dissertation: Perceptions
and Understandings of
Teachers Working in MLK
Street Neighborhood Schools

**Doctor of Education,
 Educational Administration**

Debra Bukko
Dr. Linda Skrla
Dissertation: An Analysis of
the Relationship Between
Teacher Trust and
Achievement for Students
of Latino and White
Ethnicities

Jesse Angel Coronado
Dr. Linda Skrla
Dissertation: Exploration
of the Interaction Between
Risk and Protective Factors
Within the Cultural
Construct of Five Male
Academically Resilient
Latino College Graduates

Cassandra M. Dulin
Dr. Antonio Serna
Dissertation: The Pedagogical
Characteristics of ATE-
Funded Professional
Development for Community
College Faculty

Ansel Channing-Neal Eayrs
Dr. Antonio Serna
Dissertation: The Effect
of Cognitive Bias Video
Instruction on High
School Biology Student
Acceptance of Evolution:
Implications for Teachers
and Educational Leaders

John Christian Timothy Garrard
Dr. Ronald Hallett
Dissertation: Instructional
Leadership of High School
Assistant Principals in
Northern California

Zhen Hu

Dr. Lynn Beck

Dissertation: Students' Experience and Perceived Learning Outcomes in International Collaborative Programs in Shanghai, China

Ann Maurer Jayne

Dr. Delores McNair

Dissertation: Female Teachers, Whiteness, and the Quest for Cultural Proficiency

Tamara Marie Ravalin

Dr. Tenisha Tevis

Dissertation: Social Disorganization Theory and Crime Rates on California Community College Campuses

Jonna Knox Schengel

Dr. Delores McNair

Dissertation: Predicting Performance on the Physical Therapist Assistant Licensure Examination

Shauna Tamara Sobers

Dr. Delores McNair

Dissertation: Can I Get a Witness?: The Resilience of Four Black Women Senior Student Affairs Administrators at Predominately White Institutions

Li Zhang

Dr. Linda Skrla

Dissertation: The Relationship Between School Climate and Faculty Trust: An Exploration Across Elementary Schools in Shanghai

*Doctor of Philosophy,
Educational Psychology*

Frank Carlos Alviso

Dr. Linda Webster

Dissertation: The Role of Inhibitory Control, Maternal Sensitivity, and Attachment Security in the Development and Maintenance of Self-Regulation

Melissa Lynn Keane

Dr. Linda Webster

Dissertation: How the Quality of the Early Mother-Infant Relationship Influences Decision Making in Risky Situations Later in Life

Hong Thi Nguyen

Dr. Amy Scott

Dissertation: Examining Resiliency, Protective Factors, and Adolescent Outcomes Among Children Who Experienced Grief

Deidre M. Rubcich

Dr. Justin Low

Dissertation: Victims or Bullies? Understanding How Children With Hyperactivity-Impulsivity are Impacted by Social Skills

*Multiple Subject
(Preliminary)*

Tonia R. Arevalo

Nicole A. Armagost

Makayla Rae Balderrama

Cristina A. Baldyga

Magdalia L. Barron

Hillary S. Bensky

Zoe E. Breen

Meghan T. Campbell

Contessa C. Cannaday

Aery Choi

Kristen T. Espinosa

Robert B. Everett

Jeffrey D. Feitelberg

Meredith W. Fisher

Ashlee Irene Freeman

Jordan C. Freeman

Charlotte Brooke Gjedsted

Alexandra W. Heady

Jenessa C. Hefler

Madeleine T. Heller

Amanda Marie Hohbach

Ashley A. Horn

Corrina Hui

Kimberly Lenor Jimenez

Tracy M. Johnston

Cori Ann Kirkendal

Lynsey M. LaRocca

Christopher C. Larson

Thao D. Le

Michelle K. Low

Jacquelyn Michelle Lynch

Kerri L. McGoldrick

Christian D. McGrail

Saumirah McWoodson

Lauren M. Meehleis

Shea G. Nairn

Tiarra E. Netter

Dayna M. Perez

Gina M. Perlite

Corian J. Po

James A. Prietto

Dennise Marie Reyes-Serpas

Elana A. Romero

Cheryl Miyuki Sanpei

Elisabeth C. Scarpace

Shannon Selerowski

Kelsey Brion Siegel

Jennifer M. Sirkus

Brianna N. Smith

Danielle M. Soto

Emily R. Souther

Alina M. Stanciu

Susan C. Summerfield

Danita F. Thomson

Yesenia Trejo

Bret J. Turner

Valerie E. Valdez

Megan Elizabeth Ward

Anusheh N. Warda

Jennifer M. Waskey

Michael Terry-Lee Williamson

Daniel M. Wolfe

Christine Yang

Valerie W. Yim

Willy Zhang

Multiple Subject (Intern)

Angela M. Alvarez

Single Subject (Preliminary)

Celia Chantal Boutiette

Christopher J. Brown

Johnathon L. Clemons

Mia E. Costello

Amanda Craig

Luz A. Escalante

Alyson T. Fetzer

Angela M. Garcia

Amanda M. Gieseke

Keita Hasegawa

Dora L. Holguin

Viet K. Huynh
Yichen Jiang
Kayla L. Kersey
Kelly Klassen
Paulo C. Leal
Bryan Spencer LeDuc
Israel Lizarraga
James M. Maddox
Dana M. McDonnell
Mark J. Micheletti
Genevieve M. Murphy
Quang N. Nguyen
Brant K. Nishida
Craig S. Norman
Joseph Anthony Oliveira
Lia S. O'Neale
Si Hyon Pae
Thomas A. Pearson

Marcy E. Rosner
Jeanette G. Sandoval
Daniel S. Shapiro
Sarah Danielle Slezak
Alisa M. Thurman
Matthew J. Valenzuela
Nir David Vegvaizer
Erika L. Weil
Rachel L. White
April N. Williamson
Mikael W. Wincor
Corinne E. Yeider
Single Subject (Intern)
Doreidy Sandoval
Stephanie M. Swift
Evan A. Thiele

SPECIALIST CREDENTIALS

*Education Specialist
Instruction Mild/Moderate
(Clear)*

Jennifer Renee Brogan
Tammy N. Hunt

*Education Specialist
Instruction Moderate/Severe
(Clear)*

Jennifer A. Bauer

*Education Specialist
Instruction Mild/Moderate
& Moderate/Severe
(Preliminary)*

Sarah C. Washburn

*Education Specialist
Instruction Mild/Moderate
(Preliminary)*

Michael John dePolo
Tracy M. Johnston

*Education Specialist
Instruction Moderate/Severe
(Preliminary)*

Rupa Ghosh

*Education Specialist
Instruction Mild/Moderate
(Intern)*

Diana C. Corona
Sharon France-Marquis
Javier Valencia

*Education Specialist
Instruction Moderate/Severe
(Intern)*

Sharon France-Marquis
Rebecca Catherine Gross
Anne Katherine Overgaard

SERVICE CREDENTIALS

*Speech-Language Pathology
Services (Preliminary)*

Claire B. Arakaki
Charles A. Barnett
Laura M. Brown
Kelsie Christine Brucia
Kristen E. Cadigan
Brittany L. Cano
Julie Chen
Maria C. Costa
Alison J. Cruz
Lindsay K. Donellan
Shelami Rose Drewrey
Mollie E. Driscoll
Diane J. Eddings
Deanna L. Farmer
Linda K. Goynes
Christi Mali Irwin
Carolyn M. Kirsten
McLeod T. Larson
Molly Winifred McGrew
Caitlin E. Mueller
Kelsey M. Negrete
Mona Patel
Jordan E. Rice
Casey A. Ruffin
Christina G. Ruiz
Jasmeet Samra
Jean F. Trujillo
Angela N. Vu
Carolyn M. Walker
Laura S. Wardrip
Katie Kegan Esser Williams
Erin Kathryn Wilson

*Pupil Personnel Services
School Psychology (Clear)*

Anh The Dinh
Dianne Charmaine J. Castellano
Eugenia P. Hill
Kaliicye I.C. Holloway
Shelli Marie Johnson
Melissa L. Keane
Mary W. McGrew
Melissa M. Melton
Elisa O. Mora
Dominique L. Neely
Emiko M. Torrior

*Pupil Personnel Services
School Psychology (Intern)*

Monika P. Dharshini
Angela M. Dunne
Beth A. Kuhn
Ella R. Sargent

*Administrative Services
(Preliminary)*

Monica D. Barletta
Kraig R. Jorgensen
Virgil Darrin Kitchen
Jessica M. Lenart
Tarik A. McFall
Brandy Nichol Thurman
Ajene S. Williams
Ashley N. Wright

The list of names as it appears in this program includes students who completed all credential program requirements by April 1, 2014 for recommendation to the California Commission on Teacher Credentialing.

STUDENT AWARD RECIPIENTS

Undergraduate Education Student of the Year

Courtney Ann Adler

Diploma and Hooding Ceremony Banner Bearer

Stephanie Elaine Marcinkowski

Outstanding Multiple Subject Credential Graduate

Megan Ashley Foglesong

Outstanding Single Subject Credential Graduate

Evan Andrew Thiele

Outstanding Special Education Mild/Moderate Disabilities Credential Graduate

Suelynn M. Silva

Outstanding Administrative Services Credential Graduate

Tarik A. McFall

Julie A. Sina Award for Inspirational Leadership

Allyson Ilene Morris

Valissa Joy Thomas

Karen DeRosa Outstanding Graduate Student Leader Award

Juan Alberto Martinez Jr.

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

Courtney Ann Adler

Dianna D. Gonzalez

Elizabeth Lamanna

Eliana Marie Lopez

Melissa Magaña

Stephanie Elaine Marcinkowski

Chelsey Miller

Janet Leandra Parks

Teri Marie Rivera-Peña

Megan Simpson

Connor Joseph Sloan

Hilda Elizabeth Solorio

Charlane Fay Starks

Stephanie Marie Swift

Evan Andrew Thiele

Liz Ying Yang

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.

Monique Janine Morales

Teri Marie Rivera-Pena

Hilda Elizabeth Solorio

Nicole Amber Tirapelle

Liz Ying Yang

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.

Courtney Ann Adler*

Debra Bukko*

Lindsey Cunningham

Stephanie Lynn Gleaves**

Jean Han

Megan Miyoko Jensen**

Rebecca Knopf

Tamara Marie Ravalan**

Megan Simpson*

Nicole Tirapelle

* inducted 2013

** inducted 2012

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, and Doctor of Education 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 6,400 students on three campuses in Stockton, San Francisco and Sacramento. It was established by pioneering Methodist ministers in 1851 as California's first chartered institution of higher learning. Pacific has earned widespread recognition for its deep commitment to teaching and learning, its history of innovation, 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 1966, 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. Programs designed specifically for adult re-entry students were reorganized and revitalized in 1985 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. 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 the Brubeck Institute,

dedicated to building on the legacy of Dave Brubeck '42, and the Powell Scholars Program, a premier scholarship program for undergraduate student leaders.

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 Pacific's highly regarded academic programs, formative student-teacher relationships and multiple locations to position University of the Pacific to become the best teaching-focused university in California—the first choice for talented students who want excellent programs, close working relationships with faculty, a challenging but supportive learning environment, and an exciting future after graduation.

In 2013, the University received a transformational gift of \$125 million from the estate of the late Regents Robert and Jeannette Powell. The Powells were ardent champions of the University's educational mission, and great advocates for access and excellence. In accordance with their wishes, their gift has been endowed and earmarked for scholarships and academic programs. A large portion of the gift will be used to encourage others to make new endowment gifts through the Powell Fund Match Program. Our donors' generosity and passion for Pacific will mean that generations of students will be able to achieve a superior education.

The University recently completed renovations on a new campus in San Francisco, at 155 Fifth Street, which will open in July 2014. The new campus provides the requisite space and facilities for the Arthur A. Dugoni School of Dentistry to continue defining the frontiers of dental education. It also extends Pacific's educational footprint and visibility in San Francisco in the health, tech, music, and food sectors. Additional new programs will be added in the coming years as Pacific focuses on attracting new student markets and leveraging its presence in three of Northern California's most prominent cities.

President Eibeck has made community engagement a 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 in San Joaquin County. The Community Council has garnered national attention

through its work to improve early literacy in San Joaquin County.

On July 1, 2013, University of the Pacific rejoined the West Coast Conference. A founding member of the conference, Pacific shares its sister institutions' long tradition in intercollegiate athletics and their dedication to high quality academics and athletic success.

Pacific continues to enjoy national recognition for its leadership in higher education, consistently ranked among the best national universities by U.S. News & World Report and Princeton Review. 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 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.

The University remains deeply committed to its personal, student-centered approach. Faculty and staff are dedicated to excellence in teaching. Close faculty mentoring, a rich blend of liberal arts and professional education, and a broad array of experiential learning activities that prepare students for lasting achievement 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.

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
School of Education**

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