



5-9-2015

# 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 9, 2015 ~~at~~ 5 pm  
*Alex G. Spanos Center*

University of the Pacific  
Stockton, California

*Share Your Commencement Experience*  
#UOPacific15

# 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*  
*Dean of Religious Life*

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 . . . . . *Ms. Rachel Waiters*  
“Pacific Hail!”  
Lois Warner Winston ’23, ’58

Benediction . . . . . *Dean Lohr*

## Recessional

Selections from Elgar’s Marches  
Sir Edward Elgar

# ACKNOWLEDGEMENTS

Banner Bearer . . . . . *Ms. Renée Michelle Lenart*

## Marshals

Baccalaureate Degree Graduates . . . . . *Dr. Elaine Mo*  
*Dr. Heidi Stevenson*  
*Dr. Teresa Vail*

Master’s Degree Graduates . . . . . *Dr. Elizabeth Keithcart*  
*Dr. Greg Potter*  
*Dr. Amy Scott*

## Educational Specialist

Degree Graduates . . . . . *Dr. Justin Low*

Doctoral Degree Graduates . . . . . *Dr. Low*  
*Dr. Tenisha Tevis*

Name Reader . . . . . *Dr. Thomas Nelson*

Diplomas . . . . . *Ms. Jaci Griffen ’12*  
*Ms. Gaby Satvaldiyev ’14*

## Faculty Participants in Hooding

Baccalaureate Degree Graduates . . . . . *Dr. Marilyn Draheim*

Master’s Degree Graduates . . . . . *Dr. Draheim*  
*Dr. Michael Elium*  
*Dr. Delores McNair*  
*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 in Liberal Studies*

Juliana Judith Acevedo  
Nicole Dionne Aponte\*\*\*  
Gina M. Armstrong\*\*  
Rebekah Louise Berryman\*  
Vianey Camargo\*  
Mario Cardenas\*  
Nicole Danielle Cederquist\*  
Rebecca Raelyn Cooke\*\*  
Lindsey Janel Cunningham\*\*\*  
Chelsea De Herrera  
Jessica De Los Santos\*\*  
Destinee Dominguez  
Vanessa Arielle Esparza\*\*\*  
Samantha Rose Fertig  
Sierra Green  
Tamara J. Hernandez  
Erin Elizabeth Hines  
Lubna S. Khan\*\*  
Meaghan Kirchner  
Renée Michelle Lenart\*\*\*  
Alexis Marie Lopez\*  
Esther Montañez Servin  
Stacy Lauren Nuss\*\*  
Hailey Louise O'Connor  
Joanne Pham  
Laura Piña  
Cristina Pineda Gaona  
Carli Presson\*\*  
Kuang Yi Qian  
Stephani Lynn Respicio\*\*  
Lisa Lynn Robinson\*\*  
Alejandra Rodriguez  
Mía Rodriguez  
Faith Romero\*\*  
Sara Susan Rose\*\*  
Amanda R. Torres\*\*  
Elizabeth A. Torres

Kathleen Michelle Trujillo  
Claudia Bautista Valencia  
Lauren Vanina\*\*  
Adrien Antonio Villarreal\*

## *Master of Education, Curriculum and Instruction*

Angela Michelle Alvarez  
Nadya Mae Marie Clark  
Jeremy E. Dorsey  
Sharon France Marquis  
Reina Gonzales  
Amanpreet Kaur  
Eliana Marie Lopez  
Sheri Middleton  
Maryella Randall  
Sirrena San Nicolas  
Steven W. Swofford  
Christopher Blake Wiley  
Amanda Young  
Sara Ruth Zanolli

## *Master of Arts, Curriculum and Instruction*

Maribel Anahi Aguilar  
Rachel Maryann Aguilar  
Dean Andal  
Titus Mark Ares  
Salvador Avila  
Nora Thayer Barich  
Daniel Bean  
Caitlin Bicknell  
Nicole Joanna Bredeson  
Melissa R. Bruno  
Anhvu Buchanan  
Sun Mee Byun  
Zelma Cabero  
Milan Nicole Cabrera  
Matthew Joseph Callahan  
William Jerome Cantine

Luz M. Castillo  
Minerva Cerón  
Courtney Marie Chaffin  
Stephanie Ann Chan  
Cheng Chen  
Ashley Gene Clare  
Lucy Clark  
Aidan Herold Coffino  
John N. Coffman  
Jamie Jamala Cole  
Maya Colondres  
Emilie Crofton  
Antonia Cueto  
Rachel Angelito De Los Reyes  
Iris Juliet DeSerio  
J. M. Deshayes  
Susan Christina  
Seaborne Detchon  
Kristina Danielle Eddings  
Mario Figueroa Jr.  
Erin Flathers  
Natalie Galindo Gomez  
Nieema Galloway  
Patricia Garcia  
Michaela Gayden  
Thomas Hood Grady  
Jamesha Yvon Gray  
Nicole Christine Hamlin  
Xiaotian Han  
Samantha Joy Harrison  
Anjali Henderson  
Zoe Henion  
Anjuli C. Hollman  
Elise Willie Holston  
Kendall Meredith Irely  
Shikha Jerath  
Emali Johnson  
Ryan Lee Jordan  
Taylor Collins Jordan  
Janelle Velicaria Jovellanos  
Hanna Kim  
Emily Ko  
Elizabeth Anne Lamanna  
Ryan Lemburg  
Minqin Liang  
Keara Levette Lipscomb

Elisa Marie Litsky  
Ying Liu  
Zoe I. Lojkovic Burris  
Anthony Lopez  
Dana Francesca LoVecchio  
Carole Lupi  
Bianka Celica Mariscal  
Julia Rosalind McGee  
Holly Yee Meave  
Gisell Medina  
Christopher Jose Membribes  
Samuel Modest  
Trevor Richard Gerace Mone  
Yolanda Pauline Murphy  
Nicholas Musni  
Latifa Alexandria Newbill  
Amy Elizabeth Nielsen  
Maya Novak  
Jaclyn Marie O'Brien  
Sarah Katrina Oosterman  
Matt James Orosco  
Kasey Catherine Ota  
Sheree Parker-Marshall  
Jessica Marie Phenis  
Carmen Robinson  
Jordan Michele Rodriguez  
Sandy Rodriguez  
Nicole Susan Ross  
Tiphani Mavis Russell  
Angelina M. Saldaña  
Tatiana Kanowsky Sanchez  
Vanessa Jo Ann Sanchez  
Kimberly Lacsamana Sazon  
Chris Sell  
Amy Renée Sept  
Kira Nedine Shaw  
Joseph Wey Sheue  
Alicia Skuce  
Brittney Elizabeth Smith  
Derek James Smith  
Sheena Somoza  
Maggie Fontes Spillane  
Felicia Marie Surber  
Pauline Joy Nuñez Talens  
Joshua Paul Taylor  
Nicole Amber Tirapelle

\*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 2014–2015 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 2014–2015 year is maintained by the University Registrar.*

Heather Van Wallendael  
David Vazquez  
Malia Nicole Vazquez-Keating  
Jie Wang  
Michael Warner  
Nena Weinstein  
Kai Michael West  
Simone Wolk  
Kathleen Ann Woodruff  
Rebecca Wright  
Fan Yang  
Yulan Zou

***Master of Arts,  
Education***

Courtney Tracinda Lanay  
Craven

***Master of Arts,  
Educational Administration***

Rajesh Adhia

Hanadi Alenezi

*Dr. Lynn Beck*

*Thesis: Evaluation of Faculty Perceptions of Online Dental Education in the Kuwait University Faculty of Dentistry*

Ahmed Aboud S Alonazi

Mohamed S. Bamashmous

Nada Yahya Beati

*Dr. Antonio Serna*

*Thesis: Smaller Class Size, Physical Education, and Professional Development: Perceptions of Saudi Arabian Female Teachers for Improving the Academic Achievement of Saudi Arabian High School Girls on the Standardized Tests of the Kingdom of Saudi Arabia*

Susan J. Burkhardt

Joshua James Connors

Anna D'Emilio

Cameo Marie Davis

Tiffany Jeane Firestone

Martin Gonzales

Jourdan Hilaire

Jerad Alan Hyden

Kayla Rae Jackson  
Youjin Natalie Jeong  
Huaichen Ji  
Daniel Kane  
Felina Kelly  
Dennis J. Mahoney IV  
Michael Phillip Maksymowski  
Cherie L. Michaud  
Lillian M. Mitchell  
Steven Nguyen  
Steve K. Rayes  
Alexandria Marie Richards  
Zephanii N'shea Smith  
Calee Anne Spinney  
Eric Stephenson  
Riley Beth Sullivan  
Jerred Thompson  
Hui Xi  
Alexa Lynn Zaharris  
Ke Zhu  
Katrina Ziegenhirt

***Master of Arts,  
Educational Psychology***

Amy Jean Burns

Kate Clark

Thavy Garst

Diana Gilbert

Eva Angelina Guevara

Souria Nasrallah Haddad

Christopher Hernandez

Brittany Ai Hori

Jonathan Cory Lucas

Alyssa Nicole Ramirez

Aimie Marie Rivera

***Master of Arts,  
Special Education***

Lindsey Erin Bertram

Michaela Gayden

Robert Lee Bornmann

Holly Ellen Byrnes

Ashley Eden Cardenas

Shayna R. Clark

Linda E. Clemensen

Carol Kissinger Fairbairn

Jose R. Fernandez

Adam Hughes Fisher III  
Alisha Marie Galea  
Christian E. Gargaro  
Christina Marie Gerry  
Scott Howard Hamaguchi  
John Hauck  
Eric G. Hernandez  
Yasmeen M. Herrera  
James Sebastian Lampe  
Aaron James Lasley  
Catherine Lewis-Brownfield  
Shelley McDaniel  
Jennifer Eileen Parmley  
Garrett Michael Ramseyer  
Reyna E. Rodriguez  
Maria Theresa Rogan  
John Slevin  
Lautrell M. Smith  
Alison Spieth  
Samantha Jane Swanson  
Adeline Andrea Taylor  
David John Tomaselli  
Teresa Marie Torres  
Erin R. Walsh  
Deborah Lynn Wilson

***Educational Specialist,  
School Psychology***

Joelle Elizabeth Aud

Kylie Chiesa Pallios

***Doctor of Education,  
Curriculum and Instruction***

Kristen Erin Clark

*Dr. Michael Elium*

*Dissertation: Developing Individualized Education Programs with Culturally and Linguistically Diverse Families From Low Income Homes: A Heuristic Inquiry of Special Education Teachers*

Yan Yang

*Dr. Delores McNair*

*Dissertation: Voices of Male Teachers in Shanghai Public Kindergarten: A Phenomenological Study*

***Doctor of Education,  
Educational Administration***

Wendi S. Aghily

*Dr. Linda Skrla*

*Dissertation: Suicide Postvention Plans: Are Schools Prepared to Return to the New Normal?*

Fawaz Alzoubi

*Dr. Lynn Beck*

*Dissertation: Pre-Doctoral Implant Dentistry Education: Trends, Issues, and Perspectives in Kuwait University-Faculty of Dentistry*

Roxanne R. Brown-Garcia

*Dr. Delores McNair*

*Dissertation: The Brotherhood of Blackness: A Phenomenological Investigation Into the Lived Experiences of African American Male High School Graduates in a Northern California City*

Bradley James Butcher

*Dr. Lynn Beck*

*Dissertation: Entrepreneurial High School: An Evaluation and Feasibility Study of a Conceptual School Model*

Eileen Kogl Camfield

*Dr. Lynn Beck*

*Dissertation: Students and Faculty Indivisible: Crafting a Higher Education Culture of Flourishing*

Baoqing Cheng

*Dr. Rachelle Hackett*

*Dissertation: An Analysis of the Industry Employment Intentions of Undergraduate Freshmen in Shanghai Majoring in Tourism and Hospitality Management Utilizing Motivation and Demographic Information*

Carrie Ann Davenport

*Dr. Heidi Stevenson*

*Dissertation: To Whom It May Concern: A Peer Support Group on Facebook*

Jill Kikuye Hatanaka  
*Dr. Delores McNair*  
*Dissertation:* Examining the Role of Instructional Rounds as a Catalyst in Building a Learning Organization

Stacy Heldman-Holguin  
*Dr. Delores McNair*  
*Dissertation:* Former Foster Youth in the College Setting: Bridging the Gaps on the Road to Success

Arrickia McNeil-McDaniel  
*Dr. Lynn Beck*  
*Dissertation:* Exploring Students' Decisions to Attend an Early College High School

Jane Virginia Mitchell  
*Dr. Linda Skrla*  
*Dissertation:* Acquisition, Development and Demonstration of GRIT Among Latina Teachers From the Central San Joaquin Valley

Merced Romero Jr.  
*Dr. Antonio Serna*  
*Dissertation:* Response to Change: The Impact of Educational Policy Changes Upon Elementary School Teachers' Instructional Practices

Brett Taylor  
*Dr. Delores McNair*  
*Dissertation:* The Organizational Adaptation of Online Schools in Traditional School Districts

Wei Teng  
*Dr. Marilyn Draheim*  
*Dissertation:* Parental Reading Beliefs, Home Literacy Practices, and Children's Development: Examination of a Parental Reading Beliefs Model in China

Crescentia Fatima Thomas  
*Dr. Ronald Hallett*  
*Dissertation:* Peer Mentorship and Cultural Capital Among High School Students

Beverly Ann Tyler  
*Dr. Antonio Serna*  
*Dissertation:* Analysis of Teacher Candidate Fieldwork at a University Teacher Preparation Program Using a Co-Teaching Model

Logan Bruns Williams  
*Dr. Ronald Hallett*  
*Dissertation:* College Knowledge: Addressing College with Middle School Students

Yue Xu  
*Dr. Rachelle Hackett*  
*Dissertation:* The Status of and Associations Between Professional Development, Job Satisfaction and Anticipated Job Retention of Young Faculty Members in China's Private Colleges

*Doctor of Philosophy, Educational Psychology*

Abigail Nicole Allen  
*Dr. Linda Webster*  
*Dissertation:* Fathering as a Moderator Between Maternal Depression and Adolescent Internalizing and Externalizing Behavior

Eugenia Page Villalpando  
*Dr. Amy Scott*  
*Dissertation:* Factors Influencing Perceptions of Teachers: The Role of Locus of Control and Academic Perceptions of Self

## TEACHING CREDENTIALS

*Multiple Subject (Preliminary)*

Courtney A. Adler  
Kelsey L. Alban  
Jenna M. Argetsinger  
Francisco Y. Asmaeil  
Adelaide B. Baber  
Olivia A. Ballardo  
Kate C. Ballatore  
Melissa R. Bruno  
Jenna Michelle Bryant  
Rebekah Frances Cantor  
Bertha J. Cazares  
Bommy Cha  
Daniel N. Chanin  
Ashley G. Clare  
Sonya Maria Coles  
Maya Colondres  
Daniel Marcus Cuslidge  
John P. DeSerio  
Hayley Diep  
Kate Louise Drazen  
Jordan Linda Drosd  
Rose Viveca Fellom-Morris  
Natalie Joyce Fernandez  
Erin K. Fitzgerald  
Megan A. Foglesong  
Helen M. Fowler  
Louisine H. Frelinghuysen  
Veronica Galvan  
Alyssa S. Girsang  
Jenna M. Gonzales  
Thomas H. Grady  
Amy C. Grajeda  
Erin Akimi Grant  
Lauren E. Halperin  
Natalie R. Harris  
Lara Christine Heisser  
Romelia Jimenez  
Niesha N. Johnson  
Miray Bengisu Karabulut

Sarah Kaufman  
Sok Heang Khen  
Hannah Kim  
Carey Magdalena Klein  
Shawna Jean Koga  
Samuel D. Lloyd  
Eliana Marie Lopez  
Lisa Ma  
Stephanie E. Marcinkowski  
Dana Lee Marini  
Bianka Celica Mariscal  
Renata H. Martin  
Rory M. McMahon  
Karen Ann More  
Michelle E. Moresco  
Megan N. Neal  
Melissa K. Nocero  
Courtney Ann Norton  
Maya Novak  
David Reginald Nutt  
Jaclyn M. O'Brien  
Lorena Ochoa Torres  
Christa Brianne Ogier  
Janet Parks  
Elizabeth A. Pearson  
Dane K. Peterson  
Caroline B. Piper  
Anthony D. Rodriguez  
Nicole Susan Ross  
Karen Noel Schreiner  
Lauren R. Scott  
Caitlin Rose Shapiro  
Taylor A. Shiro  
Emma Allan Simmons  
Megan B. Simpson  
Nancy L. Snider  
Sally Stosich  
Kolanje Dante  
Thomas-Alexander  
Anel Torres  
Piper E. Tracy



Olivia T. Tran  
Lindsay A. Walsh  
Jesse J. Wilkins  
Sara R. Zanolli

*Multiple Subject  
(Intern)*

Titus Mark Ares  
Nadya M. Clark  
Renaë Foster  
Reina Gonzales  
Jenna Therese Joyner  
Sarah Brittany Kaufman  
Jaclyn Marie O'Brien  
Sheree V. Parker  
Alexandra August Pascal

*Single Subject  
(Preliminary)*

Lucero Alvarez  
Kenan Y. Baker  
Del Camara  
Sol A. Ceja  
Monica Renee DeSantiago  
Ramiro Flores  
Nicolas J. Fraire  
Amanda Garcia  
Judith Alejandra Gonzalez  
Joseph D. Graham

Alexander D. Grambow  
Eugenia A. Hernandez  
Eric H. Imperial  
Malia N. Keating  
Elizabeth A. Lamanna  
Peter K. Liu  
Scott R. Mizuno  
Teran A. Murray  
John E. Musso  
Michelle C. Perez  
Christopher Ramirez  
Yvonne G. Ramirez  
Doreidy Sandoval  
Megan D. Steward  
Stephanie M. Swift  
Evan Andrew Thiele  
David Unter  
Heather Gail Walkover

*Single Subject  
(Intern)*

Del Camara  
Samantha J. Harrison  
Emali Johnson  
Elizabeth A. Lamanna  
Megan L. Piper  
Angelina M. Saldana  
Gail Ann Trenerry

*Education Specialist  
Instruction Moderate/Severe  
(Preliminary)*  
Sharon France-Marquis  
Rebecca C. Gross  
Taylor A. Shiro

*Education Specialist  
Instruction Mild/Moderate  
(Intern)*

Kelsey M. Dibner  
John A. Epaña  
Allison Nicole Mackey

Shelley L. Mahoney  
Sheri Lee Middleton  
Michelle E. Moresco  
Ryan Sean Stockton

*Education Specialist  
Instruction Moderate/Severe  
(Intern)*

Lucia Antonio

## SERVICE CREDENTIALS

*Speech-Language Pathology  
Services  
(Preliminary)*

Rebecca E. Castle Eberwein  
Michelle N. Crandell  
Sarah M. Donald  
Dominique Flores  
Amanda C Frost  
Eleni D. Giannis  
Megan R. Harcourt  
Jennifer M. Harlow  
Elizabeth G. King  
Sandra L. Kurek  
Tatiana Kwon  
Amanda L. Lines  
Jane E. Mallet  
Lauren H. Nguyen  
Alyssa N. Novales  
Lauren G. Rohrbach  
Brett K. Snyder  
Lindsay Teitelbaum  
Hayley M. Thompson  
Emily S. Trudeau  
Kayla R. Villalpando  
Vanessa Tae Wildie  
Angela M. Yuen

*Pupil Personnel Services  
School Psychology  
(Clear)*

Monika Priya Dharshini  
Angela M. Dunne  
Megan M. Jensen  
Beth A. Kuhn  
Ella R. Sargent

*Pupil Personnel Services  
School Psychology  
(Intern)*

Joelle E. Aud  
Kylie C. Pallios

*Administrative Services  
(Preliminary)*

Rebecca Rodarte

*Administrative Services  
(Certificate of Eligibility)*

Ernest D. Garcia  
Dora L. Holguin  
Karen L. Honegger  
Steven T. Hoy  
Jerad Alan Hyden  
Ericka Danielle Lyman

## SPECIALIST CREDENTIALS

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

Ryan S. Stockton

*Education Specialist  
Instruction Mild/Moderate  
(Preliminary)*

Clayton Basepayne  
Bertha J. Cazares  
Natalie Joyce Fernandez

Sharon France-Marquis  
Veronica Galvan  
Hannah Kim  
Michelle E. Moresco  
Anthony D. Rodriguez  
SueLynn M. Silva  
Javier Valencia  
Stacey M. Westcott  
Patricia A. Wright  
Jennie S. Wu  
Yi Zhu

*The list of names as it appears in this program includes students who completed all credential program requirements by April 1, 2015 for recommendation to the California Commission on Teacher Credentialing.*



# STUDENT AWARD RECIPIENTS

## Undergraduate Education Student of the Year

Tamara J. Hernandez

## Diploma and Hooding Ceremony Banner Bearer

Renée Michelle Lenart

## Outstanding Multiple Subject Credential Graduates

Lauren Marie Vanina

Rebecca Wright

## Outstanding Single Subject Credential Graduates

Kasey Catherine Ota

Amelia Roberts

## Outstanding Special Education Mild/Moderate Disabilities Credential Graduate

Laura Piña

## Outstanding Special Education Moderate/Severe Disabilities Credential Graduate

Vianey Camargo

## Outstanding Administrative Services Credential Graduate

Jerad Alan Hyden

## Outstanding Service and Leadership in Educational Psychology

Jessica Anderson

## Julie A. Sina Award for Inspirational Leadership

Riley Beth Sullivan

## Karen DeRosa Outstanding Graduate Student Leader Award

Felina Kelly

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

Angela Michelle Alvarez

Nicole Dionne Aponte

Rebekah Louise Berryman

Vianey Camargo

Kristen Erin Clark

Lindsey Janel Cunningham

Tamara J. Hernandez

Renée Michelle Lenart

Stacy Lauren Nuss

Carli Presson

Stephani Lynn Respicio

Faith Romero

# 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.*

Nicole Dionne Aponte

Gina M. Armstrong

Vanessa Arielle Esparza

Amanda Farthing

Renée Michelle Lenart

Carli Presson

Stephani Lynn Respicio

Lisa Robinson

Faith Romero

Sara Rose

## 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.*

Matthew Brewer

Lindsey Janel Cunningham\*

Tiffany Field

Eliana Marie Lopez

Robin K. Perry

Nicole Amber Tirapelle\*

*\*inducted in 2014*

# 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. 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), and its school psychology program

is approved by the National Association for School Psychologists (NASP). 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, 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 6,300 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 chartered 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 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 20 years, Pacific has advanced its legacy of innovation and leadership. Under the leadership of President Donald V. 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 Pacific 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 largely for scholarships and academic programs. A large portion of the gift is being used to encourage others to make 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.

Pacific is leveraging its presence in three of Northern California's most prominent cities. In July 2014, the University opened a stunning new campus in San Francisco at 155 Fifth Street. The 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 expands Pacific's educational footprint and visibility in San Francisco in the health, technology and arts and culture sectors. New academic programs in Analytics, Audiology, Music Therapy and Food Studies are enrolling for fall 2015, and additional new programs will be added in the coming years. Pacific's presence in Sacramento is also expanding, with a Master of Science in Law now available through the McGeorge School of Law, a new Physician Assistant program slated to open in 2017, and additional graduate-level programs in business, policy, health care and law under development.

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 K-12 education in San Joaquin County. Through the work of the council, the county has been designated a Community Pacesetter in the area of early literacy by the Campaign for Grade-Level Reading. San Joaquin County has also been named a GradNation



Community by the America's Promise Alliance in recognition of efforts to increase high school graduation rates.

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 and as a "Best Value" by *U.S. News & World Report* and *Princeton Review*. U.S. News also ranks Pacific very high (No.14) for ethnic diversity. In 2012, PayScale, which tracks salary information, ranked the University in the top 50 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.

# 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**

**209.946.2556  
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