



5-14-2016

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 14, 2016 ~~at~~ 5 pm
Alex G. Spanos Center

University of the Pacific
Stockton, California

Share Your Commencement Experience
#UOPacific16

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

Interim Dean Linda Webster, Presiding

Music Prelude *Various Jazz Selections*

Processional

“Pomp and Circumstance,”
March No. 1 in D, Op. 39
Sir Edward Elgar (1857–1934)

Invocation *Dr. Justin Low*

Introductions *Dean Linda Webster*

Presentation of Credential Awards *Dean Webster*

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 Webster*

Pacific’s Alma Mater *Mr. Martin J. Lehman ’06*

“Pacific Hail!”
Lois Warner Winston ’23, ’58

Benediction *Dr. Low*

Recessional

Selections from Elgar’s Marches
Sir Edward Elgar (1857–1934)

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 located on the Alex G. Spanos Center East Plaza. Parents, students, faculty, honored guests and friends are cordially invited to attend.

ACKNOWLEDGEMENTS

Banner Bearer *Ms. Melody Bates (In Absentia)*
Ms. Alexandra Figueroa Lopez

Marshals

Baccalaureate Degree Graduates *Dr. Elaine Mo*
Dr. Greg Potter
Dr. Teresa Vail

Master's Degree Graduates *Dr. Kellie Cain*
Dr. Ronald Hallett
Dr. Heidi Stevenson

Educational Specialist

Degree Graduates *Dr. Tom Nelson*

Doctoral Degree Graduates *Dr. Rachelle Hackett*
Dr. Nelson

Name Reader *Dr. Robert Oprandy*

Diplomas *Ms. Morgan Lagomarsino*

Faculty Participants in Hooding

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

Master's Degree Graduates *Dr. Draheim*
Dr. Michael Elium
Dr. Delores McNair
Dr. Amy Scott
Dr. Linda Skrla

Educational Specialist Degree Graduates *Dr. Scott*

Doctoral Degree Graduates . . . *Doctoral Dissertation Chairs*

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

DEGREES CONFERRED

Bachelor of Arts in Liberal Studies

Melanie Nina Aem
 Elizabeth Aguiar**
 Melody Bates***
 Jenna Rose Blevins
 Kayla Miranda Borges-Vaz*
 Matthew Jensen Brewer***
 Jacqueline Grace Caine
 Victoria Emperatriz
 Candray De Herrera
 Amanda Chia
 Leah Nicole Cofer
 Brian Crooks
 Jennifer deDios-Coile**
 Tiffany Jolyne Field***
 Lauren Fierro*
 Christiana Elizabeth Freiri
 Salvamar V. Garcia
 Siena Gerbert**
 Rebekah Jane Grabow**
 Andrea Green**
 Sundeep Kaur Kandola**
 Ashley Michelle Keeline*
 Alec Kobre
 Paulina LaBelle
 Alexandra Figueroa Lopez**
 Danielle Helene Mairose
 Marisa Manzo
 Taylor Alexandria McAllister
 Cinda Moua
 Jaikayma Mukes-Cano
 Heather Rose Quiñones
 Myra Rodriguez*
 Juana Rojas Z.
 Shelby Sachi Seabaugh

Matthew Tirapelle
 Amanda Corrinne Utterback*

Master of Education

Nicole Dionne Aponte
 Kate Christine Ballatore
 Amber Jacqueline Blake
 Lisa S. Brittan
 Amanda D. DeFazio
 Kelsey Michele Dibner
 Amanda Renee Farthing
 Nicole Keefer
 Renée Michelle Lenart
 Stephani Lynn Respicio
 Calistra Robinson
 Faith Michelle Romero
 Sara Susan Rose
 Alina M. Stanciu
 David Unter

Master of Arts Education

Maria P. Aguilera
 Stephanie Alejandre
 Michael Alexander
 Sara Esmeralda Amaya
 Samantha Nicole Ancrile
 Lucia Antonio
 Vanessa Elizabeth Archuleta
 Lenaya Raeanne Arzate
 Qing Bai
 Jessica Rene Baldwin
 Chloe Banks
 Angelica Barajas
 Adam Bates
 Ariel Ann Berlin
 Jillian Bissell

*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 2015–2016 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 2015–2016 year is maintained by the University Registrar.

Darrin Blackman	Michael Christopher Eberhard	Eric Hardy Imperial	Ruth Marie Mann
Daniel Aaron Blum	Devin Eckert	Zoe Isabella Jackson	Yanely Marin Santamaria
Jennifer Botelho	Margaret Errante	Laura Jaramillo	Rachel E. Marquez
J. Dylan Brock	Vanessa Arielle Esparza	Karen Jhanapin	Derick Martin
Tabatha Renee Brogden	Laura Farley	Xiang Ji	Marisol Martin
Janisa D. Brown	Samantha Rose Fertig	Shiyun Jiang	Danielle Nicole Marty
Lexi Byron	Stephanie Jane Fletcher	Elizabeth R. Johnson	Eleanor Martz Gomez
Shenjun Cai	Zachary Franceschetti	Layla M. Jones	Montoya Mayo
Amanda Callahan	Desmond Gallagher	Miko Joy Jones	Aaron McCambridge
Maria Nallely Cambero	Rene Peachy Galvez	Kate Juergens	Brittany E. McCarthy
Amanda Elizabeth Castaneda	Ya Gao	Linda Kang	Tranee McDonald
Carlos Castano	Rebecca E. Garcia	ShengYao Kang	Madeleine Claire McGuire
Ashley Chapman	Lindsay Gauuan	Reginald Robert Kennedy	Ryan Anthony McShane
Francisco Vidro Chavez	Avery Gerber	Olga Khaykin	Daniel Meadow
Helen Choi	Michelle Giese	Adaline King	Julie R. Medina
Christie G. Chu	Lola Giusti	Denise Faye M. King	Nicolle Molina Mendez
Khanh Chu	Talia Goodkin	Meaghan Jeanne Kirchner	Cecilia Meza
Pierre Deray Clark	Julie Ann Gray	Erin Swanson Kitten	Alexander David Miller
Norma Jean Coleman	Samantha Moreen Greenberg	Cindy Ko	Kevin David Miller
Danielle Collyer	Franklin E. Griffen	Rosie Krieger	Sheena B. Mooroteea
Ellen Elizabeth Concepcion	Bennett R. Grissom	Jessica Ratcliff Kumar	Gabriela A. Mosqueda
Rosaura Soria Contreras	Victoria Guzman	Hanna Kurowski	Mindy Motahari
Josephine Carter Corlett	Brittany Maren Hall	Carerra Lack	Jordaine Nelson
Elizabeth Coronado	Jessica Christine Hall	Theresa Jungeun Lee	Jennifer K. T. Ng
Jane Angelo Cronin	Elizabeth Bernadette Hallissey	Andrea Levy	Bao-Tran Nguyen
Larry M. Davenport	Julius Crowe Hampton	Aubrey Lewis	Khoa John Dang Nguyen
Tanika Tiera Davis	Xiao Han	Howell Lewis	Ebony Nickelberry
Dana Degen	Nicholas Skeets Hansen	Lun Li	Melissa Elizabeth Nino
Jessica De Los Santos	Tonecia Cineé Harvey	Martin Lieberman	Ned Nix
LeAnne Elizabeth Devol	Melanie Jill Hash	Genova Fabiola Linares	Katherine Mary Norkus***
Simrita Dhanjal	Mark Alan Hawbaker	Tiffany Chang Liu	Kurtis Daniel Obispo
Luxia Ding	Tony Hayes	Tatiana Lombana	Nathaniel Wells Parish
Anne Kathryn Dinklage	Casey A. Headrick	Elisabeth Long	Jaimee Raquel Partida
Bradley Neil Direnzi	Scott Jamieson Hilton	Tiffany Wing Chung Long	Katelyn Naminani Patrinos
Glendie Domingo-Lipar	Erin Elizabeth Hines	Alexis Marie Lopez	Kendall Scott Perez
Anna Niles Donnelly	Devin Elliot Golden Homme	Enrique Lopez	Maureen Perry
Jenna Marie Dubé	Nashanay Hopkins	Allison Nicole Lowry	Samantha Taylor Pfeiffer
Cheryl Duclo	Jue Hou	Linda E. Lozoya Villa	Alexandra Pierce
Julia Duong	Justin Hurlburt	Jessica R. Luna	Mercedes Porter
Mai-Ly Duong	Samantha Alexandra Hyles	Monika Maria Mabe	Cassandra Michelle Potter
Joanna Priyadharshini Ebenezer	Angel Ulyses Ibarra	Robert Malloy	Mary Powell

Carli Presson
Shauna Annette Priest
Amber Bianca Qualls
Elisabeth Aliti Radravu
Emily Riley
Isabel Irene Rios
Evangelina Rios-Luna
Brian Lane Roberts
Donald Rocci
Anthony Alfonzo Rodriguez Jr.
Christopher Roncal
Juliana Denise Rossi
Laura Saenz
Ana Maria Sanchez
Edrena A. Sanders
David John Sanford
Jenny Sar
Kyle Nikko Sasai
Katelyn Sbani
Khara Marie Schmitt
Andrew David Scroggins
Thomas Segura
Danni Shan
Haoyu Shen
Wenjian Sheng
Ryan Matthew Sherwood
Michael Gerbec Sinclair
Joyann Smith
Joseph Soria
Laura Mae Spellman
Shelby Elizabeth Stanton
McKenzie Marie Stevens
Hallie Ann Stirm
Yixuan Su
Patrick William Sullivan
Chevohn Ella Taleb
Clement Kai-Man Tan
Michelle M. Taylor
Emily Laurel Travis
Kathleen Michelle Trujillo

Katelyn Uhlhorn
Sherri Darlene Ulmer
Blanche Unciano
Heidi M. Valdez
Andrea M. Valencia
Claudia Villegas
Erik von Euw
Karen M. Walden
Ashley Marie Waldera
Arielle L. Walker-Brown
Kimberly Denise Wardally
Allison M. Webb
Kevin Scott Weber
Madge Webster
Matthew West
Teneshia Brianna White
Tyrone E. Wise II
Karl F. Woodmansey
Yifan Wu
Yue Wu
Rebecca Emmie Wunderlich
Christopher Cheng Chuan Yang
Nan Yang
Winfield Ye
Paul Yen
Arianna Yopez
Kelli Youngson
Anyaluz Zamost
Chenfan Zhu
Vincent Zipser

Educational Specialist

Jessica Butelo
Christopher A. Hernandez
Gabriela Satvaldiyev
Megan A. Thompson

Doctor of Education

Michael Kenneth Bunch
Dr. Linda Skrla
Dissertation: Whiteness in Public School Administration: A Critical Narrative Approach to Understanding How Insider Superintendents Communicate With Their Administrative Staff Members
Shane Patrick Conklin
Dr. Michael Elium
Dissertation: Autism Spectrum Disorder in Kindergarten and Transitional Kindergarten: Teachers' Self-Perceived Ability to Meet the Needs of Students Transitioning from Early Intervention Behavior Therapy Programs
Heather Christine Dunn Carlton
Dr. Rachele Hackett
Dissertation: An Experimental Study of Methods to Teach College Students Standard Drink Measures and Pouring Accuracy Using the Red Cup
Jacalyn M. Griffen
Dr. Ronald Hallett
Dissertation: School Counselors in Action Reframing Professional Development to Engage Families
Yanan Hu
Dr. Ronald Hallett
Dissertation: Forensics Participation as a Contributor to Students' Critical Thinking Skills at the College Level in China: A Multiple Case Study
Katrina Leigh Johnson Leon
Dr. Ronald Hallett
Dissertation: Cultural Genocide of Native American Tribes Due to Educational Inopportunity on Reservations Throughout the United States in the 21st Century

Michele Lynn Lahti Tunnell
Dr. Delores McNair
Dissertation: Women and Philanthropy in Higher Education: A Collective Case Study of Major Donors
Yanyan Li
Dr. Thomas Nelson
Dissertation: The Teaching of Shanghainese in Shanghai Kindergartens
Ting Lyu
Dr. Rachele Hackett
Dissertation: Second Language Vocabulary Acquisition Through Storybook Reading for Chinese Children
Darren Adam Margie
Dr. Michael Elium
Dissertation: Curriculum, Transition and Employment of Individuals with Disabilities: Interconnections, Relationships and Perspectives
Norma Leticia Nava
Dr. Lynn Beck Brallier
Dissertation: A Case Study of Key Stakeholders' Perceptions of the Learning Center's Effectiveness for English Learners at a District in Central California
Robin Kezirian Perry
Dr. Thomas Nelson
Dissertation: Influences of Co-Teaching in Student Teaching on Pre-Service Teachers' Teacher Efficacy
Amy C. Peterman
Dr. Antonio Serna
Dissertation: Factors Influencing College Readiness: Supports and Barriers Experienced by Academically Resilient First-Generation Hispanic Males

TEACHING CREDENTIALS

Lawrence A. Rasheed

Dr. Linda Skrla

Dissertation: The Constructed Souls of the (Mis-Schooled) Black Males: “Rediscovering and Exposing Greatness within Black Male Students”

Christina N. Rusk

Dr. Michael Elium

Dissertation: Urban School Challenges: Implementation and Sustainability of PBIS

Allison Ann Silva

Dr. Antonio Serna

Dissertation: Transitional Kindergarten Teacher Preparedness and Staff Development Support

Kenneth D. Spencer

Dr. Amy Brown

Dissertation: The Academic Effect of an Intensive Reading Intervention Program at a Rural California Middle School Using Data from a One Year Program

Chanthou Thoeun

Dr. Thomas Nelson

Dissertation: Telling the “Other” Story Beyond the “Model Minority” and “Juvenile Delinquent:” Hmong American Students’ Experiences in Secondary Education

Melinda A. Westland

Dr. Ronald Hallett

Dissertation: “I never seen myself going to college.” An Intimate Inquiry of Foster Alumni in Higher Education

Binbin Wu

Dr. Marilyn Draheim

Dissertation: The Effects of Peer Tutoring on First-Grade Middle School Students’ English Reading Achievement and Self-Esteem in China

Xiaoying Xia

Dr. Rachelle Hackett

Dissertation: Parenting Styles, Parental Involvement and Kindergarten Children’s Readiness for Elementary School in Shanghai China

Bing Yan

Dr. Rachelle Hackett

Dissertation: The Development of Assessment Literacy in Chinese Pre-Service Primary Teachers

Hua Zhu

Dr. Michael Elium

Dissertation: The Effectiveness of a Creativity Course on Developing Chinese Design Students’ Creative Thinking

Doctor of Philosophy

Joelle Elizabeth Aud

Dr. Justin Low

Dissertation: Sports as a Moderator of the Effect of Parent Marital Status and Belongingness on Achievement and Behavior

Jessica Butelo

Dr. Justin Low

Dissertation: The Mediating Effect of Resistance to Peer Influence on Identity and Future Outlook by Friendship Quality in Adolescence

Kara Zaragoza Pancella

Dr. Linda Webster

Dissertation: The Effects of Early Services on the Relationship Between Children with Behavior Problems and Low IQ and Maternal Education

Ella Rose Sargent

Dr. Linda Webster

Dissertation: Moderating Effect of Teacher-Student Bond on the Relationship Between Parent-Child Attachment and Adolescent Outcomes

Multiple Subject (Preliminary)

Juliana Judith Acevedo

Wesley S. Allen

Angela M. Alvarez

Titus Mark Ares

Milan N. Balsz Cabrera

Nora T. Barich

Daniel Bean

Rebekah L. Berryman

Caitlin A Bicknell

Anhvu T. Buchanan

Matthew J. Callahan

Vianey Camargo

Fatima A. Carpenter

Luz M. Castillo Navarro

Courtney M. Chaffin

Stephanie A. Chan

Lucy K. Clark

Nadya M. Clark

Jamie J. Cole

Rebecca R. Cooke

Emillie Crofton

Antonia C. Cueto

Lindsey J. Cunningham

Chelsea A. De Herrera

Rachel A. De Los Reyes

Susan Christina S. Detchon

Jeremy E. Dorsey

Kristina D. Eddings

Erin P. Flathers

Candelario Flores

Regina Polly Yemma Foldes

Renae Foster

Natalie D. Galindo

Patricia Garcia

Reina Gonzales

Anjali S. Henderson

Zoë E. Henion

Elise W. Holston

Samantha Kay Hill

Alexandra Mari Jaramillo

Ryan L. Jordan

Taylor Collins Jordan

Janelle V. Jovellanos

Meaghan Jeanne Kirchner

Emily A. Ko

Brittany A. Koppinger

Keara Levette Lipscomb

Elisa M. Litsky

Zoe I. Lojkovic Burriss

Dana F. LoVecchio

Carole L. Lupi

Holly Y. Meave

Gisell Medina

Samuel J. Modest

Esther Montanez Servin

Nicholas A. Musni

Kathleen W. Nelli

Amy E. Nielsen

Stacy L. Nuss

Sarah K. Oosterman

Sheree V. Parker

Jessica M. Phenis

Laura Piña

Cristina Pineda Gaona

MaryElla K. Randall

Anita Lucia Rodriguez

Sara S. Rose

Sirrena L. San Nicolas

Kimberly Sazon

Amy R. Sept

Kira N. Shaw

Derek J. Smith

Felicia M. Surber

Pauline Joy N. Talens

Joshua P. Taylor

Lauren M. Vanina

Andrew J. Ward

Kai M. West

Simone Emerald Wolk

Rebecca M. Wright

Multiple Subject (Intern)

Nicole D. Aponte
Amanda D. Enneking
Tyler Collin Lack
Linda E. Lozoya Villa
Brittany E. McCarthy
Yanely Marin Santamaria
Katherine Mary Norkus

Single Subject (Preliminary)

Kortney R. Agdeppa
Rachel M. Aguilar
Stephanie C. Albor
Nicole J. Bredeson
Zelma Esther Cabero
Jesse M. Deshayes
Ava Cosette Dornbush
Kevin J. Fallon
Aaron B. Fonzi
Mitchell E. Goldsmith
Xiaotian Han
Samantha J. Harrison
Allen J. Haugh
Anjuli C. Hollman
Kendall M. Irely
Cody D. Johnson
Emali J. Johnson
Hanna A. Kurowski
Aida I. Leyva Camacho
Catherine R. Macari
Patricia Maravillas

Anthony A. Masiel
Christopher J. Membribes
Patrick S. Neff
Katherine L. Nash
Liliana Nuñez
Matthew J. Orosco
Kasey C. Ota
Sarah N. Phelan
Megan L. Piper
Amelia I. Roberts
Sandy Rodriguez
Angelina M. Saldana
Christopher R. Sell
Brittney E. Smith
Katie C. Tanner
Gail Ann Trenerry
Melanie A. Vieira
Nena L. Weinsteiniger Guzman

Single Subject (Intern)

Jennifer Rodgers Botelho
Rosaura Soria Contreras
Jordan Michele Day
Sharaya N. Galbraith
Camille A. Klinker
Gregory Alan Munson
Ebony Nickelberry
Alexis M. Ortega
Katelyn N. Patrinos
Cassandra M. Potter
Yixuan Su

Sirrena L. San Nicolas
Elizabeth P. Tyson
Erin R. Walsh

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

Vianey Camargo
Jennifer E. Parmley

**Education Specialist
Instruction Mild/Moderate
(Intern)**

Amanda Marie Elmore
Renee M. Lenart

Yolanda P. Murphy
Anne Katherine Overgaard
Carli R. Presson
Faith M. Romero

**Education Specialist
Instruction Moderate/Severe
(Intern)**

Jessica R. De Los Santos
Kevin David Miller
Calistra A. Robinson
Alison J. Spieth
Sara B. Thompson
Nicole A. Tirapelle

SERVICE CREDENTIALS

**Speech-Language Pathology
Services (Preliminary)**

Sabah Ali
Shivani N. Bhakta
Lisa B. Bjorback
Megan M. Black
Kelsey A. Chartrand
Christina Nicole Colombo
Michelle M. Davis
Morgan G. Dufresne
Bailey D. Freitas
Tanmayee V. Gavaskar
Emily J. Holmstedt
Maria Elena Jackson
Kimberly M. Kamada
Corrie F. Kamigaki
Ashley N. Lindstrom
Tara A. Miller
Torrie L. Montero

Grace L. Pramuk
Brooke M. Richardson
Susana Sandoval Rios
Karen M. Soltow
Brianna N. Talamantes
Seth M. Turner
Yvette V. Young

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

Joelle E. Aud
Kylie C. Pallios

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

Jessica M. Anderson
Christopher A. Hernandez
Rebecca Marie Jones
Gabriela Satvaldiyev
Megan A. Thompson

SPECIALIST CREDENTIALS

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

Anne Katherine Overgaard

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

Milan N. Balsz Cabrera
Ashley Eden Cardenas

Fatima A. Carpenter
Diana C. Corona
Kelsey M. Dibner
Alisha Galea
Shelley L. Mahoney
Sheri L. Middleton
Garrett M. Ramseyer
Maria T. Rogan
Sara S. Rose

The list of names as it appears in this program includes students who completed all credential program requirements by April 1, 2016 for recommendation to the California Commission on Teacher Credentialing.

STUDENT AWARD RECIPIENTS

Undergraduate Education Student of the Year

Alexandra Figueroa Lopez

Diploma and Hooding Ceremony Banner Bearer

Melody Bates (In Absentia)

Outstanding Multiple Subject Credential Graduate

Amanda D. DeFazio

Outstanding Single Subject Credential Graduates

Jennifer Botelho

Jesus Jimenez

Outstanding Special Education Mild/Moderate Disabilities

Credential Graduate

Faith Michelle Romero

Outstanding Special Education Moderate/Severe Disabilities

Credential Graduate

Matthew Jensen Brewer

Outstanding Administrative Services Credential Graduate

Allison Ann Silva

Outstanding Pupil Personnel Services School Psychology Graduate

Megan A. Thompson

Outstanding Service and Leadership in

Educational Psychology

Brittany Ai Hori

Julie A. Sina Award for Inspirational Leadership

Julia Duong

Karen DeRosa Outstanding Graduate Student Leader Award

Christopher Cheng Chuan Yang

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

Elizabeth Aguiar

Matthew Jensen Brewer

Tiffany Jolyne Field

Christiana Elizabeth Freiri

Siena Gerbert

Rebekah Jane Grabow

Ashley Michelle Keeline

Alexandra Figueroa Lopez

Heather Rose Quiñones

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.

Elizabeth Aguiar

Nicole Dionne Aponte *

Vanessa Arielle Esparza *

Amanda Renee Farthing *

Sundee Kaur Kandola

Renée Michelle Lenart *

Carli Presson *

Stephani Lynn Respicio *

Faith Michelle Romero *

Sara Susan Rose *

**inducted in 2015*

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.

Jennifer Botelho

Matthew Jensen Brewer *

Kristi Britton

Amy Jean Burns

Khanh Chu

Tiffany Jolyne Field *

Desmond Gallagher

Myra Gardea-Hernandez

Lindsay Gauuan

Siena Gerbert

Dianna Gilbert

Elizabeth Bernadette Hallissey

Melanie Jill Hash

Jeannine Ann Huffman

Justin Hurlburt

Sundee Kaur Kandola

Robin Kezirian Perry *

Jennifer Torres

**inducted in 2015*

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 six 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), Dr. John M. Nagle (2000–2004), and Dr. Lynn Beck (2005–2015). Dr. Marilyn Draheim served as interim dean (1999–2000), followed by Dr. Dale Andersen (2004–2005). Dr. Linda Webster is currently serving as interim dean beginning in 2015.

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 nearly 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 60,000 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 the school 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.

Under the stewardship of Pacific's current president, Pamela A. Eibeck, 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 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 began in fall 2015, and additional new programs will be added in the coming years. Pacific's Sacramento Campus is also expanding, offering exciting academic programs at the intersection of law, policy, business, education and health. Anchored by the McGeorge School of Law, the campus is adding graduate academic programs keyed to the needs of a metropolitan region, charting a bold future. A Master of Science in Law degree is now available through the McGeorge School of Law. New graduate programs in business and education launched in 2015 and new graduate programs in public policy and public administration, physician assistant studies and analytics will begin in 2016 and 2017.

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, some 50 community partners have united in an effort to improve early literacy. The Beyond Our Gates Reading by Third campaign recently received a grant from The James Irvine Foundation to strengthen early literacy programs in the San Joaquin Valley, while the Beyond Our Gates Community Council, an advisory board comprising local leaders, has garnered national attention. Through the work of the council, San Joaquin 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.

Pacific's schools and programs also serve the community in important ways through health and dental clinics, legal clinics and community service. In the 2014–15 academic year, the Arthur A. Dugoni School of Dentistry provided \$10 million in uncompensated dental care to patients; students at the Thomas J. Long School of Pharmacy and Health Sciences volunteered an estimated 30,000 hours to provide health-related services to the community; the McGeorge School of Law legal clinics provided free services to hundreds of clients; and student volunteers on the Stockton Campus gave more than 7,600 hours of community service.

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.15) for ethnic diversity. *The Economist* and *The Brookings Institution* have ranked Pacific the No. 3 best value college or university in California. It is among the top 10 schools in the nation whose graduates exceed expected earnings, according to an analysis by the Georgetown University Center on Education and the Workforce.

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.

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.

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.



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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