



5-13-2017

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

University of the Pacific

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UNIVERSITY OF THE
PACIFIC

Gladys L. Benerd
School of Education

Diploma and Hooding Ceremony

Saturday, May 13, 2017 — 5 pm

Alex G. Spanos Center

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**

Chaplain

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

**Faculty and Faculty Emeriti of
Gladys L. Benerd School of Education**

Mace Bearer

PROGRAM

Dean Vanessa Sheared, Presiding

Music Prelude Various Jazz Selections

Processional

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

Invocation Dr. Joel N. Lohr
Dean of Religious Life

Introductions Dr. Vanessa Sheared, Dean

Presentation of Honor Society

Phi Kappa Phi Honor Society

Alpha Sigma Lambda Society Dean Sheared

Presentation of Awards and Recognition

Who’s Who Among Students in American
Universities and Colleges Dean Sheared

Undergraduate Student of the Year . Dr. Marilyn Draheim
Chair, Department of
Curriculum and Instruction

Diploma and Hooding Ceremony

Banner Bearer Dr. Draheim

Outstanding Multiple Subject Award Dr. Draheim

Outstanding Single Subject Award Dr. Draheim

Educational Specialist:
Moderate/Severe Disabilities Dr. Christina Rusk
Department of
Curriculum and Instruction

Outstanding Administrative
Services Credential Graduate Dr. Antonio Serna
Department of Educational
Administration and Leadership

Outstanding Service and Leadership
in Educational Psychology Dr. Amy Scott Brown
Department of Educational
and School Psychology

Julie A. Sina Award
for Inspirational Leadership Dr. Delores McNair
Department of Educational
Administration and Leadership

Karen DeRosa Outstanding
Graduate Student Leader Dr. McNair

Presentation of Graduates Dean Sheared

Baccalaureate Degree Candidates

Master’s Degree Candidates

Educational Specialist Degree Candidates

Doctoral Degree Candidates

Charge to Graduates Diane Carnahan ’12

Concluding Remarks Dean Sheared

Pacific’s Alma Mater Janell Reyner-Grimmett ’19 MUS
“Pacific Hail!”
Lois Warner Winston ’23

Benediction Dean Lohr
Recessional

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

ACKNOWLEDGEMENTS

Banner Bearer *Sobia Khan*

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. Jaci Griffen*
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. Delores McNair
Dr. Christina Rusk
Dr. Amy Scott
Dr. Linda Skrla
Dr. Linda Webster

Educational Specialist Degree Graduates . . *Dr. Scott Brown*

Doctoral Degree Graduates . . . *Doctoral Dissertation Chairs*

Diploma and Hooding Committee *Dr. Draheim*
Dr. Low
Dr. McNair
Mrs. Kim Heinrich

DEGREES CONFERRED

Bachelor of Arts in Liberal Studies

Denise Amaya
 Krystallyn Margaret Arias**
 Jennifer Carrillo***
 Karla Chavez-Silva
 Leah Cofer
 Janine Samar Dandan
 Ellen Louise Dettman*
 Sahreen Akhtar Din**
 Taylor Rene Dorsey
 Jessica E. Drachenberg
 Laura Esther Gámez*
 Joyce Liliana Paz Garcia
 Lauren Ashleigh Greer**
 Loushaunda Ialeen Griffith*
 Margo Nasrallah Haddad
 Cynthia Hansen
 Sarah Harris
 Chelsea Ann Ioppini
 Jennifer Iversen
 Adrianna Johnson
 Bushra Khan**
 Sobia Akram Khan**
 Caylin Lukerth**
 Jennifer Megan Montemayor
 Briana Norman
 Brenda Perez**
 Denise Robles
 Angelique Antoinette Santos
 Aleena Sohail*
 Susie Lisa Stevens*
 Volena Totten**
 Michael Woodbury**

Master of Education

Christiana Elizabeth Freiri
 Tamara Jocelyn Hernandez
 Angela Rose Quitasol
 Natalie E. Schwarcz

Master of Arts Education

Maha M. Abdelsalam
 Kimberly C. Adamson
 Susana Viorica Agapie
 Elizabeth Aguiar
 Jimmy Aguilar Ferreira
 Princess Atwere Akosah
 Loren D. Alves
 Desiree Marie Apodaca
 Te Keyia Armstrong
 Laura Reneé Arnold
 Gina Marie Azamey
 Oscar Bacio
 Ginelle-Marie M. Balingit
 Jessica Beck
 Davina Bennett
 Zachary Betz Bloom
 Kayla Bowman
 Kathryn Michelle Bowns
 Mary Coronata Brant
 Wendy Horng Brawer
 Trayvonté Terrell Britt
 Timothy Owen Brown
 Christine Margaret Byrne
 Elizabeth K. Calderón-Daniel
 Marisol Cardella
 Corynn Carino
 James Carr Jr.
 Gabriel Castaneda

*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 2016–2017 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 2016–2017 year is maintained by the university registrar.

Kinne Chapin	Andrea Green	Lisa Marie Minehart	Andrea Rubio Viramontes
Daniel Thomas Clark	Allison Grill	Brandy Mitchell	Kayla Marie Russell
Taeko Colbert	Arianna Grimes	Alejandro Montaño	Sonia Sanchez-Feliz
Deanie Coleman	Joyce Han	Rosa M. Montes	Ruby Sandoval
Dexter Coleman	Eric J. Harris	Amanda Jean Montgomery	Juliana T. Santa Cruz
Taryn Colonnese	Kaiya Hatcher	Lilibeth Corpuz Mora	Mele Tuipulotu Satini
Dawn Marie Coons	Christina N. Herd	Roberto Luis Morales	Amir Sberlo
Brittany Annie Costa	Becky L. Herman	Shemsa Morkoch	Alyssa Janelle Scharf
Alisabeth Catherine Cotton	Tiffany N. Herndon	Seenaa Daba Mosissa	Ricki Jo Scott
Chelsea Lynn Cundiff	Jennifer L. Herring	Mary Catherine Muniz	Daniel Robert Scuderi
Clark A. Dana	Alexandre Douglas Herzfeldt	Megan E. Myers	Scout Sheys
Meghan Kathleen Gibson Dasso	Gregory Hofmann	William Benjamin Nadel	Adriana Macias Shintaku
Ana De La Torre	Sophie Hyson	Jamila Nam	Carl Siegel
Deyanire M. Del Toro	Ciara Jacob	Sarah Neidhart	Anamaria Silva Enriquez
Jessica Lynn Dickman	Isaac Jacobs-Gomes	Carolyn Denise Newberg	Shawwna R. Smith
Ashley Elizabeth Duarte-Salaices	David Daniel Janowicz	Kevin Nguyen	Leticia-Andrea Angelic-Rose Snoots
Elena Avalos Dueñas	Myra Alexandra Jauregui	Vitalis Chukwunanu Obidi	Angela Wilbert Southwell
Elle Dvorak	Alexa Johnson	Mark David Anthony Ongsiaco	Benjamin Storrud
Ashley Elliott	Annaka V. Johnson	Sheetal Pal	Angela Mary Swenson
Frances Catherine Elsberry	Kamio Ayisha Jones	Sarah Park	Gessa Rae Taylor
Silvia Patricia Escalera	Zachary Ryan Kamine	Mariana Pavlova	Douglas J. Thistle Jr.
Todd Vincent Ester	Hillary Katz	Yawen Peng	Talisha Marie Thomas
Ranelle Estrellado	Ashley Michelle Keeline	Sarah Pereira	Eric Thompson
Edward F. Farkas	Thaxton Eugene King	Elizabeth Imogene Petrie	Sara Thompson
Carey Fay-Horowitz	Jasmine Jeanne Knighten	Joanne Pham	Jessica Arredondo Tinajero
Michael Ferguson	Julian Lacombe	Victoria Phillips	Anna Hoan Truong
Sonia Fernandez	Brittany Adele Lampson	Endéshea Ayrika Pierson	Amanda Corrinne Utterback
Chelsi Brooke Foreman-Padilla	Angela F. Leonardo	Heather Merlene Pitcock	Vanessa Vargas
Renae Foster	Daniel Nobuo Llarenas	Bryan Platz	Jacqueline Vergara
Etienne Jean Franck	Christopher Logel II	Julia Shields	Malia Vitousek
Janet Fung	Delaney Kathleen Lonergan	Gwendolyn Delores Primous	Ryan Wagner
Hannah Michael Galvin	Yulissa Lopez	Melanie Promes	Christine Renee Walker
Lisette Garcia-Kohler	Celia Arely Magaña Ramos	Lily Zohra Qiami	Jill Allene Walker
Theron David Garst	Karla Marcela Marquez Manzano	Mustafa Radif	Andrew Joseph Ward
Trevor Paul Gatz	Brenda Jasmine Manzo	Sarah L. Reid	Julian Whatley
Patricia Elizabeth Geritz	Ivan Martinez	Kelli Marie Rieger	Anna Austin Whitesides
Zachary Gillman	Nelly Martinez	Constantina Robinson	Iris Christine Wilkes
Kristen Ann Goggin	Naticia Massod-Smith	Alejandra Rodriguez	Bridget Ann Willet
Carlos Alberto Gonzalez Dives	Edward John Mathes	Myra Rodriguez	Hallie Aurelia Williams
Kaitlyn Elizabeth Goslinga	Erin Mayo	Daniel Matt Rogoff	Margaret Catherine Williams
Kelci Dianne Goss	Lindsay H. Meltz	Ana Maria Roman	Aneta Wojcik
	Ryan Miller	April A. Romero	Beatrice Woods
		Katie Breeann Roper	

Courtney Elizabeth Woods
Michele Marie Yalvac
Aubrey Lynn Young

Educational Specialist

Courtney T. Craven
Eva Angelina Guevara
Brittany Ai Hori
Jonathan Cory Lucas
Aimie Marie Rivera

Doctor of Education

Xun Bu
Dr. Rachelle Kisst Hackett
Dissertation: An Investigation of the Relationship Between Professional Development, Teacher Efficacy and Teacher Stress Among Teachers in Shanghai Public Primary Schools

Phil Buchanan
Dr. Lynn Beck Brallier
Dissertation: The Association Between Learning Preferences and Preferred Methods of Assessment of Dental Students

Timothy Andrew Bugno
Dr. Robert Oprandy
Dissertation: AVID's Effect on Metacognitive Development of 9th Graders in Two Comprehensive High Schools

Roger Gabriel Coss
Dr. Thomas Nelson
Dissertation: A Phenomenological Inquiry Into the Process of Teaching Jazz Improvisation

Katy Mathers Ellison
Dr. Linda Skrla
Dr. Rachelle Kisst Hackett
Dissertation: Individual and Organizational Factors that Influence Principal Longevity in Charter Management Organizations: Does Gender Matter?

Carla Clawson Hoffman
Dr. Lynn Beck Brallier
Dissertation: Social and Emotional Learning: A Case Study of the Practices and Systems Within a Caring Middle School Community

Yue Hu
Dr. Amy Scott Brown
Dissertation: The Relationship Between Job Burnout of Kindergarten Teachers in Shanghai and Their Personality Traits

Lingyun Lu
Dr. Robert Oprandy
Dissertation: Impact of Group Mentoring on the Professional Development of Early Childhood Teachers in a Shanghai Kindergarten

Nathanael Elwyn Monley
Dr. Antonio Serna
Dissertation: Charter Schools That Do Not Suspend

Veena Sapenter Nath Thomas
Dr. Linda Skrla
Dissertation: The Changing the Face of Leadership: Multiracial Women of Color

Chao Sun
Dr. Rachelle Kisst Hackett
Dissertation: Attitudes of Chinese Preschool Teachers Towards Inclusion of Students with Special Needs in Relation to Teacher Self-Efficacy and School Climate

YuanYang Yue
Dr. Ruth Brittin
Dissertation: The Effect of an Ovff-Based Curriculum on Social Emotional Competence of Children in a Suburban Kindergarten in Shanghai

Bingjie Zou
Dr. Rachelle Kisst Hackett
Dissertation: Kindergarten Teacher's Beliefs About Engagement in Developmentally Appropriate Practice in the Context of Educational Reform

TEACHING CREDENTIALS

Multiple Subject (Preliminary)

Michael E. Alexander
Nicole Dionne Aponte
Jillian J. Bissell
Jenna Rose Blevins
Kayla M. Borges-Vaz
Jeff D. Brock
Janisa D. Brown
Lexi R. Byron
Jacqueline G. Caine
Amanda A. Callahan
Helen O. Choi
Elizabeth Coronado
Amanda D. DeFazio
Iris J. DeSerio
Devin Eckert
Tiffany J. Field
Stephanie J. Fletcher
Rebecca E. Garcia
Avery H. Gerber
Siena K. Gerbert
Michelle N. Giese
Rebekah Jane Grabow
Samantha M. Greenberg
Bennett R. Grissom
Diana A. Hanania
Angel U. Ibarra
Laura Jaramillo
Jenna T. Joyner
Olga Khaykin
Rosie K. Krieger
Tyler C. Lack
Tiffany C. Liu
Tiffany W. Long
Linda E. Lozoya Villa
Danielle H. Mairose
Tryshna Kerehn Malonzo
Marisa N. Manzo

Montoya N. Mayo
Brittany E. McCarthy
Jacob J. McMurren
Nicolle J.M. Mendez
Cinda Moua
Jennifer KT Ng
Melissa E. Nino
Katherine M. Norkus
Nathaniel W. Parish
Emily J. Riley
Evangelina Rios-Luna
Kathryn Rizzo
Laura Saenz
Ana Maria F. Sanchez
Andrew D. Scroggins
Shelby Seabaugh
Patrick W. Sullivan
Clement K. Tan
Amanda C. Utterback
Heidi M. Valdez
Erik B. von Euw
Arielle L. Walker-Brown
Kimberly D. Wardally
Allison M. Webb
Kelli C. Youngson
Amanda C. Utterback
Shauna A. Priest
McKenzie M. Stevens
Claudia Valencia

Multiple Subject (Intern)

Vanessa A. Esparza
Arianna C. Grimes
Lubna Khan
Cheryl L. McGlothlin
Angela R. Quitasol
Stephani L. Respicio
Rubi Garcia
Andrea L. Green

Single Subject (Preliminary)

Lenaya R. Arzate
Qing Bai
Jennifer R. Botelho
Amanda E. Castañeda
Rosaura S. Contreras
Jordan M. Day
Bradley N. Direnzi
Gabriella R. Dominguez
Rebecca J. Fitch
Sharaya N. Galbraith
Lindsay M. Gauuan
Siena K. Gerbert
Jamesha Y. Gray
Anthony R. Hayes
Casey A. Headrick
Jesus A. Jimenez
Adaline M. King
Erin S. Kitten
Danika G. Klebe
Camille A. Klinker
Derick J. Martin
Scott T. McColl
Bethany A. Miller
Michelle M. Millier
Gregory A. Munson
Jaimee R. Partida

Katelyn N. Patrinos
Cassandra M. Potter
Joseluis Ramirez
Elizabeth M. Rapoza
Jenny Sar
Rui M. Schroeder
Ryan M. Smith
Sheena Somoza
Yixuan Su
Eric H. Thompson
Claudia Villegas
Kevin S. Weber
Erin T. Wells
Joanne Wong
Paul K. Yen
Dean Andal
William J. Cantine
Xiaotian (Donna) Han
Elizabeth B. Hallissey

Single Subject (Intern)

Elizabeth K. Calderón-Daniel
Jessica L. Dickman
Julian M. Lacombe
Cassandra M. Potter
Kevin H. Nguyen
Malaya Balsz-Cabrera

SPECIALIST CREDENTIALS

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

Alexis Lopez
Kathleen M Trujillo

Education Specialist Instruction Mild/Moderate (Preliminary)

Danielle P. Collyer
Stephanie L. Gleaves
Erin E. Hines

Renee Michelle Lenart
Allison N. Lowry
Yolanda P. Murphy
Laura Pina
Carli R. Presson
Steven Swofford
Amanda C. Utterback

Education Specialist Instruction Moderate/Severe (Preliminary)

Matthew J. Brewer

Jessica Dickerson
Rebekah Jane Grabow
Erin E. Hines
Alison J. Spieth
Steven Swofford
Nicole Amber Tirapelle
Heather R. Quinones
Sara B. Thompson

Education Specialist Instruction Mild/Moderate (Intern)

Catherine F. Lewis
Susana V. Agapie

Sara Estrella
Amanda R. Farthing

Education Specialist Instruction Moderate/Severe (Intern)

Lucia Antonio
Erin E. Hines
Constantina B. Robinson
Calistra A. Robinson
Andrea L. Tener
Sara B. Thompson

SERVICE CREDENTIALS

Speech-Language Pathology Services (Preliminary)

Lisa M. Bushway
Rebecca N. DeCarlo
Rachel E. Glass
Marissa C. Huston-Carico
Brianna M. Lampe
Gloria Y. Lee
Diana Rose Ridoloso
Ashley J. Schoonover
Colleen Gar-men Sheh
Cassandra H. Wong
Talia L. Yates
Alana J. Wood
Elizabeth K. Baker
Stephanie D. Catalano
Andrea C. Comerie
Mackenzie T. Goold
Nicole D. Gress
Kayla R. Hazel
Allison Rose Johnson
Katie N. Kobashigawa
Sierra Milani

Joshua D. Rash
Karla Segura
Tiana O. Soliz
Gianna M. Stagnaro
Laura K. Tang
Tammy Tarn

Pupil Personnel Services School Psychology (Clear)

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

Pupil Personnel Services School Psychology (Intern)

Courtney T. Craven
Jonathan C. Lucas
Eva A. Guevara
Claudia Trenchuck

Administrative Services (Preliminary)

Francesca Inzerillo
Brian Heck

The list of names as it appears in this program includes students who completed all credential program requirements by April 1, 2017 for recommendation to the California Commission on Teacher Credentialing.

STUDENT AWARD RECIPIENTS

Undergraduate Education Student of the Year

Jennifer Carrillo

Diploma and Hooding Ceremony Banner Bearer

Sobia Khan

Outstanding Multiple Subject Credential Graduate

Andrea Green

Leah Cofer

Outstanding Single Subject Credential Graduates

Nathan Rhea

Katherine Steffanic

Outstanding Special Education Moderate/Severe Disabilities

Ginelle-Marie Balingit

Constantina Robinson

Outstanding Administrative Services Credential Graduate

Francesca Inzerillo

Outstanding Service and Leadership in

Educational Psychology

Samantha Hyles

Julie A. Sina Award for Inspirational Leadership

Deyanire Del Toro

Karen DeRosa Outstanding Graduate Student Leader Award

Leticia-Andrea Angelic-Rose Snoots

Initiates into Who's Who Among Students in

American Universities and Colleges

Volena Totten

Bushra Khan

Michael Woodbury

Krystallyn Arias

Denise Robles

Taylor Dorsey

Sahreen Din

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 **

Angela F. Leonardo *

**inducted in 2015*

***inducted in 2016*

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 Carrillo

Tamara Jocelyn Hernandez

Sophie Hyson

Zachary Ryan Kamine

Bushra Khan

Julian Lacombe *

Sarah Park

Malia Vitousek

**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 served as interim dean (2015–2016). Dr. Vanessa Sheared became the seventh dean of the School in July (2016).

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, 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 allows 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

Preparing our students: success after graduation

University of the Pacific provides a superior, student-centered learning experience that integrates liberal arts and professional education to prepare students for lasting achievement and responsible leadership in their careers and communities.

At six months after graduation, nearly 90 percent of the Class of 2016 was employed or accepted to a graduate or professional school, completing a post-graduate internship or fellowship, or serving in a military or community service experience. In 2016, Pacific alumni salaries ranked No. 2 in California compared to similar institutions, according to the White House College Scorecard. Overall, Pacific ranked No. 7 among California's 348 colleges and universities for alumni salaries.

Looking back: our unique history

University of the Pacific was established in 1851 as California's first chartered institution of higher learning. It was founded by pioneering Methodist ministers remains the only Methodist-related university in California. Originally located in Santa Clara, the university later moved to San Jose and, in 1924, moved to Stockton, making it the first private four-year university in the Central Valley.

An innovator and leader in higher education, Pacific provided California with its first chartered medical school in 1858, 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.

Pacific has enjoyed extraordinary stability in administration. 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.

Under the leadership of President Eibeck, Pacific continues to expand its academic offerings in Sacramento and San Francisco as guided by our strategic plan. The plan capitalizes on Pacific's highly regarded academic programs, formative student-teacher relationships and multiple locations to position Pacific as the best teaching-focused university in California.

Looking forward: innovating with the times

Today, University of the Pacific is a highly ranked national university that remains deeply committed to its personal, student-centered approach. Campuses in Stockton, Sacramento and San Francisco strategically position Pacific in three of California's, and the nation's, most important and dynamic markets. The university earns widespread recognition for its deep commitment to teaching and learning, its history of innovation and the accomplishments of its alumni.

Pacific has added more than a dozen new academic programs across its three campuses over the last two years. Once the exclusive homes to Pacific's law and dental schools, the Sacramento and San Francisco campuses now reach new students with graduate programs in data science, physician assistant studies, audiology, music therapy, education, public policy, and public administration. These programs help address the region's critical need for leaders in technology, health care, education, government and nonprofit sectors.

This fall, the Stockton Campus will host new graduate and undergraduate programs designed to equip students for success in the digital era, including a master's in cybersecurity and Media X, a program that integrates the analysis, performance, production, marketing, and management of traditional, digital, and emerging media.

Beyond academics: Pacific's community impact

In addition to academics, Pacific is making a positive community impact across the Northern California region through tens of thousands of hours of public outreach, innovative new programs and the efforts of students, faculty and staff across the university. For example, the Thomas J. Long School of Pharmacy and Health Sciences held its 100th Mobile Medicare Clinic and celebrated a decade of free clinics that have saved more than 5,500 Medicare recipients upwards of \$5.7 million in prescription drug costs. Since 2010, more than 3,000 of the most vulnerable and underserved in our communities have received health care services through our Virtual Dental Home program, a revolutionary new care delivery system developed by Pacific's Center for Special Care. And McGeorge's legal clinics on important topics, such as immigration law, benefit the community while preparing students through meaningful experiential learning.

Our schools, majors and programs

Pacific's nine schools and college on its three campuses offer students their choice of 80-plus majors, including 25 graduate programs and 10 accelerated program options. For example, students can go directly into certain professional programs, including pharmacy, dentistry and law, while accelerated programs in business, engineering and education make it possible to earn both undergraduate and graduate degrees in five years.

College of the Pacific (1851)

The College of the Pacific is the oldest and largest academic unit, encompassing 18 departments and 29 majors in the natural sciences, social sciences, humanities, and the fine and performing arts. Based upon its foundation of a rigorous liberal arts curriculum, the College champions experiential learning through undergraduate research and creative activity, fieldwork, internships, and study abroad. The College prepares graduating students to command a broad perspective in their professional careers, ready to assume the responsibilities of leadership.

Conservatory of Music (1878)

Pacific's Conservatory of Music has been delivering an outstanding music education for more than 135 years. Degree programs are offered in performance, composition, jazz, education, management, music therapy and history. Conservatory faculty artists/scholars provide a rigorous and supportive learning environment. Students have access to a recording studio, technology and composition labs. Seminars and master classes with accomplished alumni and visiting artists along with numerous performance and other experiential opportunities help prepare graduates for professions in music.

Arthur A. Dugoni School of Dentistry (1896)

The nationally renowned Arthur A. Dugoni School of Dentistry, named in honor of its dean of 28 years, is committed to providing a world-class dental education for its students and comprehensive, affordable patient care for adults and children. The Dugoni School is highly regarded for its humanistic model of education that respects the dignity of each individual and for innovation in dental curriculum, including comprehensive patient care and competency-based education. Its programs include an accelerated year-round pre-doctoral DDS program that enables students to complete four academic years of instruction in three calendar years.

McGeorge School of Law (1924)

McGeorge educates lawyers for large and small law firms, government agencies and corporate legal departments around the world. McGeorge's success is built on its distinguished faculty, high quality students, committed and involved alumni, and beautiful, spacious campus with state-of-the art classrooms and student facilities. McGeorge is a dynamic law school that is changing and growing to meet the challenges of the global economy and to educate the lawyers who will be tomorrow's leaders.

Gladys L. Benerd School of Education (1924)

The Benerd School of Education, named in honor of an alumna's endowed gift, has educated future professionals in learning, education, and leadership roles for more than 90 years. Benerd School faculty prepare students for service in public and private education and learning-related professions in other sectors; provide programs for current educational professionals to update and upgrade their understanding, knowledge and skills; and promote and engage in research leading to better education and learning.

Thomas J. Long School of Pharmacy and Health Sciences (1955)

The Thomas J. Long School of Pharmacy and Health Sciences is named in honor of the financial commitment of the Thomas J. Long Foundation and the Long family. The School offers a three-year accelerated pharmacy program, provides speech-language pathology students early clinical experience, prepares highly-trained audiologists and produces practice-ready physical therapists. The School is committed to creating a leadership focused, success centered environment for its diverse student body. Students are empowered to succeed through meaningful, experiential learning in state-of-the-art laboratories. The School's programs have received continuous national accreditation.

School of Engineering and Computer Science (1957)

The School of Engineering and Computer Science empowers its students to solve problems by developing their own projects and working alongside professors on contemporary research. The School's faculty take each student's education personally and are committed to mentoring them both inside and outside of the classroom. With its distinguished cooperative education program, students also get to 'learn and earn' through a paid professional internship, built right into the curriculum, with one of the School's 200-plus industry partners worldwide.

Eberhardt School of Business (1977)

The Eberhardt School of Business was renamed in 1995 in recognition of the Eberhardt family's endowed gifts. Fully accredited by the Association to Advance Collegiate Schools of Business, the School boasts a \$3 million Eberhardt Student Investment Fund, a dedicated Career Management Center, top-rated faculty, state-of-the-art classroom technology, and exceptional experiential learning opportunities. The School offers valuable leadership development and business resources through its centers and institutes, including the Center for Business and Policy Research, Center for Entrepreneurship, Westgate Center for Leadership and Management Development and Institute for Family Business.

School of International Studies (1987)

A school within College of the Pacific, the School of International Studies is devoted to the interdisciplinary study of international affairs. International, interdisciplinary and intercultural immersion, acquisition of at least one second language and at least a semester of study abroad prepare students to succeed in a variety of professions in industry, government, not-for-profit organizations and educational institutions. The School's programs help students develop strong analytical reasoning ability and strengthen written and oral communication skills while building intercultural competence and personal confidence.

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.

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.

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.

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.

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.

Thomas J. Long School of Pharmacy and Health Sciences — Pharmacy is represented by olive green, a color associated with healing herbs.

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.

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

*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!*



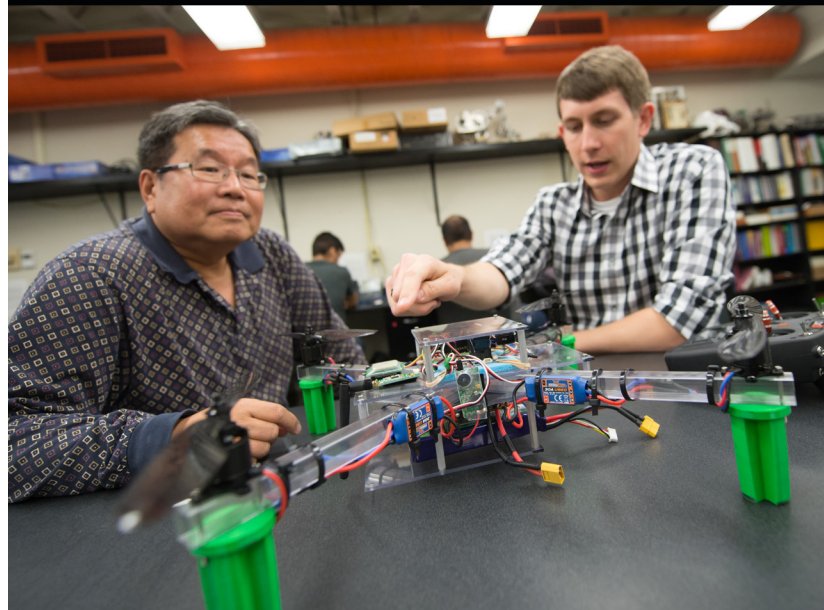
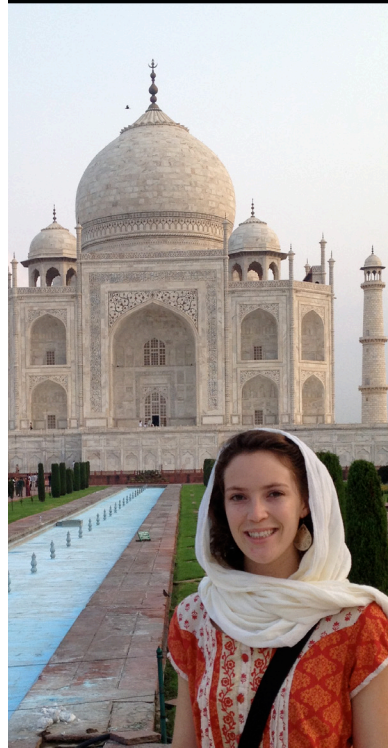
**Gladys L. Benerd
School of Education**

📞 209.946.2556

🌐 [Pacific.edu/Education](https://pacific.edu/Education)

📘 [BenerdSchoolofEducation](#)

🐦 [@Pacific_Benerd](#)



Pacific Firsts

University of the Pacific was the first:

Chartered Institution of Higher Education
in California



Chartered Medical School on the West Coast, 1858



Co-educational Campus in California, 1871



Conservatory of Music in the West, 1878



Four-year Private Institution
in the Central Valley of California



To Offer an Undergraduate Teacher Corps Program



To Send an Entire Class to an Overseas Campus



To Establish a Spanish Speaking
Inter-American College



University-based Undergraduate
School of International Studies in California



University to Offer a Four-year Guarantee



University to Offer Matching Cal Grants

UNIVERSITY OF THE
PACIFIC

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