

**The University of Texas
Health Science Center at San Antonio**



Deaf Education and Hearing Sciences
Joe R. and Teresa Lozano Long School of Medicine

*Spring 2020
Commencement Program*

*Commencement
Program*

Our Mission

The mission of The University of Texas Health Science Center at San Antonio is to make lives better through excellence in education, research, health care and community engagement.

Strategies for achieving this mission are:

- Educating a diverse student body to become excellent health care providers and scientists.
- Engaging in research to understand health and disease.
- Commercializing discoveries, as appropriate, to benefit the public.
- Providing compassionate and culturally proficient health care.
- Engaging our community to improve health.
- Influencing thoughtful advances in health policy.

Our Purpose

The purpose of The University of Texas Health Science Center at San Antonio is to provide the best in health careers education, biomedical research, patient care and community service to San Antonio and the South Texas/Border Region. Through undergraduate, graduate and postgraduate programs, the faculty is committed to educating health professionals who will provide excellent patient care and research that can be applied to treat and prevent disease.

Joe R. and Teresa Lozano Long School of Medicine Mission

The mission of the Joe R. and Teresa Lozano Long School of Medicine is to provide responsive and comprehensive education, research and service of the highest quality in order to meet the health-related needs of the citizens of Texas. In all aspects of fulfilling this mission, the Long School of Medicine is committed to demonstrating particular sensitivity to and focus on the South Texas region while fostering the broadest diversity and inclusion that ensures successful achievement of the institutional priorities to:

- Cultivate a pervasive, adaptive and respectful environment promoting diversity, inclusion, equity, professionalism, humanism and opportunity.
- Provide exemplary medical education and training to a diverse body of health career professionals at all levels while fostering a commitment to scholarship, leadership and life-long learning across the educational continuum.
- Build and sustain recognized leadership, and advance scholarship excellence across the biomedical and health-related research spectrum.
- Deliver exemplary and compassionate health care to enhance every patient's quality of life.
- Serve as a responsive resource to address community health needs whether local or global.
- Attain health equity for the diverse patient population of South Texas.

The Order of Exercises *

Processional

The audience is asked to remain seated for the procession.
Additionally, guests are requested to please silence all cell phones for the duration
of the ceremony.

Academic Procession

Current Deaf Education and Hearing Science Cohorts
Graduating May 2022, Yellow Corsages
Graduating May 2021, Pink Corsages

May 2020 Graduates

Presiding

Robert M. Esterl Jr., M.D.
Associate Dean for Undergraduate Medical Education
Professor of Surgery, Long School of Medicine
The University of Texas Health Science Center at San Antonio

Greetings

Florence Eddins-Folensbee, M.D.
Vice Dean for Undergraduate Medical Education
Professor of Psychiatry, Long School of Medicine
The University of Texas Health Science Center at San Antonio

Graduate Perspective

Sarah Elizabeth Grazetti, M.DEHS
Class of 2019

Commencement Address

Belinda Bustos Flores, Ph.D.
Associate Dean of Professional Preparation, Assessment and Accreditation
Professor, Department of Bicultural-Bilingual Studies
Principal Investigator & Founder, Academy for Teacher Excellence
College of Education and Human Development
The University of Texas at San Antonio

Conferring of Degrees

Florence Eddins-Folensbee, M.D.
Vice Dean for Undergraduate Medical Education
Professor of Psychiatry, Long School of Medicine
The University of Texas Health Science Center at San Antonio

Program Reflection

Lillian C. Dominguez, B.S.
2019-2020 Peer Advisor, Deaf Education and Hearing Science

Recessional

Guests are requested to please refrain from leaving until after the recessional.

**Anticipated order of exercises prior to the COVID-19 pandemic.*

**Candidates for the Degree
Master of Deaf Education and Hearing Science
May 9, 2020**

Briana Delenna Bustamante
B.A., St. Mary's University

Jessica Minter Chapman
B.A., Texas Tech University

Clarissa Anne Chavez
B.A., Texas A&M International University

Lillian Corina Dominguez
B.S., Houston Baptist University

Raven Lashay Eiland
B.A., University of Alabama

Kasey Elizabeth Hutchinson
B.S., Edinboro University

Valarie Monique Rivera Villarreal
B.A., Our Lady of the Lake University
B.S., Our Lady of the Lake University

Anam Raza Syed
B.S., University of Houston

George Alexander Vasquez
B.S.E., Texas A&M International University

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at San Antonio
Long School of Medicine**

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Chief Diversity Officer

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Vice Dean for Finance

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Vice Dean for Graduate Medical Education
Designated Institutional Official

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Associate Dean for Research

Julianne Flynn, M.D.
Associate Dean for Veterans Affairs

Joshua T. Hanson, M.D., M.P.H.
Associate Dean for Student Affairs

Judianne Kellaway, M.D.
Associate Dean for Admissions and Outreach

M. Philip Luber, M.D.
Associate Dean for Graduate Medical Education

Robert J. Nolan Jr., M.D.
Associate Dean for Graduate Medical Education

Jan E. Patterson, M.D., M.S.
Associate Dean for Quality and Lifelong Learning

Patrick M. Sung, D. Phil.
Associate Dean for Research

José E. Cavazos, M.D., Ph.D.
Assistant Dean for the M.D./Ph.D. Program

Jon A. Courand, M.D., FAAP
Assistant Dean of Wellness Programs for Graduate Medical Education

Jennifer L. Peel, Ph.D.
Assistant Dean for Graduate Medical Education

Stephanie L. Reeves, D.O.
Assistant Dean for Student Affairs

Barbara S. Taylor, M.D., M.S.
Assistant Dean for the M.D./M.P.H. Program

Long School of Medicine Department Chairs

Michael T. Berton, Ph.D.	Mircobiology, Immunology and Molecular Genetics
Manzoor Bhat, M.S., Ph.D.	Cellular and Integrative Physiology
Mark D. Bonnen, M.D.	Radiation Oncology
Robin L. Brey, M.D.	Neurology
John H. Calhoun, M.D.	Cardiothoracic Surgery
John R. Floyd II, M.D.	Neurosurgery
Alan Frazer, Ph.D.	Pharmacology
Tim Hui-Ming Huang, Ph.D.	Molecular Medicine
Carlos R. Jaén, M.D., Ph.D.	Family and Community Medicine
Daniel A. Johnson, M.D.	Ophthalmology
Marsha C. Kinney, M.D., M.S.	Pathology and Laboratory Medicine
M. Philip Luber, M.D.	Medical Education
Frank R. Miller, M.D.	Otolaryngology
Pamela M. Otto, M.D.	Radiology
Steven R. Pliszka, M.D.	Psychiatry and Behavioral Services
Robert H. Quinn, M.D.	Orthopaedics
Amelie G. Ramirez, M.P.H., Dr.P.H.	Population and Health Sciences
W. Brian Reeves, M.D.	Medicine
Ralph J. Riviello, M.D.	Emergency Medicine
Randal D. Robinson, M.D.	Obstetrics and Gynecology
Frank A. Rosinia, M.D., M.H.C.M.	Anesthesiology
Steven R. Seidner, M.D.	Pediatrics
Ronald M. Stewart, M.D.	Surgery
Patrick M. Sung, D. Phil.	Biochemistry and Structural Biology
Robert S. Svatek, M.D., <i>ad interim</i>	Urology
Monica Verduzco-Gutierrez, M.D.	Rehabilitation Medicine
Christi A. Walter, Ph.D.	Cell Systems and Anatomy

Deaf Education and Hearing Science Faculty Department of Otolaryngology

Blane A. Trautwein, Ed.D., CED	Program Director
Sarah B. Ammerman, Ph.D., CED	Associate Professor
Monica Dorman, M.S., CCC-SLP LSLS	Adjunct Professor
Logan Horner, Au.D., CCC-A	Adjunct Professor
Lisa Lopez, M.A., LSLS Cert.-AVT	Adjunct Professor
Lindy D. Powell, M.Ed.	Adjunct Professor
Julianna Wanek, M.DEHS	Adjunct Professor
Brenda Zapata, M.A., CCC-SLP	Adjunct Professor

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Vice President for Institutional Advancement and Chief Development Officer

Amy S. Tawney, M.B.A., SPHR, SHRM-SCP
Vice President and Chief Human Resources Officer

Academic Ceremony and Regalia

Commencement ceremonies are grounded in ancient religious, educational and civic rituals. Today's ceremony begins with a grand procession led by the Macebearer, followed by the Graduates, Faculty, Dignitaries, Dean and President. Inspiring to observe, the procession demonstrates unity and collegiality among health care professionals while highlighting their distinctiveness with symbols of robe, cap, tassel, hood and cord.

The University Mace

The Macebearer leads the academic procession carrying the president's academic mace, a polished brass scepter that represents The University of Texas Health Science Center at San Antonio's authority to educate students and grant degrees. The mace is decorated with the university seal and the caduceus, an ancient depiction of two snakes wrapped around a winged staff, sometimes used as a symbol of the medical profession.

The Academic Regalia

The contemporary tradition of wearing academic regalia for university ceremonies dates to the 11th and 12th centuries, when the great European universities were being established. At that time, students organized themselves into guilds, or associations, called universitates. Members of the universitate wore distinctive gowns to identify their group and differentiate between apprentices and masters. A "bachelor" was a man who assisted another and was usually an apprentice within the guild. A "master" was recognized by guild superiors as having reached a high level of expertise and was licensed to practice and teach as a full-fledged guild member.

The Robe

During the medieval period, men and women alike wore long robes as everyday clothing. The simplicity or elegance of the individual's robe identified them as peasants, clergy, students or royalty. To some extent, similar distinctions are made in today's academic regalia. For example, the bachelor's robe is simply designed with long pointed sleeves. It is said that the sleeves were originally used by the student, or apprentice, to carry scrolls on which their lessons were written. The master's robe is similar in style, but the long, oblong sleeves are closed. The doctor's robe is the most elaborate, with a long, flowing body, velvet trim on the front, and large bell-shaped sleeves with three velvet bars. Typically, academic robes are made of black fabric, but some universities have respectfully adopted other colors for doctoral gowns.

The Hood

The hood is a symbol of achievement — the means by which the degree and the college awarding the degree are readily recognized. The size and shape emphasize the degree level — the Doctor being the largest, followed by the Master and the Bachelor. The colors in the satin lining are those approved and authorized by the college or university conferring the degree. The colors for The University of Texas graduate are orange and white...the color of the velvet border and robe and sleeve, if any, indicates the degree earned (dark blue for Philosophy, light blue for Education, gold for Science, etc.).

Degrees and Colors

Arts	White
Dentistry	Lilac
Education	Light Blue
Fine Arts	Brown
Law	Purple
Library Science	Lemon
Medicine	Kelly Green
Nursing	Apricot
Pharmacy	Olive Green
Philosophy	Dark Blue
Public Health	Salmon Pink
Science	Gold
Veterinary Science	Gray

During today's ceremony, many faculty will be wearing doctoral hoods of varied colors that indicate the degree-granting university and the person's academic discipline. Some faculty wear hoods for the Doctor of Philosophy, trimmed in dark blue velvet, which represents mastery of learning and scholarship in any academic discipline and does not represent the academic discipline of philosophy.

Individuals with master's and doctoral degrees wear elegant hoods lined and trimmed with satin and velvet that tell about the person's academic history and credentials. Hoods were originally worn by monks to cover their shaved heads in cold weather and, when removed from the head, the hood could be used as a container for collecting alms. The master's hood is 3½ feet long, and the doctoral hood is longer and wider.

The Cap and Tassel

In the United States, two styles of caps are worn with academic robes: the mortarboard, a flat, stiff board that appears to balance on the head, and the tam (short for tam o'shanter), a soft hat made of velvet. Generally, mortarboards are covered with black fabric; tams may be of various colors, depending on the wearer's academic field or the institution's tradition. The square, flat shape of the mortarboard represents the book, a symbol of scholarship. Falling off the side of the mortarboard or tam is a tassel, which symbolizes the university mace.

This Commencement Program represents a list of students expected to fulfill all the degree requirements in their respective programs as of May 1, 2020. Although the list is verified by the Dean's Office prior to publication, we apologize in advance or any inadvertent omission or inclusion of names.

Some information adopted from:

Walters, H. (1939). *The Story of Caps and Gowns*. Chicago: E. R. Moore Company.

Sullivan, E. (1997). *An Academic Costume Code and An Academic Ceremony Guide*. Walter de Gruyter, Inc.

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