

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.

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

David L. Henzi, Ed.D.
Platform Marshal

Paul B. Allen Sr., DSc, MPAS, PA-C, FAAPA
Faculty Marshal

Tammy D. Harris, DMSc, MPAS, PA-C
Student Marshal

Presiding

David C. Shelledy, Ph.D., RRT, FAARC, FASAHP
Dean
School of Health Professions

Greeting

William L. Henrich, M.D., MACP
President
The University of Texas Health Science Center at San Antonio

Commencement Address

Paul B. Allen Sr., DSc, MPAS, PA-C, FAAPA
Department of Physician Assistant Studies
School of Health Professions
University of Texas Health Science Center San Antonio

Remarks on Behalf of the Graduates

Caitlin Marie Schwein

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Conferring of Certificates and Degrees

William L. Henrich, M.D., MACP, President
The University of Texas
Health Science Center at San Antonio

Placement of Hoods Master of Physician Assistant Studies

Steven A. Skaggs, MPAS, PA-C

Presentation of Candidates Master of Physician Assistant Studies

Tammy D. Harris, DMSc, MPAS, PA-C

Recessional

The audience is requested to remain seated until the procession has
left the auditorium.

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**Candidates for the
Master of Physician Assistant Studies**

Ashlee Nicole Blume	Jeffrey Warren Jones*
Sarah Elizabeth Bock	Kline Lynell Jones**
Benjamin Campos	Sibu Kuriakose
Amanda Paulina Cardoza*	Mackenzie Paige Kyler*
Kelcey Mumbower Carrillo***	Sara Catherine Marshall
Holly Kathleen Casillas*	Patrick Scott Martindale
Jessica Phi Phung Co	Mallory Kathryn McFarland
Kaitlyn Elizabeth Corbett	Amanda Michele Munoz
Gregory William Cox	Dominic Anh-Phong Nguyen
Ashley Victoria Daspit	Laura Tu Anh Nguyen*
Brittany Jaclin Dawson*	Madison Leigh Nieberlein
Briana Delaine Echols	Holly Maria Offenberger*
Anthony John Esquivel	Ginger Renee Pond**
Jorge Eduardo Garcia	Houston Thomas Schoonmaker
Cassidy Drew Goldbloom	Caitlin Marie Schwein**
Joseph Thomas Gooch	Alexandra Elaine Smith**
Katelyn Joy Greene	Savannah Marie Stroman
Julia E. Griffith	Amber Leigh Thiery
Jennah Marella Hernandez	Micaela Anna Maria Thomas
Jacob Matthew Hinojosa	Castural Dale Thompson
Kavita Jaiswal	Lorrin Elizabeth Tschirhart
Marianne Roxie Johnson**	Katherine Lanell Wentworth

*Member of Alpha Eta

**Member of Pi Alpha

***Member of both Alpha Eta & Pi Alpha

**The University of Texas
Health Science Center at San Antonio
Department of Physician Assistant Studies**

Paul B. Allen Sr., DSc, MPAS, PA-C, FAAPA
Chair, Department of Physician Assistant Studies

Leticia Bland, DHSc, MPAS, PA-C
Assistant Professor

Tiffani D. Burgin, DMSc, MPAS, PA-C
Assistant Professor

Tammy D. Harris, DMSc, MPAS, PA-C
Assistant Professor

Owen T. Hill, PhD, MPAS, PA-C
Associate Professor

Roland J. Paquette, MPAS, PA-C
Assistant Professor

Meredith Quinene, DHSc, MPAS, PA-C
Assistant Professor

Steven A. Skaggs, MPAS, PA-C
Assistant Professor

Allen C. Whitford, DO
Medical Director

Jaimee' L. Bennett, Clinical Site Relationship Specialist

Veronica Mansanarez, Academic Program Coordinator

Kathy Mercado-Vasquez, Business Administrator

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

David C. Shelledey, Ph.D., RRT, FAARC, FASAHP
Dean

David L. Henzi, Ed.D.
Associate Dean for Academic and
Student Affairs

Timothy Reistetter, Ph.D.
Associate Dean for Research

Matthew Anderson, Ph.D.
Associate Dean of Administrative Affairs

Venessa Kodosky, M.A., M.Ed.
Associate Director of Assessment and Special Projects

Lance C. Villers, Ph.D., LP
Chair, Emergency Health Sciences

Bridgett Piernik-Yoder, Ph.D. OTR
Chair, Occupational Therapy

Gregory P. Ernst, Ph.D., ECS, SCS
Chair, Physical Therapy

Paul B. Allen Sr., DSc, MPAS, PA-C, FAAPA
Chair, Physician Assistant Studies

George Kudolo, Ph.D., FAIC, FACB
Chair, Department of Health Sciences

Fang-Ling Lu, Ph.D., CCC-SLP
Chair, Communication Sciences and Disorders

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Board of Regents**

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

William L. Henrich, M.D., MACP
President

Andrea M Marks, MBA, CPA
Senior Executive Vice President and Chief
Operating Officer

Eileen T. Breslin, Ph.D., RN, FAAN
Dean, School of Nursing

Peter M. Loomer, B.Sc., D.D.S., Ph.D., MRCD(C), FACD
Dean, School of Dentistry

Robert A. Hromas, M.D.
Dean, Joe R. & Teresa Lozano Long School of Medicine and
Executive Vice President for Medical Affairs

David C. Shelledy, Ph.D., RRT, FAARC, FASAHP
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Deborah H. Morrill, M.S.
Vice President for Institutional Advancement and
Chief Development Officer

Amy Tawny, MBA, SPHR, SHRM-SCP
Vice President and Chief Human Resources Officer

Alpha Eta

PURPOSE: The promotion and recognition of significant scholarship, leadership, and contributions to the allied health professions.

ELIGIBILITY: Those graduated students who are enrolled in Allied Health Programs leading to graduate degrees and are in their last year of enrollment in an Allied Health graduate program, have overall scholarships (GPA) average of 3.8 or better (on a 4 point scale) while enrolled in the program, have shown capacity for leadership and achievement (i.e., promise for the profession) in their chosen Allied Health field and have been recommended by members of their respective Allied Health Department. A maximum of 10% of students from the graduating class may be inducted each year.

Pi Alpha

PURPOSE: Pi Alpha is the national Physician Assistant honor society organized for the promotion and recognition of both PA students and graduates. Membership signifies the inductees' significant academic achievement and honors them for their leadership, research, community/professional service and other related activities. The society also encourages a high standard of character and conduct among students and graduates.

ELIGIBILITY: Current students of PA programs accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) with chapter status through Pi Alpha, are nominated by chapter faculty for induction into the society. Student membership requires a minimum GPA of 3.5 on a 4.0 scale and demonstrated excellence in research, publishing, community/professional service, or leadership activities.

Pi Theta Epsilon

PURPOSE: To recognize and encourage scholastic excellence of occupational therapy students. To contribute to the advancement of the field of occupational therapy through the scholarly activities of students and alumni and provide a vehicle for students to exchange information and to collaborate regarding scholarly activities.

ELIGIBILITY: A student shall be invited to apply for membership in PTE if she or he meets the following eligibility requirements: Is enrolled in an accredited and/or professional occupational therapy program and has attained second semester junior standing in the OT program or completed 9 semester hours in a master's program. The student must be among the top 35 percent of the class and must have at least one entire semester remaining before she or he leaves for a fieldwork placement.

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 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 _____	Grey

During today's ceremony, many faculties 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.

Some information adapted 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.

This Commencement Program represents a list of students expected to fulfill all the degree requirements in their respective programs as of December 15, 2017. Although the list is verified by the Dean's Office prior to publication, we apologize in advance for any inadvertent omission or inclusion of names.