



5-12-2018

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 12, 2018, 5 p.m.
Alex G. Spanos Center

ACADEMIC PROCESSION

Banner Bearer

Candidates for Bachelor of Arts Degree

Candidates for Master of Arts Degree

Candidates for Educational Specialist Degree

Candidates for Doctor of Education Degree

Chaplain

Dean of the Gladys L. Benerd School of Education

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

PROGRAM

Dean Vanessa Sheared, Presiding

Music Prelude *Various Jazz Selections*

Banner Bearer *Yvanna Jaramillo*

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 *Dean Vanessa Sheared*

Presentation of Honor Societies *Dean Sheared*

Phi Kappa Phi Honor Society

Alpha Sigma Lambda Society

Acknowledgment of Awards and Recognition. . . . *Dean Sheared*

Outstanding Graduating Senior

Outstanding Multiple Subject Awards

Outstanding Single Subject Awards

Outstanding Mild Moderate Award

Outstanding Moderate Severe Award

Outstanding Administrative Services Credential Student

Julie A. Sina Award for Inspirational Leadership

Outstanding Organizational Innovator Award

Karen DeRosa Award Outstanding Graduate Student Leader

Outstanding Service and Leadership Educational in Psychology

Outstanding Dissertation Research Awards

Outstanding Senior Ed Pro 2

Presentation of Graduates *Dean Sheared*

Bachelor’s Degree Candidates

Master’s Degree Candidates

Educational Specialist Degree Candidates

Doctoral Degree Candidates

Charge to Graduates *Dr. Adrienne Go-Miller*

Concluding Remarks *Dean Sheared*

Pacific’s Alma Mater

“Pacific Hail!”
Lois Warner Winston ’23

Benediction *Dean Lohr*

Recessional

Selections from Elgar’s Marches

Sir Edward Elgar (1857–1934)

DEGREES CONFERRED

Bachelor of Arts in Liberal Studies

Shayna Rae Nicole
Molina Ajolo**
Ashley Nicole Atad**
Katie Boucher
Amanda Mae Brady*
Alyssa Caroline Canseco**
Jordan Michael Faylor**
Dalal Bassam Hanania
Enham Nader Hanania
Vanessa Hemmouch**
Alexis C. Hollinrake
Patric Iannucci
Yvanna Jaramillo***
Kori Sierrah Jones
Shumsa Afsar Khan
Kallie Alexandra Konkol*
Ashley Alayne Ledgerwood**
Jessica Mae McCoy**
Amy Lyn McDonnell
Bridgette Nunes**
Chelsea Ouimet
Mary Elizabeth Pajaro*
Sandra Lisveth
Paredes Patino**
Megan Lynn Powell***
Jasmin Iselle Quiñones
Kristopher Sanchez
Holly Brianna Shelton*
Megan Nicole Walters
Cierra Jean Williams***
Shania Lynn Zylstra**

Elizabeth Aguiar
Abbas Akhtar
Timothy William Allea
Celene Alva
Hilary Elyse Aman
Gavan Ambrosini
Tara-dawn Andrade
Susy Arcos-Rebolledo
Amal Asiri
Cristian Eduardo Avila
Natalie Babcock
Lucas White Bailey
Jesse Lee Barry
Robert W. Bartlett III
Zachary Bell
Alexandra Brandenburg
Angela Christine Brandt
Paula Dawn Broveleit
Amanda Melendez Brown
Dr. Scott Jensen
*Thesis: A Comparison of
General vs. Specific Praise
in a Naturalistic Setting*
Courtney Brown
Marikah Tailene Burnett
Jennifer Marie Burns
Shannon Elena Butler
Natalya Dominique Caraballo
Malika Carter
Marquita Michelle Carter
Karla Chavez-Silva
Catherine Allegra Cohelan
Jessica Dang
Katelyn Elizabeth Dascomb
Beatriz De La Cruz Cordova
Jessica Denning
Spencer Donaldson

Taylor Rene Dorsey
Monica Z. Erviti
Carmen Fernandez
Christina R. Garbarino
Kellie Marie Garcia
Rubi Garcia
Jessica Nicole Gerson
Jon Goetz
Michele Gonzalez
Cydney Goodin
Paul Edward Emile Goossens
Mercadies Gray
Navreet Kaur Grewal
Flavia Abdallah-Grose
Sandra M. Guzman
Margo Nasrallah Haddad
Sean Leigh Richele Hamner
Alexander Ian Harrington
Prezell Okon Harris
Ahmad Hayat
Brian W. Heck
Monique R. Hernandez
Miranda Francisca Herrera
Katherine Hill
Anny Rai Huang
Priti Patel Hulse
Phuong Thi Huynh
Amina McKenna Ibrahim
Chelsea Ann Ioppini
Chelsea Chardiz Jefferson
Selina Johnson
Audra Jones
Elizabeth Jordan
Nichele Breanne Kaiser
Simpalipreet Kaur
Sobia A. Khan

Saumya Kumari Kodippily
Katherine Marie Kolden
Darlene Elizabeth Kong
Rebecca Anne Kroll
Jennifer Marta Kuan
Michael T. Lane
Jessica Leary
Emily Julia Lenhart
Justin Kyle Lenzi
Sara Jane Littleton
Victoria Lockwood
Alexandra F. Lopez
Maya Cristina Lopez
Rita Lopez
Yulissa López
Natalie Loschke
Candice Love
Macie Luallen
Fiona MacDonald
Diego A. Maciel
Laura Bianca Magallanes
Laura Marie Manion
Mishalle Marszalek
Carmen Alejandra Martinez
Kimberly Mazza
Alexandria Nicole Maur
Suzanne Marie Mayes
Robin Ann McCracken
Mary Rose Lynn McGinn
Katelyn Renee McGinnis
Cheryl L. McGlothlin
Meganne Elizabeth McInemey
Valencia Patrice McShan
Charly Patricia Mckenzie
Colleen Mary Mcquade
Aneta K. Mejia

*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 2017–2018 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 2017–2018 year is maintained by the university registrar.

Abigail A. Mesgana	Megan Schlieser	<i>Educational Specialist</i>	Chenyan Dai
Hannah Michahelles	Amy Shin	Angelica Barajas	Hector Escalante
Wendith Stratton Monahan	Kaitlend Tatiana Smith	Amy Jean Burns	<i>Dr. Thomas Nelson</i>
Joshua Morgan	Sanjit Sohota	Kate Clark	<i>Dissertation: Incivility and Abrasive Conduct in Institutions of Higher Learning and the Ombuds Role</i>
Tara Lou Morton	Beverly Ann Duran Sotelo	Joanna Ebenezer	Diana Gilbert
Lauren Yoshiko Nakaso	James John Stack	Thavy Garst	<i>Dr. Justin Low</i>
Connie Desirée Navarro	Antona Lee Stanley	Diana Gilbert	<i>Dissertation: Rate of Growth in Spanish-Speaking English Language Learners Receiving Intervention Through Multitiered Systems of Support</i>
Kiana Dawn Nelson	Justin Robert Stepter	Souria Nasrallah Haddad	Adrienne Go-Miller
Briana Norman	Cleo Michelle Stewart	Theresa Lee	<i>Dr. Antonio Serna</i>
Payton Ann O'Neill	Megan Elizabeth Stimpson	Jessica R. Luna	<i>Dissertation: Social And Emotional Effects Of A School Lottery On Gifted Adolescents: A Retrospective</i>
Priscila Natalie Palacios Gonzalez	Emily Morgan Talbot	Alyssa N. Ramirez	Hanadi M. Sh Alenezi
Gary A. Pape	Stephanie Sera Tanimoto	Claudia Trenchuck	<i>Dr. Lynn Beck Brallier</i>
Mamie Pepper	Mida Thao	Andrea M. Valencia	<i>Thesis: Evaluation Of Faculty Perceptions Of Online Dental Education In The Kuwait University Faculty Of Dentistry</i>
Albert Perez	Claire Thomas	<i>Doctor of Education</i>	Steven Thomas Hoy
Rachel Peterson	Jay'Riah A. Thomas	Ahmed Aboud Saleh Alonazi	<i>Dr. Ronald Hallett</i>
Marielle Victoria Petricevich	Elizabeth A. Torres	<i>Dr. Delores McNair</i>	<i>Dissertation: Testimonio of a Migrant English Language Learner (ELL)</i>
Michelle Galan Piceno	<i>Morgan E. Torres-Unger</i>	<i>Dissertation: Psychological, Academic and Demographic Variables Affecting Students' Academic Achievement Among First-Year College Students in Saudi Arabia</i>	Haijuan Huang
Olivia Pincince	Makenna Rowena-Ann Tretinik	Zachary Ryan Boswell	Liping Pan
Dana Cleary Pitts	Kristy M. Tribuzio	<i>Dr. Antonio Serna</i>	<i>Dr. Ronald Hallett</i>
Olivia Spelman Pogorelskin	Ed A. Trumbull	<i>Dissertation: School Disciplinary Reponses to Unexcused Absences</i>	<i>Dissertation: Roles Of Parents' Capitals In Children's Educational Opportunities</i>
Beth Sarah Pollak	Kimanh Truong-Munoz	Patricia L. Burgess	Terri J. Robinson
Vivian Ponte-Fritz	Tara Mia Twedt	<i>Dr. Thomas Nelson</i>	<i>Dr. Thomas Nelson</i>
Ana Ilinca Popescu	Charlene Valdez	<i>Dissertation: Formation of Professional Identity: Elementary Teachers Who Transition to University-Based Education</i>	<i>Dissertation: Elementary Teacher's Perceptions of Children Living in Conditions of Poverty</i>
Matthew John Poynter	MaiKou Vang	Amy Jean Burns	
Augustine Provencio	Jessica Vega	<i>Dr. Justin Low</i>	
Molly Meola Quay-de la Vallee	Vanessa Viramontes	<i>Dissertation: Effects of Sustained Attention on the Social Skills of Assertion, Cooperation, Self Control, and Peer Competence</i>	
Araceli Ramirez	Sophia Anna Doan Trang Vū	Laurie J. Koehler Crawford	
Nora Alan Roach	Jingcheng Wang	<i>Dr. Thomas Nelson</i>	
Margaret Roberts	Lyla Weinstein	<i>Dissertation: Support Received by Students with Autism Spectrum Disorder while attending a Four-Year Institution of Higher Learning</i>	
Denise Robles	Denisha LaNell White		
Madeleine Annette Rogin	Ke Williams		
Robynne Stephanie Rose-Haymer	Patrick Wolak		
Kasandra Rossi	Michael Jamaar Wright		
Emily Elisabeth Rose Rubin	Matthew Wyatt		
Marisol Saldana	Najwa Yahya		
Edith Santibáñez	Golee Amily Yang		
Angelique "Toni" Santos	Jamisyn Yuen-Shore		

TEACHING CREDENTIALS

Multiple Subject (Preliminary)

Rosario Sandoval-Soreque
Joyann Smith
Angela Quitasol
Cynthia Hansen
Mary Muniz
Rubi Garcia
Karla Chavez-Silva
Kimberly Mata
Patricia Geritz
Christina Herd
Paula Broveleit
Kaiya Hatcher
Elle Dvorak
James Carr
Jimmy Aguilar-Ferreira
Denise Amaya
Desiree Apodaca
Jessica Beck
Mary Brant
Trayvonte Britt
Christine Byrne
Marisol Cardella
Corynn Carino
Kinne Chapin
Dexter Coleman
Trayn Colonnese
Dawn Coons
Alisabeth Cotton
Chelsea Cundiff
Jessica Drachenberg
Ellen Dettman
Frances Elsberry
Silva Escalera Perez
Vanesssa Esparza

Ranelle Estrellado
Carey Fay-Horowitz
Sonia Fernandez
Samantha Fertig
Chelsi Foreman
Christiana Freiri
Janet Fung
Hannah Galvin
Andrea L Green
Lauren Greer
Allison Grill
Arianna Grimes
Sarah Harris
Kaiya Hatcher
Jennifer Herring
Sophia Hyson
Hillary Katz
Lubna Khan
Vandella Lealofi
Christopher Logell II
Ivan Martinez
Nelly Martinez
Erin Mayo
Lindsay Meltz
Alejandro Montano
Jennifer Montemayor
Amanda Montgomery
Megan Myers
William Nadel
JAMILA NAM
Carolyn Newberg
Vitalis Obidi
Sarah Pereira
Julia Poock
Melanie Promes
Kelli Rieger

Ciara Robinson
Andrea Rubio
Myra Sanchez
Ruby Sandoval
Amir Sberlo
Holly Shelton
Laura Sheys
Benjamin Storrud
Chevon Talab
Annahoan Truong
Malie Vitousek
Jill Walker
Julian Whatley
Christopher Wiley
Beatrice Woods
Aubrey Young
Vanessa Esparza
Natalie Schwarcz

Multiple Subject (Intern)

Jessica Denning
Koel Acedo
Amanpreet Kaur
Katelyn MCGINNIS
Tara Morton
Sanjit Sohota
Morgan Torres-Unger
Miranda Valdez-Aguila

Single Subject (Preliminary)

Stephanie Alejandre
Nathan Rhea
Elizabeth Petrie
Dakota Dickey
Kimberly Adamson
Kayla Bowman
Robert Brown

Elizabeth Calderon-Daniel
Jessica Dickman
Julian Lacombe
Kevin Nguyen
Maria Cambero
Gabriel Castaneda
Scott Downs
Marisa Farqooq
Michael Ferguson
Tiffany Herndon
Anny Huang
Steddanic Katherine
Katherine Kurek
Brittany Lampson
Bennett Lopez
Erin Love
Celia Magana Ramos
Shemsa Morkoch
Ebony Nickelberry
Sarah Park
Victoria Phillips
Bryan Platz
Angela Quitasol
Nathan Rhea
Katie Roper
Anamaria Silva
Eva Tamsky
Rachel Vanhorne
Jacqueline Vergara

Single Subject (Intern)

Timothy Allen
Abbas Akhtar
Shelley Buford
Zachary Kamine
Marielle Petricevich



SPECIALIST CREDENTIALS

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

Ginelle-Marie Balingit
Amber Ederhardt

*Education Specialist
Instruction Mild/Moderate
(Preliminary)*

Victoria Guzman
Christiana Freiri
Charlene Valdez
Susana Agapie

Amanda Farthing
Ashly Duarte
Sara Estrella
Samantha Fertig
Andrea Green
Catherine F. Lewis
Naticia Massod-Smith
Alejandra Rodriguez
Juliana Santa Cruz
Natalie Schwarcz
Iris Wilkes
Edrena Davis
Ana De La Torre

Jennifer Montemayor
Seenaa Mosissa
Joanne Pham
Jennifer Montemayor
Amber Ederhardt

*Education Specialist
Instruction Moderate/Severe
(Preliminary)*

Kevin David Miller
Allison Nicole Lowry
Constantina B. Robinson

*Education Specialist
Instruction Mild/Moderate*

(Intern)

Amanda Brady
Elizabeth Aguiar
Bushra Khan
Alexandra Lopez
Cherly McGlothlin
Heather Pitcock
Peggy Pugh
Stephanie Respicio

*Education Specialist
Instruction Moderate/Severe
(Intern)*

Sara Littleton

SERVICE CREDENTIALS

*Speech-Language Pathology
Services (Preliminary)*

Alina Crom
Maria Fernandez
Aimee Georguson
Margarita Aguiniga
Darren Cain
Samantha Soto
Kasimira Clark
Francine Cohen
Skylar Edwards
Brianna Flood
Marylynn Dodge
Kristina Meyer

Alexandra Ezra
Emily Hung
Kate O'Donnell
Sarah Kenney
Natalie Weinmeister
Avenlea Gamble
Jasmine Gill
Natalie Kato
Kiana Morioka
Samantha Sheppard
Shannon Stevens
Monica Berg
Ashley Cleary
Jeralyn Scott

*Pupil Personnel Services
School Psychology (Clear)*

Courtney Craven
Eva Guevara
Brittany Hori
Rebecca Jones

*Pupil Personnel Services
School Psychology (Intern)*

Angelica Barajas
Amy Burns
Kate Clark
Joanna Ebenezzer
Thavy Garst
Diana Gilbert

Theresa Lee
Alyssa Ramirez
Andrea Valencia
Jessica Luna
Souna Hadded

*Administrative Services
(Preliminary)*

Ricki Jo Scott
Darren Margie
Sarah Neidhart

*Administrative Services
(Certificate Of Eligibility)*

Cordelia Yates

STUDENT AWARD RECIPIENTS

Outstanding Graduating Senior Award

Cierra Jean Williams

Outstanding Multiple Subject Student Teacher

Shania Lynn Zylstra

Outstanding Multiple Subject Intern

Morgan E. Torres-Unger

Outstanding Single Subject Student Teacher

Outstanding Single Subject Intern

Abbas Akhtar

Outstanding Mild Moderate Disabilities Student Teacher

Sobia A. Khan

Outstanding Moderate Severe Disabilities Intern

Elizabeth Aguiar

Outstanding Administrative Services Credential Student

Del Camara

Julie A. Sina Award for Inspirational Leadership

Gabriela Aceves

Outstanding Organizational Innovator Award

Tara-dawn Andrade

Karen DeRosa Award Outstanding Graduate Student Leader

Judy Phuong Thi Huynh

Outstanding Service and Leadership Educational in Psychology

Amy Jean Burns

Outstanding Dissertation Research Award

Amy Jean Burns

Hector Escalante

Laurie J. Koehler Crawford

Zachary Ryan Boswell

Outstanding Senior and Banner Bearer

Yvanna Jaramillo

Outstanding Senior Ed Pro 2

Jordan Michael Faylor

HONOR SOCIETY INDUCTEES

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.

Koel Acedo

Jennifer Botelho*

Kristina Britton*

Amy Burns*

Megan Byrne**

Jennifer Carrillo*

Zhixin Cheng**

Bella Chow**

Khanh Chu*

Taylor Clarin**

Desmond Gallagher*

Myra Gardea-Hernandez*

Lindsay Gauuan*

Siena Gerbert*

Diana Gilbert*

Monica Gonzalez**

Elizabeth Hallissey*

Melanie Hash*

Monique Hernandez

Tamara Hernandez*

Jeannine Huffman*

Justin Hurlburt*

Yvanna Jaramillo*

Sundeep Kandola*

Jesper Kasanen**

Bushra Khan*

Michael Lane

Alexandria Lashmutt**

Ted Lin-Cereghino**

Qiuyu Meng**

Daisy Montes**

Elizabeth Morales**

Duc Pham**

Megan Powell*

Karim Sharif**

Jennifer Siders*

Dane Solberg**

Sydney Stanfill**

Emily Terry**

Kimanh Truong-Munoz

Jesus Villalobos**

Carrienne Waldera**

Cierra Williams*

Tianyu Xie**

*inducted prior to 2017 **inducted in 2017



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.



HISTORY OF THE 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 of 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.