

# **Graduate Programs in Teaching and Learning**



**Education Studies**

**2013-2014**



EDUCATION STUDIES  
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May 20, 2013

Welcome!

As graduate adviser, I would like to welcome you to Education Studies at UCSD, and wish you well on your quest for a graduate degree in Teaching and Learning. Since the creation of the MA in Teaching and Learning program in 1988, over 230 students have completed their MA degrees, creating an impressive record of research in curriculum development and evaluation.

In addition, this year marks the admission of the 11<sup>th</sup> cohort of the EDS doctoral program in Teaching and Learning. Including the students completing their dissertations this quarter, a total of 37 students have earned UCSD's Ed.D. degree in Teaching and Learning.

The program, as you know, is intense. We expect a great deal from our students, and you, in turn, can expect that the EDS staff and faculty will work to make your stay at UCSD not only intellectually exciting but also bureaucratically smooth. As always, please feel free to talk to me or the other faculty and staff about any questions, concerns and suggestions you have about the course of study here. Good luck to you all!

Paula Levin, Ph.D.

Graduate Adviser

858-534-5108

[plevin@ucsd.edu](mailto:plevin@ucsd.edu)

## Enrollment and Registration Summer, Fall, Winter, and Spring Classes

To enroll in classes for the Summer, Fall, Winter, and Spring quarters, you must use [Tritonlink](http://tritonlink.ucsd.edu) on the UCSD website at <http://tritonlink.ucsd.edu>. You will be asked to enter your PID number and your PAC #, which is a 4-digit number given to you by the university. You should look online for the same deadlines each quarter within the Registrar's Website. The Schedule of Classes for each quarter may be accessed online through [Tritonlink](http://tritonlink.ucsd.edu).

The University sends an electronic billing statement each quarter. However, registration fees are payable by the published deadlines regardless of whether or not you received the electronic billing statement. Therefore, **IT IS YOUR RESPONSIBILITY TO PAY YOUR FEES BY THE ESTABLISHED DEADLINES** even if you do not receive a bill. **Otherwise, you will be dropped from your classes.** The deadlines to pay fees without a late fee for the 2013-2014 academic calendar are as follows:

### Summer 2013 Fees are Due by June 24th, 2013

Fall 2013	September 20, 2013
Winter 2014	December 18, 2013
Spring 2014	March 21, 2014

To pay, you may use E-Check on [Tritonlink](http://tritonlink.ucsd.edu) or you may either drop your check at the Central Cashier's drop box or send it to Central Cashier's Office, **Student Services Center - First Floor**, 402 University Center, 9500 Gilman Drive, UCSD, La Jolla, CA 92093-0009. Always include your student PID number on the check. If you have any questions about your payment, call the Cashier's at 858-534-3725. If you have questions about your billing statement, call SBS 858-822-4727. Any questions about Financial Aid, please call 858-534-4480.

There is a deferred payment program-**TRIP**-that allows registration fees to be paid in up to three installments each quarter. You may find more information including a link to apply via their website <http://sbs.ucsd.edu>. If you have any questions, please call the SBS office at 858-534-6806.

**PLEASE NOTE:** Your graduate student mailbox will be available in the EDS Graduate Commons after your orientation. All university mail from EDS and other UCSD departments will be sent here, and not to your home address. The EDS Graduate Commons is located in Room 374. **CHECK YOUR EDS MAILBOX AND YOUR EMAIL ON A REGULAR BASIS.** We rely on these two methods to get important information to you.

## **Standards for Graduate Students**

To EDS graduate students: Grading standards for graduate students are different from grading standards for undergraduates. Grades that may have been acceptable at the undergraduate level (such as B-, C+) are not acceptable grades for graduate students. This document is intended to give you guidance in understanding what is expected of you and to help you interpret the grades you receive in the upper-division and graduate level courses you take as a graduate student.

Additionally, you should know that the Office of the Dean of Graduate Studies and Research (OGSR) monitors the GPA of all graduate students. A graduate student whose overall GPA drops below a 3.0 is placed on academic probation. Students on academic probation risk dismissal if their GPA remains below 3.0 in future quarters.

Although you may have few or no S/U courses allowed in your program, you should be aware of the University's S/U grading policy. According to UCSD policy, the minimum standard of performance for a grade of S (satisfactory) in a course that is offered S/U shall be the same as the minimum performance for a grade of B-. Any grade below B- performance results in a grade of U (unsatisfactory) in a S/U course.

### ***Implications for an EDS graduate student's grade in a course***

- A**            **Excellent work, expected performance**
- A-**           **Good work, improved performance encouraged**
- B+**           **Acceptable work, improved performance expected**
- B**            **Minimally acceptable work, greatly improved performance expected**
- B-**           **Marginal work, very poor performance**
- C+ (or lower)** **Unacceptable performance at the graduate level (may be subject to dismissal)**

*Students who receive grades indicating that improvement in future courses is expected and who need guidance in how to improve are encouraged to confer with the course instructor and other program faculty.*

## 2013-2014 Graduate Student Fees/Tuition (Proposed)

Note: these amounts are subject to change.

<http://www.ucsd.edu/current-students/finances/fees/registration/index.html>

### First Summer '13 Fees      8 units      12 units

\$339/unit + Campus Based Fees      \$2712      \$4068

University Center Fee: \$38.25/session

Recreation Facility Fee: \$46/session

### Half Time Fees (6 units or less)

	Fall	Winter	Spring	Total
Student Service Fee	324.00	324.00	324.00	972.00
Tuition	1870.00	1870.00	1870.00	5610.00
University Center Fee	76.50	76.50	76.50	229.50
Recreation Facility Fee	107.00	107.00	107.00	321.00
GSA Fee	12.00	12.00	12.00	36.00
Health Insurance Fee	957.00	957.00	957.00	\$2871.00
<b><u>Total W/O health insurance:</u></b>	<b>\$2389.50</b>	<b>\$2389.50</b>	<b>\$2389.50</b>	<b>\$7168.50</b>
<b><u>Total WITH health insurance</u></b>	<b>\$3346.50</b>	<b>\$3346.50</b>	<b>\$3346.50</b>	<b>\$10,039.50</b>

### Full Time Fees (7 units or more)

	Fall	Winter	Spring	Total
Student Service Fee	324.00	324.00	324.00	972.00
Tuition	3740.00	3740.00	3740.00	11,220.00
University Center Fee	76.50	76.50	76.50	229.50
Recreation Facility Fee	107.00	107.00	107.00	321.00
GSA Fee	12.00	12.00	12.00	36.00
Health Insurance Fee	957.00	957.00	957.00	\$2871.00
<b><u>Total W/O health insurance:</u></b>	<b>\$4259.50</b>	<b>\$4259.50</b>	<b>\$4259.50</b>	<b>\$12,778.50</b>
<b><u>Total WITH health insurance</u></b>	<b>\$5,216.50</b>	<b>\$5,216.50</b>	<b>\$5,216.50</b>	<b>\$15,649.50</b>

**Second Summer '14 Fees: 8 units** --\$339/unit + Campus Based Fees: University Center Fee: \$38.25/session + Recreation Facility Fee: \$46/session = **\$2796.25**

## Summer Session 2013 Courses

<http://summersession.ucsd.edu>

Section Id #	Course#	Course Title	Units	Days	Time	Period	Location	Instructor
780893	EDS 229	Introduction to Educational Resources	4	M-F	5:00-7:50 pm	6/18, 6/19, 6/20, 7/30, 7/31, 8/1, 8/15, 8/16 (on 16 Aug class is 4-7 pm)	Pepper Canyon Hall Room 304	Paula Levin
780894	EDS 231	Advanced Topics in Instructional Practices	4	M-F	5:00-7:50 pm	6/24, 6/25, 6/26, 6/27, 7/1, 7/2, 7/8, 7/9, 7/10, 7/11	Pepper Canyon Hall Room 440	Carmen Restrepo

### Possible Summer Electives for M.A. Degree

780895	EDS 250	Equitable Educational Research & Practice	4	M,W,F	1:00-3:50 pm	6/17-7/12	Pepper Canyon Hall Room 340	Luz Chung
780861	EDS 115	Cognitive Development & Education	4	M, W	1:00-3:50 pm	7/22-8/21	U413	Judy Wilson
780867	EDS 117	Language, Culture and Education	4	Tu,Th	5:00-7:50 pm	7/23-8/22	PCYNH 120	Kelly Nielsen
780881	EDS 125	History, Politics & Theory of Bilingual Ed.	4	M, W	2:00-4:50 pm	6/17-7/17	Pepper Canyon Hall Room 340	Cheryl Forbes

## M.A. and 1<sup>st</sup> Year Ed.D Course of Study

Department	Course #	Units	Quarter	Year	Grade
Education Studies	229	4	Summer	2013	
Education Studies	231	4	Summer	2013	
Education Studies	230A	4	Fall	2013	
Education Studies	233A	2	Winter	2014	
Education Studies	230B	4	Winter	2014	
Education Studies	230C	4	Spring	2014	
Education Studies	290	2	Spring	2014	
Education Studies	232	4	Summer	2014	
Education Studies	295	4	Summer	2014	

**IMPORTANT:** 8units of elective coursework (2 courses) are required for Master of Arts degree. Talk with Paula Levin for advising about elective options.

**Ed.D Course of Study Second Year**

Department	Course #	Units	Quarter	Year	Grade
Education Studies	260A	4	Fall		
Education Studies	270	4	Fall		
Education Studies	260B	4	Winter		
Education Studies	260C	4	Spring		

**Elective Courses—8 Units (2 courses) REQUIRED**

Department	Course #	Units	Quarter	Year	Grade

**Second Year Paper:**

Month	Year

**Ed.D Course of Study Third Year**

Department	Course #	Units	Quarter	Year	Grade
Education Studies	261A	4	Fall		
Education Studies	261B	4	Winter		
Education Studies	261C	4	Spring		

**Elective Courses—12 Units (3 courses) REQUIRED**

Department	Course #	Units	Quarter	Year	Grade

**Presentation of Dissertation Topic and Advancement to Candidacy:**

Month	Year

**Ed.D Course of Study Fourth Year**

Department	Course #	Units	Quarter	Year	Grade
Education Studies	262A	4	Fall		
Education Studies	262B	4	Winter		
Education Studies	262C	4	Spring		
Education Studies	299	4	F,W,S		

**Dissertation Defense and Degree**

Month	Year



## M.A. & Ed.D Course Descriptions

### **EDS 229 (2) Introduction to Educational Resources**

This course introduces students to educational resources, both in print and online. Students compile and evaluate research studies, curricular materials, and instructional approaches in preparation for future research projects in curriculum development and evaluation.

### **EDS 230 A,B,C (4,4,4) Research in Curriculum Design**

A year long course sequence which provides an extensive overview of curriculum design principles appropriate for K-12 instruction. Consensus and model building methods will be discussed using case studies of curriculum research and development projects appropriate for various subject areas and grade levels. Participants will design, implement, and evaluate a curriculum project in their own K-12 classroom.

### **EDS 231 (4) Advanced Topics in Instructional Practices**

Selected advanced topics in K-12 instructional practices in various subject areas. Techniques for teaching higher-level cognitive processes and advanced applications of computers and other technology will be stressed. Participants will conduct a field study of promising teaching practices appropriate to their grade level(s) and subject area(s) of instruction.

### **EDS 232 (4) Special Topics in Education**

This course explores topical issues in education. It focuses on recent developments which have broad implications for research and practice in teaching and learning. Course topics will vary each time the course is offered.

### **EDS 233A (2) Topics in Education Research and Design**

Current topics and issues in education and educational research methodology, including action research, participant observation, ethnography, and survey research.

### **EDS 260 A,B,C (4,4,4) Educational Research and Evaluation Design**

This course integrates a variety of social and behavioral science perspectives and research methodologies in examining topics of central relevance to education. Students have opportunities to design and apply to educational research questions a variety of methodologies including: survey, interview, ethnographic, case study, video data analysis, and discourse analysis methods.

### **EDS 261 A,B,C (4,4,4) Advanced Research and Evaluation Methods**

This course addresses more advanced topics in research design and methodology. Students hone the requisite research skills to conduct dissertation research. Students gain varied hands-on experiences in collecting and analyzing data relevant to schooling, as well as learn how to develop, manage and analyze large data files. Students create a research agenda and develop skills needed in proposal writing: development, organization and coherence, conceptualization of research design, and attention to audience and writing style.

### **EDS 262 A,B,C (4,4,4) Dissertation Writing Seminar**

This seminar provides an opportunity for doctoral candidates to present and critique in-progress dissertation research and writing. Topics addressed will also include: writing for professional publications and presenting research findings to varied audiences.

### **EDS 263 (4) Developmental Theory and Culture**

This seminar will examine basic approaches to the study of human development, drawing on theory, research, and methods from multiple disciplines to study how children and adults develop within the context of cultural communities. It includes discussion of cultural practices as mediators on developmental outcomes, notions of universals and diversity, and individualism and familism. We will discuss the complex ways that individual and sociocultural factors interact in learning and development.

**EDS 270 (4) Leadership and Equity in Educational Reform**

This course provides a framework for understanding school reform movements that integrates relevant theory and research from a number of academic disciplines.

**EDS 271 (4) Language and Diversity in the Schooling Process**

This course examines current research and theory which relate language and diversity to educational outcomes. Topics addressed include: the development of language and literacy in schools and other settings, socio-cultural perspectives on language learning, and implications for educational policy and practice.

**EDS 272 (4) Education and Culture**

This course examines schooling from an anthropological perspective, focusing on the impact of social and cultural forces on teaching and learning in U.S. public schools with comparative materials from other societies and settings.

**EDS 273 (4) Research in Teaching and Learning: Reading and Writing**

This seminar will address current theories and research on the teaching and learning of reading and writing, as well as how research can be used to analyze and foster effective teaching practices.

**EDS 274 (4) Research in Teaching and Learning: Mathematics**

This seminar will address current theories and research on the teaching and learning of mathematics, as well as how research can be used to analyze and foster effective teaching practices.

**EDS 275 (4) Research in Teaching and Learning: Science**

This seminar will address current theories and research on the teaching and learning of science, as well as how research can be used to analyze and foster effective teaching practices.

**EDS 276 (4) Research in Teaching and Learning: English Language Learning**

This seminar will address current theories and research on the teaching and learning of second language learning, as well as how research can be used to analyze and foster effective practices in teaching English to non-native speakers.

**EDS 277 (4) Research in Teaching and Learning: History and Social Sciences**

This seminar will address current theories and research on the teaching and learning of social sciences, as well as how research can be used to analyze and foster effective teaching practices.

**EDS 278/COGR 278 (4) Talking Culture, Culture Talking: Voices of Diversity**

This course explores the discourse of culture in American society and the problem of "silenced" or unheard voices. The interaction of individual and collective voice, language, and identity are discussed as they bear on the ways that culture moves through important social institutions such as schools. Of particular interest are issues of teaching, learning, displacement, inclusion, marginality, and the "speaking center."

**EDS 295 (4) MA Thesis**

Research for the master's thesis (Educational Research) or curriculum design portfolio thesis (Curriculum Design). Open for repeated registration up to eight units (S/U grade only).

**EDS 297 (4) Directed Group Study**

Study and analysis of specific topics under the guidance of a faculty member.

**EDS 299 (1-12) Dissertation Research**

Directed research on dissertation topic for students who have been admitted to candidacy for the Ed.D. degree.

## UCSD '13-'14 Enrollment, Registration & Academic Calendars

	Fall 13	Winter 14	Spring 14
Deadline for academic advising offices to submit degree audits to Registrar	2/28	5/23	7/25
Deadline to enter holds for the enrollment/ registration cycle	4/30	10/30	2/5
<a href="#">Schedule of Classes</a> available	5/3	11/1	2/7
Academic advising begins	5/5	11/3	2/10
Effective date for enrollment holds	5/7	11/5	2/11
Enrollment begins	5/8	11/6	2/12
Effective date for fee payment holds	8/26	11/14	2/20
New student enrollment begins	8/26	N/A	N/A
Deadline to <a href="#">apply for readmission</a> (undergraduate students)	8/2	11/1	2/7
Billing statement available on <a href="#">TritonLink</a>	9/4	12/3	3/4
Registration fee payment deadline (after this date, <a href="#">late fees</a> apply)	9/20	12/18	3/21
Deadline for mandatory insurance health waiver - all students (after this date, \$50 late waiver fee will apply until late waiver deadline, see below.)	9/20	12/18	3/21
Deadline for students not attending (who are receiving financial aid, full-fee waivers or graduate fellowships/ scholarships) to notify university that they will not attend. See the <a href="#">schedule of refunds</a> for more information.	9/20	12/18	3/21
Quarter begins	9/23	1/2	3/27
Classes dropped if registration payment not received	9/25	1/6	3/31
First day of classes	9/26	1/6	3/31
Late health insurance fee waiver deadline (no waivers will be accepted beyond this date)	9/27	1/6	3/31
Automatic wait-lists officially end	10/10	1/16	4/10
Deadline for all students to add or re-enroll in classes if canceled for non-payment via WebReg. Find out how to add a class: <a href="#">Undergraduates</a> and <a href="#">Graduates</a> .	10/11	1/17	4/11

Deadline to <a href="#">apply for part-time status</a>	10/11	1/17	4/11
Deadline for graduate students to <a href="#">file for leave of absence</a> , in absentia or to apply for <a href="#">half-time</a> status for current quarter	10/11	1/17	4/11
Deadline to file for Advancement to candidacy for master's degrees	10/11	1/17	4/11
Deadline to <a href="#">change grading option, change units, and drop classes</a> without "W" on transcript	10/25	1/31	4/25
Effective date for students receiving financial aid to <a href="#">withdraw and retain 100% federal aid</a>	11/13	2/20	5/15
Drop without penalty of "F" grade — end of 9th week (undergraduates)	12/2	3/7	5/30
Last day of classes before finals	12/6	3/14	6/6
Finals week	12/9- 14	3/17- 22	6/9- 13
Deadline to file for "Removal of Grade Incomplete" from previous quarter	12/14	3/22	6/13
Quarter ends	12/14	3/22	6/13
Deadline to file for a <a href="#">Request to receive a grade of "Incomplete"</a>	12/16	3/24	6/16
Grades available on TritonLink	12/19	3/27	6/19

### Summer Session

- Summer Session I: July 1 - August 3, 2013
- Summer Session II: August 5 - September 7, 2013
- Special Session III: June 17 - September 20, 2013

Schedule of classes and final examination schedule For more information regarding the schedule of classes and final examination schedules, please see [Schedule of Classes: Publication Calendar](#).

### Academic and administrative holidays

- **2013:** Jan. 2, 16; Feb. 20; March 30; May 28; July 4; Sept. 3; Nov. 12, 22, 23; Dec. 24, 25, 31
- **2014:** Jan. 1, 21; Feb. 18; March 29; May 27; July 4; Sept. 2; Nov. 11, 28, 29; Dec. 24, 25, 31

# Academic and Administrative Calendar 2013-2014

<b>Fall 2013</b>	
Fall Quarter begins	Monday, September 23
Instruction begins	Thursday, September 26
Veterans Day Holiday	Monday, November 11
Thanksgiving Holiday	Thursday – Friday, November 28–29
Instruction ends	Friday, December 6
Final Exams	Monday – Saturday, December 9–14
Fall Quarter ends	Saturday, December 14
Christmas Holiday	Tuesday – Wednesday, December 24–25
New Year Holiday	Tuesday – Wednesday, December 31– January 1
	- 49 Days of Instruction -
	- 60 Days in Quarter -
<b>Winter 2014</b>	
Winter Quarter begins	Thursday, January 2
Instruction begins	Monday, January 6
Martin Luther King, Jr. Holiday	Monday, January 20
President's Day Holiday	Monday, February 17
Instruction ends	Friday, March 14
Final Exams	Monday – Saturday, March 17–22
Winter Quarter ends	Saturday, March 22
	- 48 Days of Instruction -
	- 57 Days in Quarter -
<b>Spring 2014</b>	
Spring Quarter begins	Thursday, March 27
Cesar Chavez Holiday	Friday, March 28
Instruction begins	Monday, March 31
Memorial Day Observance	Monday, May 26
Instruction ends	Friday, June 6
Final Exams	Monday – Friday, June 9–13
Spring Quarter ends	Friday, June 13
Commencement	Saturday-Sunday, June 14–15
	- 49 Days of Instruction -
	- 57 Days in Quarter -

**Independence Day** Friday, July 4, 2014

**Labor Day** Monday, September 1, 2014

## UCSD Tritonlink

<http://tritonlink.ucsd.edu>

By using your Student ID and PAC (Personal Access Code) you can add, drop, change, and waitlist sections online. To acquire your Student ID and PAC number, visit your online admission status page for instructions.

Snapshot of other features available to students on [Tritonlink](#) Tools:

- **View an updated version of the Schedule of Classes and Register for courses under Enrollment.**
- **View your Billing Statement, Financial Aid, Health Fee Waiver and make payments under Finances.**
- **Verify your Residency Status for Tuition Purpose under Finances.**
- **Update your Addresses (mailing and e-mail), Emergency Contacts, and Directory Publishing Restrictions under Personal.**
- **View your Academic History, Classes and Waitlists, Weekly Planner, Majors and Holds under Grades and Transcripts.**

For a listing of all tools and shortcuts available via [Tritonlink](#) visit:

<http://www.ucsd.edu/current-students/my-tritonlink/tools/index.html>

Web Tutorial on Registration: <http://registrar.ucsd.edu/studentlink/WebRegTriton.pdf>

Schedule of classes, Student Directory, and general information are available 24 hours a day. Personal data is pulled from the real-time database (Academic History, Addresses, Billing Statements, [WebReg](#), etc.) and is available 7 a.m.-midnight daily. (Access on weekends and holidays is subject to computer maintenance schedules and cannot be guaranteed.)

## UCSD E-mail Accounts

<http://acms.ucsd.edu/students/>

The University sends official notices to students thru email. Every student is expected to establish an account and regularly monitor the account for official communications. Notices from departments, programs, the Financial Affairs Office, Bursars' Office, and other campus entities will email the students' UCSD Email Account.

All graduate students are entitled to a free email account.

**To activate your email account visit:** <http://sdacs.ucsd.edu/~icc/acsreg.php>

**To look up your account visit:** <http://sdacs.ucsd.edu/~icc/index.php>

**To view your mail:** <https://acs-webmail.ucsd.edu/squirrelmail/src/login.php>

Please look at the following website in order to **REDIRECT UCSD EMAIL to Another Address:**

<http://acms.ucsd.edu/students/email/redirect.shtml>

ACS Accounts Office:

Room 1313. Applied Physics and Math Building, Muir Campus

858-534-3227 phones available from 7:00 am – 7:00 pm

Hours: 8:00 am. – 4:30 pm, Monday – Friday

## Photo ID's

<http://sbs.ucsd.edu>

### **WHERE?**

UCSD ID cards are issued by the Student Business Services Office (SBS). The phone number for the office is 858-822-4727, and they are located in Student Services Center, suite 355, University Center (Third Floor).

### **WHEN?**

To have your picture taken, you may go any time during business hours.

In order to make this process as easy as possible for you we have reserved the following day and time to have your photo taken and to receive your "Campus Card":

**Monday and Tuesday, June 17<sup>th</sup> and 18th from 8:00am-4:00 pm**

**Be sure to bring an additional form of picture ID (driver's license or passport) with you. Please inform the office that you are an EDS graduate student. YOUR NAME IS ALREADY INCLUDED IN A LIST provided by EDS.**

If you are not able to make this date and timeframe, the Office is open Monday through Friday, from 8:00 am – 4:30 pm (except on Thursdays 10:00 am - 4:30 pm). You will receive your ID immediately.

### **HOW MUCH?**

There is no fee for the ID card. Be sure to mention that you are a new EDS graduate student.

### **WHY?**

A validated student campus identification card is required for use of the library and other university facilities.



## New Student Parking Rates and Information

<http://students.ucsd.edu/campus-services/parking-and-transportation/index.html>

Transportation and Parking Services (858-534-4223)

Anyone parking a vehicle at UCSD must pay a fee to help support the construction, maintenance, and administration of parking facilities. The information below will help you choose between parking at UCSD, or participating in an alternative transportation program. To learn more about alternative transportation programs, please contact the Parking Office.

Parking fees are necessary because UC campuses receive no tuition or state funding to support parking facilities. Funding comes directly from parking permit sales. If you plan to park at UCSD, you must purchase and display a valid parking permit during these hours:

- **Main campus** 7 a.m. to 11 p.m. weekdays
- **Scripps Institution of Oceanography** 7 a.m. to 11 p.m. seven days a week
- **Medical Center Hillcrest** 24 hours/ seven days a week
- **Medical Center La Jolla** 24 hours/ seven days a week

Student "S", "B", and "M" parking permits can be purchased via TritonLink using your university PID and personal access code, or at the Gilman Parking Office with a UCSD photo ID. Payment can be made in full or on a quarterly plan.

Parking Sales and Services also offers a variety of short-term permit options that can be purchased by cash, check, or money order. For more information on these, please visit the Parking Office located on the street (second) level of the Gilman Parking structure, contact the Sales and Services Specialist in parking at (858) 822-2078 or visit:

Be sure you park legally to avoid costly citations.

# The Graduate Student Health Insurance Plan (GSHIP)

<http://studenthealth.ucsd.edu>

Health Insurance is a mandatory non-academic condition for enrollment at UCSD. All graduate students paying full registration fees to UCSD are automatically enrolled into the Graduate Student Health Insurance Plan (SHIP). The SHIP is a comprehensive health plan that provides a full range of medical services including in/out patient services, specialty care, emergency care, hospitalization, mental health care as well as dental, pharmacy and vision coverage.

Students who do not waive by the deadline are enrolled into SHIP and will be required to pay the **\$594/quarter fee for SHIP**. Students enrolled in SHIP for the Spring quarter will continue to be covered through the Summer up to the next Fall quarter. SHS will act as the primary care facility for all students enrolled in SHIP and all care must begin with the Student Health Service (SHS) clinic. The SHS clinic is conveniently located west of the Price Center and south of Geisel Library on Library Walk. *A written referral from an SHS provider is required when obtaining services outside of SHS and while within 100 miles of UCSD, with the exception of emergency care.* Refer to the SHIP brochure for more details regarding SHIP's referral requirement and process.

Students already covered by waiver-qualifying health insurance, which was in effect prior to acceptance as a graduate student at UCSD, may apply for a Health Fee Waiver if their private insurance plan meets UCSD waiver criteria. A waiver application must be submitted on-line via [TritonLink](#).

Please refer to the SHS website for more information regarding SHIP benefits, limitations, exclusions, waiver criteria and waiver process.

## **SHS Hours:**

Monday/Wednesday/Friday 8 a.m. – 4:30 p.m. Tuesday/Thursday 9 a.m. – 4:30 p.m.

Quarter Breaks/Summer: Regular hours but closed between 12:00 – 1:00 p.m.

SHS is closed weekends and holidays

## **Emergency Numbers:**

[University Police](#) (858) 534-HELP/534-4357

Medical Emergencies Call 858-534-HELP/858-534-4357 or 911.

Visit the [Student Health Center](#) website for further information. Warren Resident Advisor on Duty (858) 692-8635

[UC San Diego Counseling and Psychological Services \(CAPS\)](#) (858) 534-3755

[UC San Diego Sexual Assault and Violence Prevention Resource Center](#) (858) 534-5793

San Diego County Mental Health Crisis Line (800) 479-3339

Rape Crisis Hotline (858) 272-1767

## Health Insurance Waiver Overview

Students are automatically enrolled in SHIP each quarter. Students who have comparable coverage should opt out of SHIP to avoid this cost.

For more information and to check the waiver deadlines visit:

<http://studenthealth.ucsd.edu/shipwaiver.shtml>

### **How do I waive GSHIP?**

The waiver application is available online through [TritonLink](#) during scheduled waiver periods. Only one waiver per academic year may be processed through TritonLink. **It is recommended to waive the whole academic year and opt in for insurance in the case you find yourself without coverage.**

If after entering all the required information you do not see the final screen 'SHIP WAIVER: COMPLETED', [contact the Student Health Insurance Office](#) prior to the waiver deadline to complete the waiver process.

If you are unable to access or complete the waiver application through TritonLink, or if you decide to waive additional quarters after submitting your waiver application, contact the Student Health Insurance Office prior to the waiver deadline.

**All waivers must be received prior to the waiver deadline date. No exceptions. The waiver deadlines coincides with your billing due date each quarter.**

**Fall Quarter 2013: 9/20**

**Winter Quarter 2014: 12/18**

**Spring Quarter 2014: 3/21**

# Counseling and Psychological Services and (CAPS)

<http://caps.ucsd.edu/#students>



**APPOINTMENTS & AFTER-HOURS ASSISTANCE: (858) 534-3755**

**HOURS: MON-FRI, 8:00AM-4:30PM**

## **A Message from the Clinical Director**

Welcome to CAPS. Although we serve many educational and consultative functions on campus, our major purpose is to provide individual and group counseling to you - the students of UCSD. Our primary focus is on the typical problems that college and graduate students experience. Sometimes students are reluctant to seek services because they believe that their problem is not significant enough to bother talking to a psychologist about, but I encourage you to call for an appointment because even small problems can reduce your life satisfaction and your personal effectiveness. Also, the resolution of usual psychological challenges can prevent them from becoming more troublesome in the future. If, conversely, you believe that your problems are more significant and/or chronic in nature, and interfering with your personal functioning in a big way, then you should also make an appointment so that we can make sure you are getting the assistance that you need while attending UCSD.

## **Appointments**

Our office hours are 8:00am to 4:30pm, Monday through Friday. Our Central Office is at **Galbraith Hall 190**. You may call **(858) 534-3755** or stop by our central office to make an appointment. Appointments are generally available within two weeks of your request. However, at times of peak demand the wait can be longer. You may request a specific staff person on the basis of gender, sexual orientation, ethnicity or location, but it will possibly mean a longer wait until an appointment becomes available. For locations and maps to our offices, **click here**.

## Counseling and Psychological Services and (CAPS)

<http://caps.ucsd.edu/#students>

Although CAPS generally operates on an appointment basis, there are occasions when a problem or crisis feels too overwhelming to wait for a scheduled appointment. If this is the case, please make this known when you call and you can be seen quickly or within a few hours depending on the nature of the crisis during our hours of operation (8:00am-4:30pm, Monday-Friday). Call **(858) 534-3755** to speak with the on-call psychologist who will assist you with the concern or crisis.

**After normal hours and during holidays/campus closures**, a counselor can be reached for urgent psychological consultations by calling (858) 534-3755, and select Option #2.

**For life threatening emergencies or if anyone is in immediate danger, please call 911 or the UCSD Campus Police at (858) 534-HELP(4357).**

For more information about emergency services, please go to our **Emergency Assistance** page for more information.

### Fees for No-Shows and Late Cancellations

CAPS provides services without charge to students who have paid the Student Services Fee (SSF) for the current quarter. During the summer, students who were enrolled the previous Spring quarter and are intending to return in the Fall quarter are eligible for services. New Summer graduate students (who were not registered as students the previous Spring quarter) will not be eligible for services this Summer since coverage begins Fall quarter.

While there is no charge for *attending* a counseling appointment, starting July 1, 2011, CAPS will, begin charging a **no show or late cancellation fee of \$20.00**. You can avoid this fee by canceling, if necessary, at least 24 hours in advance. If you cancel within 24 hours of the appointment or if you do not appear for an appointment, a charge of \$20.00 will be added to your Bursar's Account. If you must cancel your appointment within 24 hours due to illness or serious emergency, you can talk to your psychologist about waiving the fee. Academic demands are not considered an emergency. Please plan ahead and cancel at least 24 hours in advance to avoid the fee. Telephone cancellations are preferred. Initial appointments should be cancelled by telephoning our central office at 858 534-3755. Follow-up counseling appointments are most effectively canceled by calling your psychologist's individual office. If you are going to be late for your appointment contact your psychologist with an estimated arrival time so she/he can use the intermediary time efficiently.

CAPS encourages students to attend their counseling appointments.

If you do need to cancel please do so as far in advance as possible. This will allow the time reserved for you to be allocated to another student, thus, reducing the overall wait time for counseling appointments.

## EDS Faculty Phone Numbers and E-mail Addresses

<u>Faculty</u>	<u>Phone Number</u>	<u>Email</u>
<b>Bobbie</b> Allen	534-1297	<a href="mailto:bmallen@ucsd.edu">bmallen@ucsd.edu</a>
<b>Rusty</b> Bresser	822-3394	<a href="mailto:bbresser@ucsd.edu">bbresser@ucsd.edu</a>
<b>Elizabeth</b> Butler	534-1373	<a href="mailto:ebutler@ucsd.edu">ebutler@ucsd.edu</a>
<b>Thandeka</b> Chapman	822-3960	<a href="mailto:tkchapman@ucsd.edu">tkchapman@ucsd.edu</a>
<b>Luz</b> Chung	534-7296	<a href="mailto:lmchung@ucsd.edu">lmchung@ucsd.edu</a>
<b>Frances</b> Contreras	534-5344	<a href="mailto:f3contreras@ucsd.edu">f3contreras@ucsd.edu</a>
<b>Alan</b> Daly	822-6472	<a href="mailto:ajdaly@ucsd.edu">ajdaly@ucsd.edu</a>
<b>Amanda</b> Datnow	534-9598	<a href="mailto:adatnow@ucsd.edu">adatnow@ucsd.edu</a>
<b>Cheryl</b> Forbes	534-1686	<a href="mailto:cforbes@ucsd.edu">cforbes@ucsd.edu</a>
<b>Chris</b> Halter	534-8186	<a href="mailto:chalter@ucsd.edu">chalter@ucsd.edu</a>
<b>Carolyn</b> Hofstetter	822-6688	<a href="mailto:chofstet@ucsd.edu">chofstet@ucsd.edu</a>
<b>Caren</b> Holtzman	534-1685	<a href="mailto:choltzman@ucsd.edu">choltzman@ucsd.edu</a>
<b>Tom</b> Humphries	534-1586 (TTY) 534-1684 (Voice)	<a href="mailto:thumphries@ucsd.edu">thumphries@ucsd.edu</a>
<b>Jim</b> Levin	822-5721	<a href="mailto:jalevin@ucsd.edu">jalevin@ucsd.edu</a>
<b>Paula</b> Levin	534-5108	<a href="mailto:plevin@ucsd.edu">plevin@ucsd.edu</a>
<b>Kathy</b> Melanese	534-1683	<a href="mailto:kmelanese@ucsd.edu">kmelanese@ucsd.edu</a>
<b>Rachel</b> Millstone	534-1683	<a href="mailto:rmillstone@ucsd.edu">rmillstone@ucsd.edu</a>
<b>Mica</b> Pollock	822-2271	<a href="mailto:mipollock@ucsd.edu">mipollock@ucsd.edu</a>
<b>Susan</b> Scharton	534-7295	<a href="mailto:sscharton@ucsd.edu">sscharton@ucsd.edu</a>
<b>Marcia</b> Sewall	534-1681	<a href="mailto:msewall@ucsd.edu">msewall@ucsd.edu</a>
<b>Alison</b> Wishard Guerra	534-1878	<a href="mailto:awishard@ucsd.edu">awishard@ucsd.edu</a>

## Education Studies Faculty

### **Chair:**

**Datnow, Amanda.** (Chair, Professor Education Studies) Ph.D. in Education from UCLA, 1995. Education Reform; Equity and Access; Educational Policy; Qualitative Research Methods.

### **Vice Chair:**

**Humphries, Tom.** (Associate Professor Education Studies and Department of Communication). Ph.D. in Cross Cultural Communication and Language Learning, Union Graduate School, 1977. Communication and Culture, Deaf Education, Bilingual Education, Deaf Studies, Special Education, Second Language Learning/Teaching.

### **Coordinator of Teacher Education:**

**Forbes, Cheryl.** (Coordinator of Teacher Education, Lecturer, Supervisor, Education Studies) M.A. in Teaching and Learning: Curriculum Design from University of California, San Diego, 1994: Bilingual Education (Spanish), Reading/Language Arts (Multiple and Single Subjects), Introduction to Teaching and Learning.

### **Graduate Adviser:**

**Levin, Paula.** (Graduate Adviser and Senior Lecturer with Security of Employment, Education Studies). Ph.D. in Anthropology from University of California, San Diego, 1978: Anthropology and Education, Research Design, and Curriculum Development and Evaluation

### **Faculty Members:**

**Allen, Bobbie.** (Lecturer, Supervisor, Education Studies). Ph.D. in Education from San Diego State University and Claremont Graduate University, 1998: Elementary Education, Deaf Education.

**Bresser, Rusty.** (Lecturer, Supervisor, Education Studies). M.A. in Teaching & Learning: Curriculum Design from University of California, San Diego, 2000 Elementary Science and Mathematics Education.

**Butler, Elizabeth.** (Lecturer, Supervisor, Education Studies). Ph.D. in Urban Education Policy from the University of Southern California, 2011. M.Ed. University of California, Los Angeles, BA in Mathematics, University of California, San Diego. Ethnic group achievement differences in diverse schools.

**Chung, Luz.** (Lecturer, Education Studies). Ed.D. in Teaching and Learning. University of California, San Diego, 2006: Latino immigrant mothers' learning practices with their children; Adult ESL; Multicultural education; Bilingual education.

**Contreras, Frances.** (Associate Professor, Co-Director of the Joint Doctorate Program in Ed. Leadership, Education Studies) Ph.D., Stanford University, 2003; M. Ed., Harvard University, 1995; B.A., University of California, Berkeley, 1994

**Chapman, Thandeka K.** (Associate Professor, Education Studies). Chapman has recently co-edited a six volume set of books on the History of Multicultural Education in the U.S. Chapman earned a master's degree from the University of Michigan and a Ph.D. in Literacy/English Education, Curriculum and Instruction, from the University of Wisconsin-Madison.

**Daly, Alan J.** (Associate Professor, Education Studies). Ph.D. in Educational Leadership and Organizations, University of California, Santa Barbara, 2004; MA in Education, University of California, Santa Barbara, 2001; MS in Counseling, San Diego State University, 1995; BA in Psychology, Clark University, 1988. Educational Leadership, Organizational Development, and Systemic Reform.

**Forbes, Cheryl.** (Academic Coordinator, Lecturer, Education Studies) Ed.D in Teaching and Learning, University of California, San Diego, 2008: Bilingual Education (Spanish), Teacher Education, Curriculum Research and Design.

**Halter, Chris.** (Lecturer, SOE, Education Studies). Ed.D. in Teaching and Learning. University of California, San Diego, 2006: M.A. in Teaching and Learning: Curriculum Design from University of California, San Diego, 1995: Secondary Mathematics and Science Education, Technology Education.

**Hofstetter, Carolyn Huie.** (Lecturer, SOE, Education Studies). Ph.D. in Education, Social Research Methods, University of California, Los Angeles, 1998. Evaluation theory, evaluation practice in K-12 contexts, testing and assessment, English language learners.

**Holtzman, Caren.** (Lecturer, Education Studies). M.A. in Teaching and Learning: Curriculum Design from University of California, San Diego, 1990: Elementary Mathematics and Reading Education.

**Humphries, Tom.** (Vice Chair, Associate Professor, Education Studies and Department of Communication). Ph.D. in Cross Cultural Communication and Language Learning, Union Graduate School, 1977. Communication and Culture, Deaf Education, Bilingual Education, Deaf Studies, Special Education, Second Language Learning/Teaching.

**Jones, Makeba.** (Lecturer, PSOE, Education Studies). Ph.D in Education, UCLA. Social and cultural organization of schools, student engagement, tracking/ability grouping, secondary school reform, educational policy, teacher professional development, school-university partnerships, and youth leadership.



**Levin, James.** (Professor, Education Studies). Ph.D. in Psychology from University of California, San Diego, 1976: Distributed Learning; Technology and Educational Reform; Human Problem Solving; Cognitive Processes; Discourse Processes.

**Levin, Paula.** (Graduate Adviser; Senior Lecturer SOE, Education Studies). Ph.D. in Anthropology from University of California, San Diego, 1978: Anthropology and Education, Educational Research Design, Childhood and Culture.

**Millstone, Rachel.** (Lecturer, Supervisor, Education Studies). Ed. D. in Teaching and Learning: University of California, San Diego, 2010. M.A. in American Literature: San Diego State University, 2001. B.S. in Biological Sciences: Stanford University, 1987. Secondary Science Education.

**Pollock, Mica.** (Professor and Director of CREATE, Education Studies). Ph.D., Anthropology of Education, 2000, Stanford University Graduate School of Education. Stanford University, M.A., Anthropology, 1998. Harvard College, A.B., History and Literature of America, Magna Cum Laude, 1993.

**Scharton, Susan.** (Lecturer, Supervisor, Education Studies). Ed.D. in Teaching and Learning. University of California, San Diego, 2007. M.A. in Teaching and Learning: Curriculum Design from University of California, San Diego, 2001. Elementary Reading/Language Arts Education.

**Sewall, Marcia.** (Lecturer, Supervisor, Education Studies). Ed.D. in Teaching and Learning, University of California, San Diego, 2007; M.A. in Teaching and Learning: Curriculum Design, University of California, San Diego, 1991: Secondary English-Language Arts, English Learner education.

**Wishard Guerra, Alison G.** (Assistant Professor, Education Studies). Ph.D. in Education from University of California, Los Angeles, 2005: Early child development and early education, language and literacy development, cultural process in development.

### **Distinguished Teacher in Residence**

**Melanese, Kathy.** (Elementary Teacher in Residence, Education Studies). M.A. in Teaching and Learning: Curriculum Design from University of California, San Diego, 1994; Bilingual Elementary Education (Spanish) and Educating English Learners.

## Faculty Biographies

### **BOBBIE ALLEN**

#### **Supervisor of Student Teaching, Continuing Lecturer, Education Studies**

Bobbie Allen holds a Ph.D. in Education with an emphasis in Policy Studies in Language and Cross-Cultural Education from the joint doctoral program—Claremont Graduate University and San Diego State University. Prior to joining UCSD's faculty, Bobbie developed an early childhood ASL-English bilingual-bicultural and a family education program at a local elementary school. Her research and publications are in the areas of language, culture and literacy development of deaf, hard of hearing and hearing children, families' perspectives and portfolio assessment. Staff development endeavors have centered on how to implement The Learning Record Portfolio Assessment System as a reliable and valid authentic assessment for diverse student populations.

She earned a B.S. in Special Education and a minor in History from the University of Houston and a M.A. in Communicative Disorders from San Diego State University. Her 17 years of classroom teaching experience includes infant to high school deaf, hard of hearing and hearing students. She has also supervised 8th grade U.S. History trips to the East Coast, organized and directed school-wide talent shows and drama productions. She currently holds a Multiple Subjects, GATE, Educational Specialist for Deaf/Hard of Hearing and an Administrative Credential. Additionally, she has been a lecturer at San Diego State University and The English Language Institute at the NW campus of Gallaudet University in Washington, D.C. At San Diego State University, she helped develop an evaluation system for American Sign Language proficiency and cultural competency for teacher candidates in Deaf Education.

### **RUSTY BRESSER**

#### **Supervisor of Student Teaching and Continuing Lecturer, Education Studies**

Rusty Bresser received a B.A. in Anthropology from UCSD in 1978 and his M.A. degree in Curriculum Design at UCSD in 2001. In addition, he received his Multiple Subject Teaching Credential through EDS in 1979 and three years later, earned a Learning Handicapped Credential from UCSD Extension. Rusty was a classroom teacher (grades K-8) for over 20 years; first at the Children's School in San Diego, then for the Oceanside Unified School District. He was a science instructor for UCSD Extension for five years. Rusty is a math consultant for Math Solutions, and is the author of Math and Literature, Grades 4-6, Second Edition, and co-author of Developing Number Sense, Grades 3-6, Mini lessons for Math Practice, Grades K-2 and Mini lessons for Math Practice, Grades 3-5. Rusty is interested in equity issues in education and has published two articles focusing on equity for language learners in Teaching Children Mathematics, an NCTM journal. Recently, Rusty and his co-authors, Kathy Melanese, Christine Sphar, and Carolyn Felux, produced Supporting English Language Learners in Math Class, a Multimedia Professional Learning Resource. This resource includes two books, Supporting English Language Learners in Math Class, Grades K-2 and Grades 3-5, a DVD, and a Facilitator's Guide.

## **ELIZABETH BUTLER**

### **Supervisor of Student Teaching and Lecturer, Education Studies**

Elizabeth Butler earned her Bachelor's degree in Mathematics from UCSD, her Master of Education degree and teaching credential from UCLA, and completed her Ph.D. in Education Policy at the University of Southern California. She spent many years as a math teacher and AVID Coordinator in the Los Angeles Unified School District. Her interests include addressing ethnic group achievement differences in diverse schools.

## **THANDEKA K. CHAPMAN**

### **Associate Professor, Education Studies**

Thandeka Chapman research interests primarily focus on the implementation and documentation of multicultural education practices, the effects of school desegregation policy on urban students and teachers, and tracking student success factors in urban high schools. Chapman's other scholarly interests include ethical issues concerning the roles of the researcher in field research and the applications of critical race theory in education.

## **LUZ CHUNG**

### **Continuing Lecturer, Education Studies**

Luz Chung earned her B.A. in Applied Mathematics with a minor in French Literature from the University of California, San Diego. She received her M.A. in Teaching and Learning from UCSD in 1996, and her Ed.D. in Teaching and Learning, also from UCSD, in 2006. She was a middle school bilingual teacher, and a Title I Resource teacher at Memorial Academy in the San Diego Unified School District. She was also a middle school vice-principal at Wilson Academy, also in the San Diego Unified School District. Prior to her arrival at EDS as a Lecturer, Luz Chung was the Director of Education at UCSD Extension, where she coordinated professional development programs for teachers. Her responsibilities at EDS include teaching courses on equity and diversity in the classroom, secondary Partners at Learning (PAL) service learning courses, and a Science and Math Initiative (SMI) practicum course. Her research interests include multicultural education, critical pedagogy, bilingual education, and how immigrant families socialize their children into language and learning.

## **FRANCES CONTRERAS**

### **Associate Professor, Education Studies**

Dr. Contreras received her B.A. from the University of California Berkeley, her M.Ed from Harvard University and her Ph.D. from Stanford University. She presently researches equity and access for underrepresented students; transition to college, education policy and college completion. She addresses transitions between K-12 and higher education, community college transfer, faculty diversity, affirmative action in higher education, and the role of the public policy arena in higher education access for underserved students of color.

## **ALAN J. DALY**

### **Associate Professor, Education Studies**

Alan graduated from Clark University with a BA in Psychology, received a MS in Counseling from San Diego State University, and a MA and Ph.D. in Education with an emphasis in Educational Leadership and Organizations from the University of California, Santa Barbara. Over the last 15 years, Alan has held a wide variety of positions in public education ranging from classroom teacher to district psychologist to site administrator. In addition to his K-12 public education experience, Alan has most recently been the Program Director for the Center for Educational Leadership and Effective Schools at the University of California, Santa Barbara where he collaboratively supported the delivery of high quality services and research to 5 school districts focusing on the rigorous examination of strengths, building leadership capacity, and facilitating the potential of systems for transformation. Alan has presented at the local, state, and national level around conflict mediation, the creation and maintenance of positive school cultures, and the impact of current accountability structures. As a licensed educational psychologist, he has also provided consultation to school districts working to build and sustain systemic leadership capacity, district reform, and implementation of adult and student conflict mediation systems. Alan's research interests include the analysis of social networks, trust, educational policy, and the building of strengths-based systems of support. His work has recently resulted in a new book published by Harvard Education Press *entitled Social Network Theory and Educational Change*.

## **AMANDA DATNOW**

### **Chair of Education Studies, Professor, Education Studies**

Amanda Datnow is Professor and Chair of Education Studies at UCSD. Prior to joining the faculty at UCSD in 2008, she was most recently a professor at the USC Rossier School of Education, where she chaired the Ph.D. program and was Associate Director of the Center on Educational Governance. Earlier in her career she was on the faculties at University of Toronto and Johns Hopkins University. She received her Ph.D. in Education from UCLA in 1995 and is a proud former Triton, having received her B.A. from UCSD (Third College) in 1990.

Her research focuses on the politics and policies of school reform, particularly with regard to the professional lives of educators and issues of equity. Sociological perspectives inform her research on these topics, and her methods are mostly qualitative. She has conducted studies on data driven decision making, comprehensive school reform, and on the intersection of gender and educational reform. She is currently conducting a study on the educational opportunities and obstacles for students in poverty. She is on the editorial boards of several journals and consults for numerous professional organizations and government agencies.

## **CHERYL FORBES**

### **Coordinator of Teacher Education and Continuing Lecturer, Education Studies**

Cheryl Forbes earned her B.A. in Spanish at the University of Kansas and her M.A. and Ed.D. in Teaching and Learning at UCSD. She was a bilingual classroom and resource teacher in grades 1-6 for twelve years in the South Bay Union School District prior to joining the faculty in

Education Studies in 1994. She serves as Coordinator of Teacher Education at EDS, overseeing credential program activities. Her teaching responsibilities at EDS have included bilingual methods and supervision of BCLAD candidates (Spanish). Currently she teaches courses within the first-year Ed.D./M.A. program for candidates in Teaching and Learning as well as EDS 128, "Introduction to Teaching and Learning." Her research interests center on language development and identity construction among bilingual children and youth, as well as the preparation of teachers for linguistically and culturally diverse settings.

### **ALISON WISHARD GUERRA**

#### **Assistant Professor, Education Studies**

Dr. Wishard Guerra received her Ph.D. in Psychological Studies in Education from the University of California, Los Angeles, in 2005. Her work focuses on the cultural nature of child development, with a specific focus on early language/literacy and socio-emotional developmental competencies among Latino children. Wishard Guerra is the 2004 recipient of a highly competitive UC Language Minority Research Institute (LMRI) Dissertation Grant. She also received a National Institute of Mental Health (NIMH) pre-doctoral fellowship for two consecutive years, in 2001 and 2002. Wishard Guerra's language/literacy and socio-emotional research has significantly contributed to our knowledge about the importance of early childhood education through her work with the National Early Head Start Research Consortium. Dr. Wishard Guerra has experience mentoring undergraduates as a post-graduate researcher at UC, Santa Cruz, in a yearlong research apprenticeship course, as well as mentoring graduate students at UCLA in research apprenticeship and data analysis practicum courses. Dr. Wishard Guerra teaches courses for UCSD's new Doctor of Education in Teaching & Learning program on research methods, quantitative data analysis, and advanced dissertation writing. She also teaches a research design and methodology course for the Master of Arts in Teaching and Learning program. Finally, Dr. Wishard Guerra is also collaborating with the Partners at Learning program offering an undergraduate service learning course on Early Childhood Education that includes a 2 unit service learning course where students spend 4-6 hours a week working with preschool children in San Diego County.

### **CHRISTOPHER HALTER**

#### **Lecturer SOE, Education Studies**

Chris Halter received his B.S. degree from the College of Charleston and Ed.D in Teaching and Learning: Curriculum Design, from the University of California, San Diego in 2006. During his career he has taught in middle and secondary schools in both science and mathematics and has taught university computer education courses. He is a Technology Mentor Teacher for San Diego County Office of Education and is a member of the Greater San Diego Mathematics Council. Dr. Halter has presented workshops on the integration of technology and curriculum at numerous conferences, including the Greater San Diego Mathematics Conference, the San Diego Science Conference, the San Diego Computer Expo, the California Mathematics Council Conference (Southern Section), and the National Council of Teachers of Mathematics (NCTM) National Conference. He has been a member of the 2007 California Mathematics Curriculum Adoption process as a material review panel member. He has also worked on several educational programs including UCSD's EarthRise project, the UC Science and Mathematics

Initiative, and the Fund for the Improvement of Postsecondary education (FIPSE) on Mathematics Education. His research interests include the use of advanced technology to support secondary mathematics curriculum and the use of video analysis in teacher education.

### **CAROLYN HUIE HOFSTETTER**

#### **Lecturer SOE, Education Studies**

Carolyn Huie Hofstetter earned her Ph.D. in Education, Social Research Methods, from the University of California, Los Angeles. Prior to joining the Education Leadership program at UCSD, she was an Assistant Professor at the University of California, Berkeley, Graduate School of Education, where she taught doctoral courses in evaluation practice and theory. Her career in education research began in adult literacy. Later, in graduate school at UCLA, she worked as a Research Associate for the Center for Research on Evaluation, Standards, and Student Testing (CRESST) and began a research program looking at the intersection of evaluation and assessment, with emphases on assessment accommodations for English language learners, evaluations in K-12 educational settings, and bridging evaluation theory and practice by seeing how theoretical issues (stakeholder involvement, evaluation use) play out in real evaluation settings. While at UC Berkeley, Carolyn was a PI or co-PI on several studies, including an evaluation of a K-5 transitional bilingual education program (San Jose USD), evaluation of an analytic procedure to align content standards with test items (AAAS/Project 2061), and an evaluation of a professional development program for mathematics teachers of English learners (LHS/EQUALS). Currently she is the PI for the federally-funded evaluation of the Striving Readers Initiative at the San Diego USD, which provides intensive literacy instruction for middle and high school students.

### **CAREN HOLTZMAN**

#### **Continuing Lecturer, Education Studies**

Caren Holtzman received her B.A. in English Literature at UCSD. She subsequently obtained her teaching credential through EDS. After several years of classroom teaching, she returned to UCSD to earn her Master's degree. She was a classroom teacher (grades 2-6) in Oceanside Unified School District for 10 years. She worked on math curriculum development projects for the California Department of Education and was part of the California Math Leadership Project. Caren has served as Mathematics Consultant for Manhattan District #2 in New York City. She has been a teaching consultant for Marilyn Burns Education Associates and has written several children's books, published by Scholastic. She is the co-author (with Rusty Bresser) of *Developing Number Sense: grades 3-6*, *MiniLessons for Math Practice: K-2*, and *MiniLessons for Math Practice: 3-5* published by Math Solutions Publications. Her latest co-authored book, *Object Lessons: Teaching Mathematics Through the Visual Arts* was published by Stenhouse in 2012. Her work with the PAL (Partners at Learning) Program at UCSD has led her to collaborate extensively with EDS colleagues, local community colleges, preK-12 schools, and community organizations. She is currently the director of UCSD Artsbridge. Caren received the UCSD Barbara and Paul Saltman Distinguished Teaching Award in 2002.

## **TOM HUMPHRIES**

### **Associate Director in Education Studies & Associate Professor, Education Studies and Communication**

Tom Humphries holds a Ph.D. in Cross Cultural Communication and Language Learning from the Union Graduate School. He also holds an M.A. degree in Education from Gallaudet College. During his doctoral study he was involved in two years of experimentation and development of a bilingual/bicultural American Sign Language (ASL)/English classroom at Gallaudet College. He taught in the Department of English at Gallaudet College for several years. In 1978, he moved to San Diego and was employed as an instructor at the Educational Cultural Complex of the San Diego Community College District where he taught ASL and English to deaf students and ASL to hearing students. He was an Associate Dean for the San Diego Community College District for more than ten years and supervised and coordinated instruction and support services for deaf students and students with other disabilities. He is author and co-author of several books on American Sign Language and the culture of deaf people. His current research interest is in the new texts, discourse, and metaphors that emerge from deaf communities as they talk about themselves as cultural groups. He is coordinator of an experimental M.A. program in bilingual Deaf education at UCSD that incorporates recent research on the correlation of ASL fluency with reading achievement. He has a joint appointment in the Department of Communication at UCSD where he teaches courses related to culture, consciousness, and voice.

## **MAKEBA JONES**

### **Lecturer PSOE, Education Studies**

Dr. Makeba Jones has a Ph.D. in education from the University of California, Los Angeles. Dr. Jones's specific interests reside in urban education and educational equity. Jones has expertise in areas such as the social and cultural organization of schools, student engagement, tracking/ability grouping, secondary school reform, educational policy, teacher professional development, school-university partnerships, and youth leadership. Since 1999, Jones has worked as an "action researcher" with San Diego county teachers, students, principals, and district administrators on urban school reform efforts. This collaborative work focuses on student learning and achievement, youth development, teacher engagement, student-teacher relationships, and college preparation. Jones has conducted several youth voice research projects designed to educate school leaders about educational equity from students' perspectives. Jones also conducts qualitative, case study research on low-income youths' experiences in urban high schools, and, more recently, on low-income youths' transitions to the post-secondary world of college and career. Jones has published numerous articles and book chapters about her work.

## **JAMES LEVIN**

### **Professor, Education Studies**

This is Jim Levin's third time back to UCSD, and he hopes that the third time will be the charm. He grew up in western Pennsylvania and earned a BA in Psychology from Swarthmore College in eastern PA. He first came to UCSD in 1969, where he earned a Ph.D. in Psychology. He set

off for LA city, working at a computer science research institute in Marina del Rey as the token psychologist while living in Venice CA. After discovering that Venice is not Marina del Rey, he returned to UCSD in 1978, teaching in the Communications Program and the Teacher Education Program. In 1985, the University of Illinois made him an offer he couldn't refuse, and he and his wife Sandy and daughter Tera headed east for the plains of Champaign. He returned to sunny southern California in September 2003 as a faculty member in the new Ed.D. program in Teaching & Learning. His research focuses on problem solving and on ways to help people learn to be better problem solvers by providing powerful distributed learning environments. He has developed several innovative models of learning, including the concept of teleapprenticeships. He has been studying "teaching teleapprenticeships", instructional frameworks that allow education students to learn within the context of remote K-12 classrooms. He is especially excited by the ways in which new technologies fundamentally change the relationship between education and the rest of society. He likes to take walks on the beach with his wife.

### **PAULA LEVIN**

#### **Senior Lecturer SOE & Graduate Adviser**

Paula Levin earned her B.A. in Psychology from Swarthmore College and her M.A. and Ph.D. in Anthropology at UCSD. She began her professional career by teaching anthropology first at UCSD and later at Virginia Commonwealth University. Her early research and writing focused on issues of culture, language, and schooling in the South Pacific. For these studies, she lived and conducted ethnographic research in both French Polynesia and Papua New Guinea. After six years of teaching Anthropology, Paula left the Capital of the Confederacy for the Aloha State. She worked there for the next four years as a member of a curriculum development team to create pre-school programs for native Hawaiian children at the Kamehameha Schools in Honolulu, Hawaii. In 1988, Paula returned to UCSD to direct the then-new M.A. program in Teaching and Learning, designed to assist experienced teachers in conducting research on curriculum and their own teaching practice. Later she took the lead in developing the doctoral programs in Teaching and Learning and in Educational Leadership. Among her research activities, she has participated in Visualizing Earth, an NSF-funded multi-site, multi-disciplinary research project to study scientific visualization, and to integrate the use of space shuttle images into middle school earth science instruction. In Spring 2000, Paula was named as a recipient of the UCSD's Distinguished Teaching Award. Currently, she serves as the Associate Faculty Director for UCSD Programs Abroad and likes to talk with students about studying and conducting research around the world.

### **KATHY MELANESE**

#### **Elementary Distinguished Teacher in Residence and Supervisor of Student Teaching**

Kathy received her B.A. in Psychology with a minor in Spanish Literature from UCSD in 1989. She continued her studies at UCSD and completed the Teacher Education Program in 1990 with a multiple subject bilingual-bicultural teaching credential. She returned to UCSD in 1994 to obtain her Master's degree in Teaching and Learning, Curriculum Design. She has taught in elementary bilingual classrooms since 1990 at Lincoln Acres School in National City. Currently, Kathy is the San Diego Regional Director of the California Reading and Literature Project. She leads staff development in the areas of literacy and English Language Development. She has published three books about English Learners titled: Supporting English Language Learners in Math Class, Grades K-2, 3-5 and 6-8. In addition, she co-developed the corresponding Multi-



Media Kit. Her interests include promoting bilingual education and strategies to help English Language Learners.

### **RACHEL MILLSTONE**

#### **Supervisor of Student Teaching and Continuing Lecturer, Education Studies**

Rachel Millstone earned her B.S. degree in Biological Sciences from Stanford University in 1987, her M.A. in American Literature from San Diego State University in 2001, and her Ed.D. from the University of California, San Diego in Teaching and Learning in 2010. Her research interests include discourse practices and modality preferences among secondary science students as they formulate argumentation structures in classroom discussions. Rachel works with the UCSD Education Studies Program in the capacity of Science Lecturer/Supervisor, working with the Single Subject Teaching Credential students. She has also worked with UCSD Extension to provide summer institutes for teachers in the geosciences and marine biology. In addition, Rachel has worked as a SDCS/UCSD intern support provider with EDS Science and English interns. Prior to joining EDS, Rachel taught Science, English, and Math at both the middle and high school levels with San Diego City Schools for ten years. She has been involved with the San Diego Writing Project and has presented Writing Across the Curriculum at various conferences. She currently holds a Single Subject Teaching/GATE Credential in Science and English.

### **MICA POLLOCK**

#### **Professor, Education Studies & Director of CREATE**

Mica Pollock, an anthropologist of education, joins UCSD's Center for Research on Equity, Assessment, and Teaching Excellence (CREATE) as its new Director. Pollock's work explores communications that support student success in diverse schools and communities. Her first book, *Colormute: Race Talk Dilemmas in an American School* (winner of the 2005 AERA Outstanding Book Award), helped readers navigate six core U.S. struggles over talking (and not talking) in racial terms in schools. *Because of Race: How Americans Debate Harm and Opportunity in Our Schools* (2008), examined the U.S. Department of Education's Office for Civil Rights as the background for analyzing common debates over improving the everyday school experiences of students and families of color. In *Everyday Antiracism: Getting Real about Race in School* (2008), Pollock next organized 70 scholars to write short essays for teachers. Winner of a 2008 Outstanding Book Award from the Gustavus Myers Center, "EAR" is being used to spark inquiry in schools and districts across the country.

### **SUSAN SCHARTON**

#### **Supervisor of Student Teaching and Continuing Lecturer, Education Studies**

Susan Scharton received a B.A. in Sociology and her Multiple Subject Teaching Credential from UCSD in 1980. She received her Master's degree in Curriculum Design at UCSD in 2001 and her doctorate in Teaching and Learning in 2007. Susan was an elementary classroom teacher for 20 years and has taught in both private and public school settings. She has been a mentor teacher and a language resource teacher. Susan is a math consultant for Marilyn Burns Education Associates and presents workshops and trainings at local and state conferences. Susan enjoys writing about teaching in general and mathematics teaching and learning in particular and has written a teacher resource book entitled Teaching Number Sense. Susan

teaches classes for the P@ L program, seminars for the student teachers in the Elementary Mathematics Emphasis Certificate program, and language arts methods to the elementary credential candidates. She supervises student teachers during their field placements. In her free time, Susan enjoys knitting, writing, belly dancing, cooking, and hanging out with her husband and dogs.

## **MARCIA SEWALL**

### **Supervisor of Student Teaching and Continuing Lecturer, Education Studies**

Marcia Sewall received her B.A. in Social Science from UC Irvine, her M.A. in Teaching and Learning at UCSD, and her Ed.D. in Teaching and Learning, also at UCSD. She is credentialed in English/Language Arts and Social Science and spent 15 years as a middle and high school teacher in those subjects, predominately in the Oceanside Unified School District. She also served as a District Language Arts Mentor and K-12 Language Arts Specialist for the Curriculum and Instruction division of OUSD prior to joining EDS. Marcia has been active in and presented at a variety of professional development venues and organizations locally, statewide, and nationally, focusing on literacy issues across content areas, particularly with low-achieving students and English Learners, as well as issues pertaining to teacher preparation, supervision, and reflective practice. Marcia's work at EDS involves teaching and supervising in the single subject credential program, as well as teaching in the multiple subjects M.Ed. program.

## Department Staff Directory

### Administrative Staff

**Graduate Staff Coordinator for the M.A. and Ed.D in Teaching and Learning**

**Melissa Wolf**

**Phone: (858) 822-2177**

**Email: [mawolf@ucsd.edu](mailto:mawolf@ucsd.edu)**

**ED ASHTON, Credential Analyst and Undergraduate Coordinator**

**534-7297, [erashton@ucsd.edu](mailto:erashton@ucsd.edu)**

1. M.Ed./Credential Program: Advising, Math Subject Matter Waivers, Graduation/Reception
2. Field Placement Coordination for 129 series and Management of District Contacts
3. All Credential Recommendations, Subject Matter Authorizations, Title II Reporting
4. Liaison with California Commission on Teaching Credentialing
5. Stipend Payments & Evaluations for Cooperating Teachers
6. EDS Catalogue Copy, backup for Publications Coordinator
7. Admissions Coordinator for MS-1-Sum and MS-2 Programs

**PAMELA FRUGÉ, Management Services Officer**

**534-4875, [pfruge@ucsd.edu](mailto:pfruge@ucsd.edu)**

1. Program Administration
2. Personnel & Supervision
3. Budget & Financial Oversight
4. Recruitment: Staff & Faculty
5. Community Relations, Relations w/ Area Schools, Campus Community
6. Safety Coordinator
7. Facilities Management

**LATONYA HAMMORK, Academic Personnel/Human Resources for 3 Departments: Education Studies, Linguistics & Human Development**

**534-1630, [lhammork@ucsd.edu](mailto:lhammork@ucsd.edu)**

1. All Academic Personnel Questions/Concerns/Processes
2. Faculty Recruitment
3. New Hires (TA's, Readers, Staff), Separations, Payroll Administration, Personnel Administration, Benefits & General HR Issues for Students/Staff/Faculty.

**SHEILA KEEGAN, Assistant Project Coordinator Gates/Noyce Grants**

**822-5670, [skeegan@ucsd.edu](mailto:skeegan@ucsd.edu)**

1. Gates and Noyce MTF Project Coordination
2. Project Budget & Expenses for Gates Project

3. Administrative Support for Gates and Noyce MTF
4. Event Planning for Gates and Noyce MTF

**LEA MARZO, Student Affairs Assistant**

534-8834, [lmarzo@ucsd.edu](mailto:lmarzo@ucsd.edu)

1. General Program Advising (answers all general inquiries regarding the M.Ed./Credential program)
2. Primary Front Desk Support, backup for Student Enrollment Concerns and Registration
3. Admissions Coordinator for the SS-1 and SS-2 programs
4. Advisor for EDS Minors (undergraduate students): Petitions, Approvals, Special Study Classes.
5. SMI Program Administration
6. NOYCE Advisor and Coordinator
7. External Outreach and Recruitment, Information Sessions & Publications Coordination
8. Course/Room Scheduling, Syllabi, Textbooks, AV Resources for Faculty, Parking and other Administrative Requests

**GISELLE VAN LUIT, Student Affairs Manager/Credential Analyst/Graduate Coordinator**

534-2958, [gvanluit@ucsd.edu](mailto:gvanluit@ucsd.edu)

1. Graduate Coordinator for the M.Ed./Credential, and MA-ASL Programs: Advising, Recruitment, Admissions Coordinator, Graduate Student Procedures: LOA, Withdrawals, Deferrals, and Conferrals of Degree
2. Student Affairs Manager & Student Worker Supervision
3. Liaison with California Commission on Teacher Credentialing & Credential Processing for Certificates of Clearance
4. M.Ed/Credential and MA-ASL Student Handbooks, Plan and Conduct Orientations
5. Bilingual Authorization Programs (BLA) & EMEC Program Administration
6. Coordination of EDS Outreach and Recruitment Plan

**MELISSA WOLF, Graduate Coordinator**

822-2177, [mawolf@ucsd.edu](mailto:mawolf@ucsd.edu)

1. Graduate Coordinator for the M.A. and Ed.D, in Teaching and Learning as well as the JDP Program: Advising, Recruitment, Admissions Coordinator, Graduate Student Procedures: Orientations, LOA, Withdrawals, Deferrals and Conferrals of Degree.
2. TA Graduate Coordinator
3. Graduate Student Support Coordinator (Block Grant)
4. Financial Aid liaison, Stipend Payments
5. P@L Coordination & Interpreter Administration
6. eGrades Contact, Maintenance of Course Approvals and Course Evaluations
7. Student Enrollment Concerns and Registration