

**Graduate Programs
in
Teaching and Learning**

**EDUCATION STUDIES
University of California
San Diego**

2009-2010



EDUCATION STUDIES
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May 26, 2009

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. You are the twenty-first class to enter the Master of Arts program. Two hundred and twenty students have completed their MA degrees, and they have created an impressive record of research in curriculum development and evaluation. In addition, this year marks the seventh year of our doctoral program with our fourth cohort Ed.D. degrees coming this Spring. 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

M.A. & Ed.D. HANDBOOK TABLE OF CONTENTS

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**M.A. and 1st Year Ed.D. Course of Study
GRADUATE COURSES IN EDS 2009 - 2010 32 units**

DEPARTMENT	COURSE NUMBER	UNITS	QUARTER	YEAR	GRADE
Education Studies	229	4	Summer	2009	
Education Studies	231	4	Summer	2009	
Education Studies	230A	4	Fall	2009	
Education Studies	233A	2	Winter	2010	
Education Studies	230B	4	Winter	2010	
Education Studies	230C	4	Spring	2010	
Education Studies	290	2	Spring	2010	
Education Studies	232	4	Summer	2010	
Education Studies	295	4	Summer	2010	
TOTAL PROPOSED UNITS		32			
TOTAL UNITS REQUIRED		40			

(8 ELECTIVE OR TRANSFER UNITS REQUIRED)

Courses in EDS for a Total of 8 Additional Units for M.A. degree

DEPARTMENT	COURSE NUMBER	UNITS	QUARTER	YEAR	GRADE
Education Studies					
Education Studies					
Education Studies					

Other Graduate Courses Not Applied to a Previous Degree (Maximum 4 Units)

DEPARTMENT	COURSE NUMBER	UNITS	QUARTER	YEAR	PET APPROVED

Students must complete a general petition and receive approval for these units to count towards the MA degree. (45 units are required to "Clear" a preliminary credential).

Approved by Student: _____

Date: _____

Ed.D Course of Study Second Year

GRADUATE COURSES IN EDS (200 Series)

DEPARTMENT	COURSE NUMBER	QTR. UNITS	QUARTER	YEAR	GRADE
Education Studies	2650A	4	Fall		
Education Studies	270	4	Fall		
Education Studies	2650B	4	Winter		
Education Studies	2650C	4	Spring		

ELECTIVE COURSES -- 8 UNITS (2 COURSES) REQUIRED

DEPARTMENT	COURSE NUMBER	QTR. UNITS	QUARTER	YEAR	GRADE
			Winter		
			Spring		

Second year paper:

Month	Year

Ed.D Course of Study Third Year

GRADUATE COURSES IN EDS

Education Studies	261A	4	Fall		
Education Studies	261B	4	Winter		
Education Studies	261C	4	Spring		

ELECTIVE COURSES -- 12 UNITS (3 COURSES) REQUIRED

DEPARTMENT	COURSE NUMBER	QTR. UNITS	QUARTER	YEAR	GRADE
			Fall		
			Winter		
			Spring		

Presentation of Dissertation Topic and
Advancement to Candidacy

Month	Year

Ed.D Course of Study Fourth Year

DEPARTMENT	COURSE NUMBER	QTR. UNITS	QUARTER	YEAR	GRADE
Education Studies	262A	4	Fall		
Education Studies	262B	4	Winter		
Education Studies	262C	4	Spring		
Education Studies	289	4	F,W,S		

Dissertation defense and
Degree awarded:

Month	Year

SUMMER SESSION COURSES 2009

<http://summersession.ucsd.edu/>

- Fee payment may be made on TritonLink
- Fees: \$243.00 per unit plus an \$84.25 University Center and Recreation Facility fee for UCSD students.
 For example: 4 unit class = \$1056.25
 2 classes = \$2028.25
 3 classes = \$3000.25
- A \$50 late fee applies after June 11, 2009.
- Students cancelled from courses for non-payment on June 12, 2009

Sec ID	Crse#	Course Title	Units	Days	Time	Period	Location	Instructor
664000	EDS 229	Introduction to Educational Resources	4	M-F	5-7:50 5-7:50 4-7:00	16,17,18 June 28,30 July 14 August (4-7 pm)	PCH 304 PCH 304 PCH 304 PCH 304	Paula Levin
664001	EDS 231	Special Topics in Education	4	M-F	5-7:50	22,24,25,29 June 1,2,8,9,13,15 July	PCH 440	Jim Levin
Summer Electives Available to Students Pursuing M.A. Degree IMPORTANT: 8 units of elective coursework required for Master of Arts degree. See Paula or Jeff for information.								
664445	EDS 115	Cognitive Development and Education	4	MW	2:00-4:50	29 June -29 July	PCH 122	Cheryl Forbes
664446	EDS 117	Language Culture and Education	4	WF	9:00-11:50	5 Aug - 4 Sept.	CSB 002	Rachel Jacob-Almeida
664447	EDS 125	History, Politics & Theory of Biling. Ed.	4	WF	2:00-4:50	5 Aug - 4 Sept	PCH 340	Bobbie Allen
664002	EDS 250	Equitable Educational Research & Practice	4	MWF	1:00-3:50	17,19,22,24,26,29 June 1,6,8,10 July	PCH 340	Luz Chung

M.A. & 1st YEAR Ed.D. COURSE DESCRIPTIONS

CORE COURSES:

EDS 229. Introduction to Educational Resources (2)

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

EDS 230A-B-C. Research on Curriculum Design (4-4-4)

A yearlong course sequence that 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 classrooms.

EDS 231. Advanced Instructional Practices (4)

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. Special Topics in Education (4)

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 Topics in Education Research & Design (2)

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

EDS 250. Research Practicum (1-6)

Supervised research studies with individual topics selected according to students' special interests. Students will develop a research proposal appropriate for M. A. thesis, and begin to gather and analyze data.

EDS 295. MA Thesis (4)

The student will work on the M. A. thesis under the direction of the student's thesis committee chair.

M.A. ELECTIVES:

(8 units of elective coursework required for Master of Arts degree)

EDS 115. Child Development and Education (4)

This course introduces prospective teachers to the cognitive, social and emotional development of children, including developmental learning theory, the teaching/learning process, maturation, and cross-cultural variation in development. Implications for classroom practices are drawn.

EDS 117. Language, Culture, and Education (4)

The mutual influence of language, culture, and education. Explanations of students' school success and failure that employ linguistic and cultural variables, bilingualism, and cultural transmission through education are explored. Prerequisite: upper division standing or consent of instructor.

EDS 118. Adolescent Development and Education (4)

This course introduces prospective secondary teachers to the cognitive, social, and emotional development of adolescents, including developmental learning theory, the teaching/learning process, effective learning environments and cross-cultural variation in development. Implications for classroom practice are drawn.

EDS 125. History, Politics & Theory of Bilingual Education (4)

This course provides a historical overview and models of bilingual education in the United States. Students will examine sociocultural, theoretical and policy issues associated with native language and second language instruction, and legal requirements for public bilingual programs. Speaking, writing, and reading knowledge of Spanish is required.

EDS 126. Social Organization of Education (4)

The social organization of education in the U. S. and other societies; the functions of education for individuals and society; the structure of schools; educational decision-making; educational testing; socialization and education; formal and informal education; cultural transmission. Prerequisites: upper division standing or consent of instructor.

EDS 250. Equitable Educational Research and Practice (4)

This course introduces students to research studies and educational practices of educational equality, both in general and within specific content areas. Research studies relevant to educational equity will be examined, as will practices that have attempted to enable all students to achieve to the best of their abilities.

EDS 351. Teaching the English Language Learner (4)

Students will examine the principles of second language acquisition and approaches to bilingual education. They will develop a repertoire of strategies for teaching in elementary or secondary content areas. Prerequisite: affirmed EDS candidacy or consent of instructor.

EDS 376. Writing, Reading and Language Instruction (4)

This course satisfies the California Commission on Teacher Credentialing requirement for preparation in reading theory and methods for all credential candidates. Theories of reading development, integration of the language arts, reading and writing in the content areas, teaching methods and literature. Prerequisite: affirmed credential candidate or consent of instructor.

EDS 382. Inclusive Education Practices (4)

This course satisfies the Commission on Teacher Credentialing requirement for Special Education. Topics include: teaching methods for accommodating special-ne students in the regular classroom, developing an Individual Education Plan, characteristics of special-ne students, lesson planning to accommodate individual differences and legislated mandates.

Ed.D. COURSE DESCRIPTIONS

EDS 260ABC: Educational Research and Evaluation Design (4,4,4)

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 261ABC: Advanced Research and Evaluation Methods (4,4,4)

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 262ABC: Dissertation Writing Seminar (4,4,4)

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 270: Leadership and Equity in Educational Reform (4)

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

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

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: Education and Culture (4)

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: Research in Teaching and Learning: Reading and Writing (4)

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: Research in Teaching and Learning: Mathematics (4)

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: Research in Teaching and Learning: Science (4)

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: Research in Teaching and Learning: English Language Learning (4)

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

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: Talking Culture, Culture Talking: Voices of Diversity (4) 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"

Some Supporting Graduate Courses In Related Fields

Anthropology 263: The Anthropology of Language and Discourse (4 units)

Catalog Description This course emphasizes the importance of linguistic and discursive processes in constituting social relations and systems. We examine different approaches to analyzing this relationship of social and linguistic structures.

Cognitive Science 213: Issues in Cognitive Development (4 units)

This course offers current issues in human development of interest to cognitive scientists. An emphasis is placed on foundations of mind and how information is represented at various stages of learning and development. (May be repeated once, when topics vary.)

Cognitive Science 220: Information Visualization (4 units)

This seminar surveys current research in information visualization with the goal of preparing students to do original research. The focus is on the cognitive aspects of information design, dynamic representations, and computational techniques. Topics vary each time course is offered.

Cognitive Science 234: Distributed Cognition (4 units)

This course focuses on aspects of individual and socially distributed cognition. Empirical examples are drawn from natural and experimental settings which presuppose, tacitly or explicitly, socially distributed knowledge among participants. The class examines the way locally managed, pragmatic conditions influence how decisions are framed.

Communication 200C: Introduction to the Study of Communication: Communication and the Individual (4)

This course will draw on theorists who examine human nature as constituted by social, material, and historical circumstances. This course considers the media in relation to the ontogenetic and historical development of the human being and an examination of the individual as socially constituted in a language-using medium. The role of new communication technologies as part of research methodologies is explored in lecture-seminar.

Communication 261: Mediation Approaches to Culture/Mind (4 units)

This course will examine theories of mind in which cultural mediation is given a leading role. The work of anthropologists, psychologists, and communication scholars will be studied in depth. Emphasis will be placed on the methodological implication of cultural theories of mind for empirical research.

Ethnic Studies 200C: Controversies in Ethnic Studies (4 units)

Catalog Description This course is structured around contemporary events and debates over theories, methods, and objects of inquiry in ethnic studies.

Ethnic Studies 289: Topics in Ethnic Studies Research (4 units)

Catalog Description This course is a research seminar on themes of contemporary and historic importance in ethnic studies. Themes will be determined by the instructor. Course may be repeated three times for credit.

LTWR 260: Autoethnographies of Literacy (4 units)

Catalog Description Designed for public school teachers, this writing seminar concerns ethnographic and autoethnographic studies of "literate" and "illiterate" in the United States.

LTWR 272: Research in Composing and Writing Discourse (4) This course will survey current research on composing and written discourse. It will also explore various problems and issues in designing research studies.

MSED 296ABC: Mathematics and Science Education/Seminar (4-4-4 units)

Catalog Description Issues concerning the learning of mathematics and science, with particular emphasis on lower-division coursework, will be addressed from the perspectives of how students learn, what students learn, and how students are taught.

Psychology 242ABC: Research Topics in Developmental Psychology (4-4-4 units)

Catalog Description Advanced seminar concentrating on methods of research and current experimental literature.

Sociology 270: The Sociology of Education (4 units)

Catalog Description A consideration of the major theories of schooling and society, including functionalist, conflict, critical, and interactional; selected topics in the sociology of education will be addressed in a given quarter, including: the debate over inequality, social selection, cultural reproduction, and the transition of knowledge, the cognitive and economic consequences of education. Major research methods will be discussed and critiqued.

EDUCATION STUDIES FACULTY

Director:

Dainow, Amanda (Director, Professor Education Studies)
Ph.D. in Education from UCLA, 1995. Education Reform, Equity, Comprehensive School Reform, Intersection of Gender and Educational Reform, Urban High Schools

Associate Director: 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.

Graduate Advisor:

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.

EDS 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.

Balzano, Gerald J. (Associate Professor of Music). Ph.D. in Cognitive Psychology from Stanford University, 1977: Computers and Learning, Programmable Computer Environments for Children, Music Perception, Pedagogy and Philosophy of Mathematics, Theories of Perception and Learning.

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

Chrispeels, Janet H. (Professor, Education Studies). Ed.D. in Educational Leadership, University of San Diego, 1990; MA in Political Science San Diego State University, 1969; BA in Political Science, Michigan State University, 1966. Organizational change, school reform, team, shared and distributed leadership, school-family relations.

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.

Daly, Alan J. (Assistant 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. (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.
<http://members.home.net/cheri/forbes>

Halter, Chris. (Lecturer, Supervisor, 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 Hale. (Lecturer, Security of Employment, Education Leadership). 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, Caem. (Lecturer, Supervisor, Education Studies). M.A. in Teaching and Learning: Curriculum Design from University of California, San Diego, 1990: Elementary Mathematics and Reading Education.

Levin, James. (Professor of Education Studies). Ph.D. in Psychology from University of California, San Diego, 1978: Technology and Educational Reform; Human Problem Solving; Cognitive Processes; Discourse Processes.

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.

Mehan, Hugh (Bud). (Professor of Sociology; Director, CREATE: Center for Research in Educational Equity, Assessment and Teaching Excellence). Ph.D. in Sociology from University of California, Santa Barbara, 1971: Sociolinguistics, Discourse/Power, The Sociology of Education.

Millstone, Rachel. (Lecturer, Supervisor, Education Studies). B.S. in Biological Sciences from Stanford University, 1987. M.A. in American Literature from San Diego State University, San Diego, 2001: Secondary Science Education.

Ramsey, Claire. (Associate Professor, Education Studies). Ph.D. in Education in Language and Literacy from the University of California, Berkeley, 1993. Literacy and culture, sociolinguistics of sign languages in U.S. and Mexico.

Scharton, Susan. (Lecturer, Supervisor, 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, 2001. Elementary Reading/Language Arts Education.

Sewall, Marcia. (Lecturer, Supervisor, Education Studies). M.A. in Teaching and Learning: Curriculum Design from University of California, San Diego, 1991. Secondary English and ESL 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.

Affiliated Faculty:

Betts, Julian R. (Professor) Dept. of Economics, University of California, San Diego. Adjunct Fellow, Public Policy Institute of California.

Binder, Amy J (Associate Professor) Department of Sociology. Culture, Education, Social Movements, Organizations

Brodkey, Linda. (Professor) Department of Literature; Director, Warren College Writing Program

Cole, Michael. (University Professor of Communication and Psychology; Director, Laboratory of Comparative Human Cognition). Ph.D. in Psychology from Indiana University, 1962. The Relation Between Culture and Mind; Development of Learning Skills in Children. Cultural Variations in Learning Skills, Learning Disabilities and Models of Learning.

Deik, Gedeon. (Associate Professor of Cognitive Science). Ph.D. in Child Psychology from the University of Minnesota, 1995. Cognitive Development, Language Development, Adaptive Problem Solving and Categorization.

Goldfarb, Brian (Associate Professor of Communication) Media Cultures of Education in and Beyond the Classroom

Goodall, Grant. (Professor and Director, Linguistics Language Program). Ph.D. in Linguistics from University of California, San Diego. Syntactic Theory, Structure Of Spanish And Chinese. Second Language Acquisition and Methodology of Language Teaching.

Gordon, Nora. (Assistant Professor of Economics). Ph.D. in Economics from Harvard University, 2002. Economics of Education, Public Economics, Labor Economics.

Harel, Guershon. (Professor of Mathematics). Ph.D. in Mathematics from Ben-Gurion University of the Negev, 1985. Cognition and Epistemology of Mathematics and

Applications for Mathematics Curricula and Teacher Education.

Hollan, James D. (Professor of Cognitive Science and Computer Science Department of Cognitive Science) Distributed Cognition and Human-Computer Interaction Laboratory Ubiquitous Computing and Social Dynamics Research Group Division Council of Calit2

Tanaka, Stefan (Professor of History). Ph.D., University of Chicago 1986. Specialist in modern Japanese history, including aesthetics and belief in Meiji Japan.

Vasquez, Olga. (Associate Professor of Communication). Ph.D. in Education from Stanford University, 1989. Curriculum and Teacher Education, Language, Literacy and Culture.

Weinhausen, Gabriele (Associate Dean for Education in Biology) Promoting "meaningful learning" in college science teaching

Faculty Biographies

BOBBIE ALLEN

Supervisor of Student Teaching, Continuing Lecturer in 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.

JERRY BALZANO

Associate Professor, Music and EDS

Jerry Balzano was born in New York, received a B.A. in Psychology from Franklin and Marshall College in 1972, and a Ph.D. in Cognitive Psychology from Stanford University in 1977. He teaches courses in both the Department of Music and EDS, with learning-with-computers being the common thread. He has written articles for a wide variety of journals, and tries hard to be reasonably conversant and current in the literature of a number of different areas, including technology and learning, mathematics education, music perception, cognitive science, and philosophy of mathematics and science. Reading is thus not so much a pastime for Jerry as a compulsion. Learning mathematics is somewhat of a hobby for him, and he is always on the lookout for clear and interesting presentations of difficult mathematical ideas. (Hint: None of these were found in any of his math textbooks! And writers in Great Britain seem to be better at this than American Writers.) But his major passion concerns the creative use of computers (across-the-curriculum) for learning, thinking, and well, creating. Jerry thinks that what it means to "program a computer" is headed for some serious changes; he wants teachers and learners to be ready when this happens, and to be prepared to utilize the computer as a tool for lifelong learning. When he is not being so serious, he trolls the web for cool software; he fancies himself a connoisseur of software and pizza.

RUSTY BRESSER

Supervisor of Student Teaching, 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 the Marilyn Burns

Education Associates and is the author of Math and Literature, Grades 4-6, Second Edition, and co-author of Developing Number Sense, Grades 3-5, 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 recently published an article on helping English language learners develop computational fluency in *Teaching Children Mathematics*, an NCTM journal. This year, Rusty and his co-authors, Kathy Melanese, Christine Sphar, and Carolyn Felix, 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.

JANET CHRISPEELS

Professor, Education Studies and UCSD Director for the Joint Doctorate in Educational Leadership

Janet Chrispeels earned her Ed.D. in Educational Leadership from the University of San Diego. Prior to joining the UCSD Education Studies faculty, she was a professor in Education Leadership and Organizations at the University of California, Santa Barbara. Her research in the past six years has focused on the issues of organizational change and school improvement. This broad agenda encompasses three specific research strands: 1) investigating models and theories of whole system change, 2) exploring practice and policy issues related to professional development of administrators and teachers, especially through school teams (leadership, grade level, administrative teams and multi-shareholder district teams), and 3) developing conceptual and empirical knowledge about school-home collaboration, especially in regard to Latino families.

She is currently serving as the UCSD director for the Joint Doctorate with CSU San Marcos and SDSU in Educational Leadership. She has worked actively in the last few years to link theory, research, and practice through working with five school districts to implement system changes at multiple levels of the system: district, school and grade/department level. This work has led to an understanding of the need to use a strengths-based inquiry process to assist systems to shift from deficit models of thinking that kept the achievement gap in place to more asset approaches to educational change and development.

LUZ CHUNG

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.

ALAN J. DALY

Assistant 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.

AMANDA DATNOW

Director of Education Studies, Professor Education Studies

Amanda Datnow is Professor and Director 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.

GEDEON DEAK

Associate Professor, Cognitive Science and Education Studies

Gedeon Deak received his B.A. from Vassar College in 1990 and his Ph.D. in Child Psychology from the University of Minnesota in 1995. Before coming to UCSD, he was an Assistant Professor of Psychology and Human Development at Vanderbilt University from 1995-1999. His principle interest is adaptive problem solving in humans, and how this develops. He studies how children make inferences to solve unpredictable and unfamiliar problems. Most of his work focuses on children ages 3 to 6 years, who have historically been described as "inflexible." He also studies children's word learning and word use, and certain critical phenomena in infant-parent communication.

Deak teaches EDS 115, "Cognitive Development and Education." This is a research-based course that gives students a grounding in state-of-the-art cognitive and language research, as well as educational research, relevant to elementary teaching and learning. He also teaches undergraduate and graduate seminars in Cognitive Science and in Human Development, as well as COGS 113, "Cognitive Development." He is on the executive council of the Human Development Program/Center, which he has played a role in shaping and re-shaping.

CHERYL FORBES

Coordinator of Teacher Education and Continuing Lecturer in 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 126, "Introduction to Teaching and Learning." Her research interests center on language development and identity construction among bilingual children and youth.

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

Supervisor of Student Teaching, Lecturer SOE

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.

GUERSHON HAREL

Professor of Mathematics and Education Studies

Guershon Harel, Professor of Mathematics, earned his Ph.D. in Mathematics from Ben-Gurion University of the Negev in Israel. His research focuses on cognition and epistemology and mathematics and their application in mathematics curricula and teacher education; the concept of mathematical proof, the learning and teaching of linear algebra, and the development of proportional reasoning.

CAROLYN HUIE HOFSTETTER

Lecturer SOE

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 in Education Studies

Caren Holtzman received her B.A. in English Literature at UCSD. She subsequently got her teaching credential through EDS. After several years of classroom teaching, she returned to UCSD to obtain her Master's degree. She was a classroom teacher (grades 2-8) 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. She is the co-author of Developing Number Sense: grades 3-6, MiniLessons for Math Practice: K-2, and MiniLessons for Math Practice: 3-5. Her latest book, Object Lessons: Teaching Mathematics Through the Visual Arts, is in press. Her work with the PAL (Partners at Learning) Program at UCSD has led her collaborate extensively with local community colleges, preK-12 schools, and community organizations. Her cross-institutional collaborations have included arts projects at Florence Elementary, Jackson Elementary and Freese Elementary. She is currently the head of UCSD Artsbridge. Caren received the 2002 Barbara and Paul Saltman Distinguished Teaching Award.

TOM HUMPHRIES

Associate Director of Education Studies & Associate Professor

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.

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 writings focused on 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 led a Ford Foundation-funded ethnographic evaluation of Thurgood Marshall College's first year course: Dimensions of Culture. Also, 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, Paula serves as the Associate Faculty Director for UCSD Programs Abroad and likes talking with students about studying and

conducting research around the world. Outside of work, she likes to travel, read ethnographic mysteries; listen to world, folk, and Hawaiian music; and play the piano and hammered dulcimer. During football season, she is not far from her "Terrible Towel", which she waves in support of her hometown Pittsburgh Steelers.

HUGH MEHAN

Director of CREATE, Professor of Sociology

Hugh Mehan is Professor of Sociology and Director of The Center for Research on Educational Equity, Access, and Teaching Excellence (CREATE) at UCSD, appointments that link his commitments to research and practice. CREATE coordinates efforts at UCSD to improve the academic preparation of under represented students in the community through partnerships with K-12 schools and districts and the Preuss School, UCSD's on-campus model charter school.

Since receiving his PhD in Sociology from UC Santa Barbara in 1971, he has studied classroom organization, educational testing, tracking and untracking, computer use in schools and the construction of identities such as the "competent student," the "learning disabled student," the "mentally ill patient" and the "genius." He has worked closely with K-12 educators so that they can make informed decisions to insure that excellent educational opportunities are available to all children.

He has authored 6 books (*The Reality of Ethnomethodology, Learning Lessons, Handicapping the Handicapped, Constructing School Success, Extending School Reform: From One School to Many and Reform as Learning: School Reform, Organizational Culture, and Community Politics in San Diego* and edited 4 (*Language Use and School Performance, The Write Help, The Social Organization of Intellectual Behavior, and The Discourse of the Nuclear Arms Race*).

His recently published book, *Reform as Learning* (with Mary Kay Stein and Lea Hubbard), discusses the contentious cultural and political controversies engendered by the reforms instituted by Alan Bersin and Tony Alvarado in San Diego from 1998-2003.

Elected to the National Academy of Education in 1997, he is the recipient of 4 teaching awards and a public service award at UCSD: The Thurgood Marshall College Outstanding Teaching Award in 1991, the Eleanor Roosevelt College Outstanding Teaching Award in 1994, The Academic Senate's Outstanding Teacher Award in 1997, the Muir College "Most Valuable Professor" [MVP] award in 2001, and the Chancellors' Associates' "Outstanding Faculty Member" award in 2004.

He was presented the George and Louise Spindler award for outstanding contributions to anthropology and education by the American Anthropological Association in November 2006, the Elizabeth Cohen award for outstanding contributions to applied Sociology by the Sociology of Education SIG of the AERA in April 2007, and a Lifetime Achievement Award by Division G of AERA in April 2008.

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. Kathy has worked with the California Reading and Literature Project in leading staff development in the areas of literacy and English Language Development. Her interests include promoting bilingual education and strategies to help English Language Learners.

RACHEL MILLSTONE

Supervisor of Intern Teaching, Lecturer in Education Studies

Rachel Millstone earned her B.S. degree in Biological Sciences from Stanford University in 1987, and an M.A. in English Literature from San Diego State University in 2001. She is in the process of completing her dissertation for the Ed.D. in Teaching and Learning program at UCSD. 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.

CLAIRE RAMSEY

Associate Professor, Education Studies

Claire Ramsey grew up in Seattle. Along with all the blonde, blue-eyed Norwegian-American second graders at Stevenson Elementary School, she learned Spanish soon after Sputnik was launched. (Unlike the morbid fear of bilingualism prevalent today, adults in those times believed that making children bilingual would allow them to progress so far that they could outsmart communists). She earned a BA in Romance Linguistics at the University of Washington, an AAS in Sign Language Interpreting from Seattle Community College, and an MA in Linguistics from Gallaudet University. After working briefly as an English/Spanish/French translator, she switched languages became an ASL/English interpreter. After a stint interpreting in a public school "mainstreaming" program, she had so many questions that she had to go back to graduate school to figure out how understand the mysterious organization of deaf education in public schools. At University of California, Berkeley she earned a Ph.D. in Language, Literacy, and Culture. Her first book, *Deaf Children in Public Schools* (1997, Gallaudet University Press) was based on her dissertation. She held temporary appointments at UC San Diego from 1991 to 1996, when she went to the University of Nebraska Lincoln to direct their MA program in Deaf Education. In 2003, she joined the faculty of the Ed.D. program in Teaching and Learning at UCSD. Her research interests include literacy and reading in- and out-of-school, especially in the US Deaf community, and the sociolinguistics of Lengua de Señas Mexicana (LSM, or Mexican Sign Language) in Mexico. Since 1996 she has done fieldwork in Mexico City among Deaf signers with the goal of documenting the social structures that maintain LSM. Her next book *Esos Sordos que Delefrean: The Surviving Students of the Mexican National School for the Deaf* (working title) is an ethnography of the elderly Deaf people of Mexico City, who describe themselves as educated deaf people "who can spell." This volume will appear in 2010 from Gallaudet University Press. In addition, she is tracking the transmission and continuity of LSM across Deaf people in Mexico City.

SUSAN SCHARTON

Supervisor of Student Teaching, Lecturer in Education Studies

Susan Scharton received a B.A. in Sociology and her Multiple Subject Teaching Credential from UCSD in 1980. She received her M.A. degree in Curriculum Design at UCSD in 2001 and her Ed.D. in Teaching and Learning in 2007. Susan was a classroom teacher for 20 years and taught grades 1-6, as well as a mentor teacher and a language resource teacher. Susan is a math consultant for Marilyn Burns Education Associates and presents workshops 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 for the P@L program as well as language arts methods to the elementary

credential candidates. In her free time, Susan enjoys writing, bellydancing, cooking, and hanging out with her husband and dogs.

MARCIA SEWALL

Supervisor of Student Teaching, Lecturer in 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 several years as a middle 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.

Her interests focus 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.

Faculty Phone Numbers and E-mail Addresses

Faculty	Phone Number	Email
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Administrative Staff

ED ASHTON, Credential Analyst and Undergraduate Coordinator

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1. Program Advising: M.Ed./Credential; Subject Matter Waivers, Graduation
2. Field Placement Coordination
3. Credential Processing for outgoing students
4. Liaison with California Commission on Teaching Credentialing
5. Certificates
6. Payments & Evaluations for Cooperating Teachers
7. Management of District Contracts
8. PACT Hard Copies

PAMELA FRUGÉ, Management Services Officer

534-4875, 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

JEFF JAMES, Graduate Coordinator

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1. MA-Curriculum Design Program Advising: Admissions, Graduate Student Procedures: Orientation, LOA, Withdrawals, Deferrals and Conferral of Degree
2. Ed.D. Program Advising: (same as above)
3. Graduate Student Support Coordinator (Block Grant, APLE, TEACH Grant, USDE)
4. Stipend and Fee Payments
5. TAHU/TAFE

ERICA KELLER, Personnel Coordinator

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1. Payroll & Personnel Services: Faculty, Staff, and Student
2. UC Benefits Representative
3. Department Buyer
4. Travel / Mileage
5. General Reimbursement

ANNA LU, Academic Personnel/Director Asst.

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1. Assistant to the Director
2. Academic Personnel
3. Faculty Recruitment
4. Event Planning/Coordination

LEA MARZO, Student Affairs Assistant

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1. General Program Advising (answers all general inquiries regarding the M.Ed./Credential program)
2. SMI program administration
3. Admissions Coordinator for the MS-1-SUM, MS-1, and MS-2 programs
4. Advisor for EDS minors (undergraduate students)
5. Coordination of EDS Outreach and Recruitment
6. Publications Coordination

7. Student Enrollment Concerns

SARAH MOULTON, Academic Personnel/Assistant to the Director

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1. Assistant to the Director
2. Academic Personnel
3. Faculty Recruitment

SUZANNE OSWALD, Student Affairs Manager

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1. Student Services Administration
2. Graduate Program Management + Administration
3. Fiscal Administration of Student Support Funds
4. Joint Doctoral Program in Education Leadership Coordinator

DENVER WASHINGTON, Financial Manager

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1. Accounting
2. Expense Projections
3. Inventory
4. Security and Key Control
5. Contracts and Grants
6. Facilities – Key/ room access

GISELLE VAN LUIT, Credential Analyst and Graduate Coordinator

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1. Program Advising: M.Ed./Credential, Graduate Student Procedures: LOA, Withdrawals, Deferrals, and Conferral of Degree, BCLAD Program
2. MA-ASL Program Advising: (same as above)
3. Credential Processing for Certificate of Clearance and Internship Credentials
4. Liaison with California Commission on Teacher Credentialing
5. Admissions Coordinator for M.Ed./Credential, and ASL programs
6. Graduate Student Orientations

MELISSA WOLF, Course/Room Scheduling P@L Coordination

22177 mawolf@ucsd.edu

1. Instructional Support Services: registration, syllabi, textbooks, audio-visual
2. Course/Room Scheduling and Grades, Course files
3. P@L Coordination
4. Receptionist for the EDS Advising office and general support for the Graduate Coordinators
5. General Program Advising (covers basic inquiries regarding the M.Ed./Credential program)
6. Admissions Coordinator for the ASL, SS-1, SS-2, and SS-9 programs
7. Interpreter Coordination
8. Parking and other administrative requests (forms ordering)
9. Synchronized PACT scoring distribution

UCSD TritonLink

<http://tritonlink.ucsd.edu>

By using your Student ID and PAC (Personal Access Code) you can add, drop, change, and wait list sections online.

Other features available to students on TritonLink.

- **View an updated version of the Schedule of Classes.**
The schedule information is updated Monday-Friday. In addition to showing new classes, cancelled classes, and changes, TritonLink shows additional information (review sessions, make-ups, films, and exams) as they are scheduled throughout the quarter.
- **View your billing statement and make payments.**
By choosing the yellow button labeled *Billing and Payment*, you can determine how much you owe the University and see your account transactions for the last thirty days and prior periods. You can also see your *Billing Statement* and make an electronic payment.
- **View your financial aid information.**
You can view detailed information about your application for financial aid, including: academic progress for financial aid, preliminary aid eligibility, application status, documents needed, award letter status, award amounts, scheduled disbursements, and loan statuses and amounts.
- **Verify your residency status for tuition purposes.**
Use the *Where do you want to go?* pull-down menu, and select *Residency information*. This page also provides links for Residency information for new students and instructions for change of classification for continuing students.
- **Update your Addresses (mailing and e-mail), Emergency Contacts, and Directory Publishing Restrictions.**
All of this information can be reached by using the yellow button labeled *Addresses*.
- **View your academic history, classes and wait lists, weekly planner, majors, and holds.**

TritonLink Availability

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.) Read the *Help* page for more information on availability.

On occasion, you may experience delays in TritonLink response. Certain periods during the quarter place heavy demands on the servers, such as Registration, Add/Drop, and end-of-term. We are continually optimizing and enhancing the servers to meet the increasing Web-access needs of the campus. The overnight hours are required to handle backups and batch processing on this database, and the system does not currently allow real-time access for TritonLink to occur simultaneously. When backup and batch activities are completed, access to TritonLink is restored.

You can access TritonLink from anywhere you have a connection to the internet: via on-campus labs, network connections located in on-campus housing, dialing in through UCSD modem pool, or through an off-campus Internet Service Provider (ISP). We recommend using at least Netscape Navigator 4.7, or Internet

Fall 2009 Important Dates

tritonlink.ucsd.edu

ENROLLMENT AND REGISTRATION DEADLINE

9/18/09

Fall quarter enrollment has begun. Please be sure to enroll in your classes by the enrollment deadline above to avoid a \$50 late fee. The TritonLink Web Site is: <http://tritonlink.ucsd.edu>. You should register for the following class in Fall quarter

EDS 230A 4 units letter grade Wednesdays 5-7:50 p.m.

First day of Fall quarter classes begins on Thursday, September 24
EDS 230A begins on Wednesday, September 30

FEE PAYMENT DEADLINE

Courses will be cancelled if payment is not received by

9/23/09

WAIVER OF HEALTH INSURANCE FEE

9/18/09

Please be sure file for the health insurance waiver **prior** to this deadline. (See "Health Insurance Waiver" information in this booklet). If you have questions about this, please contact GSHIP (Graduate Student Health Insurance Program) Representative at 858-534-2124.

DEADLINE TO ADD/DROP AND CHANGE COURSES

10/9/09

Graduate students may not add/change/drop via StudentLink after the 2nd week of the quarter. If you do not know whether you need to add a course, call Jeff James (858-822-2350) to assist you.

DEADLINE TO APPLY FOR PART TIME STATUS

10/9/09

Registration fees are significantly reduced if you are taking 6 units or less in a quarter and become a part-time student. You **MUST APPLY FOR PART TIME STATUS through EDS prior to this deadline**. Contact Jeff James to pick up the appropriate paperwork. **NOTE:** Once approved for half-time status the student will be automatically assessed reduced fees each quarter thereafter until enrollment exceeds six units.

DEADLINE TO FILE FOR LEAVE OF ABSENCE

10/9/09

By filing a leave of absence, you may take up to three quarters leave from the program without being readmitted.

*Full year academic and administrative calendars can
be found on the TritonLink homepage*

ENROLLMENT AND REGISTRATION

<http://tritonlink.ucsd.edu/>

GENERAL PROCEDURES

All courses are to be taken for letter grade **except EDS 233A** in Winter, **EDS 290** in Spring, & **295** in Summer and **EDS 299** (Ed.D. 4th year).

ENROLLING AND REGISTERING IN CLASSES

To enroll in classes you must use TritonLink on the UCSD Web Site at <http://tritonlink.ucsd.edu>. You will be asked to enter your Personal Identification Number (PID and your Personal Access Code (PAC), a 4 digit number issued to entering students by the Registrar's office. You will receive a handout each quarter with all of the information you will need for that quarter's courses (section ID numbers, # of units, grading option). Information about your fall courses is in this handbook in "Fall 2009 Important Dates".

STUDENT BILLING SERVICES

The University sends billing statements only once each quarter. It is your responsibility to pay fees by the established deadlines even if you do not receive a bill. Failure to register by the published deadlines may result in penalties ranging from late fees, enrollment holds, and course cancellation. The late fee deadlines 2008-2009 are:

TERM	ENROLLMENT BEGINS	LATE FEES BEGIN	COURSES DROPPED FOR NON PAYMENT
Fall 2009	May 6	September 18	September 23
Winter 2010	November 4	December 18	January 4
Spring 2010	February 9	March 22	March 29

The most complete and up to date information available regarding fee payment methods and other student related business matters can be found by visiting the Student Business Services website:

http://www.ucsd.edu/current-students/_organizations/sbs/

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 858-534-7537. Any questions about Financial Aid, you may call 858-534-4480.

There is a deferred payment program that allows registration fees to be paid in up to three installments each quarter. Applications are available at Student Business Services (SBS) 201 University Center. A \$30 non-refundable fee must be submitted with the application. If you have any questions, please call the SBS office at 858-534-6806, or visit the website listed above.

UCSD E-mail Accounts

<http://www-accs.ucsd.edu/account-tools/>

It is required that EDS graduate students obtain E-mail service from Academic Computing Services (ACS). You may apply for an ACS personal account from their website.

Even if you currently have an E-mail account, you must also obtain a UCSD E-mail account. **Please Note:** your personal e-mail can be linked to your UCSD account. For information on how to do this, you may visit:

<http://acs.ucsd.edu/email/redirect.php>

Academic Computing Services (ACS)

<http://www-accs.ucsd.edu>

ACS Accounts Office:

Room 2113. Applied Physics and Math Building, Muir Campus

858-534-4060 or for more detailed questions: 858-534-4061

Hours: 10 a.m. – 3:30 p.m., Monday – Friday

E-mail: acs-consult@ucsd.edu

Photo ID's
sbs.ucsd.edu

WHY?

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

WHERE?

UCSD ID cards are issued by the Student Business Services Office (SBS). The phone number for the office is 858-534-4322. They are located in the Student Services Center.

WHEN?

To have your picture taken, you may go any time during business hours. The Office is open Monday through Friday, from 8 a.m. – 4 p.m.. Be sure to bring a picture I.D. (i.e. driver's license) with you. 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":

Tuesday, June 16 from 4:00 – 4:30 p.m.
(1 hour before class)

HOW MUCH?

There is no fee for the ID card. Please be sure to mention that you are a new Education Studies graduate student when you arrive for the appointment.

The Graduate Student Health Insurance Plan (GSHIP)

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

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.

2009 - 2010 Academic Year Health Insurance Waiver Deadlines

Fall 9/18

Winter 12/28

Spring 3/19

For more information, please call (858) 534-2124, or visit:

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

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. If you do not see the final page 'SHIP WAIVER: COMPLETED', contact the Student Health Insurance Office prior to the waiver deadline to complete the waiver process.

Emergency Numbers:

Medical Emergencies, Police Fire, Rescue.....	911
Thornton Hospital Emergency Room (on campus).....	(858) 657-7600
Psychological Services.....	(619) 534-3755
Student Safety Awareness Program.....	(619) 594-5793
Office of Students with Disabilities.....	(858) 534-4382
Poison Information*.....	(800) 876-4766

Parking Permits

<http://parking.ucsd.edu>

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. 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

Student "S", "B", and "M" parking permits can be purchased via TritonLink using your university PID and personal access code, or at the Parking Office with a UCSD photo ID. Payments can be made, monthly, quarterly or annually

Parking Sales and Services 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 second level of the Gilman Parking structure, contact the Sales and Services Specialist in parking at (858) 822-2078 or visit <http://parking.ucsd.edu>.

****There are several parking pass options available. If you are usually on campus after 4:30 p.m. consider the Night/Weekend Quarterly parking permit. These permits cost about \$45 per quarter.****

Be sure you park legally to avoid costly citations.



University of California, San Diego
parking.ucsd.edu

-  Road Closed
-  Visitor Information Center
-  Parking Permit Dispenser
-  Change Machine
-  Stuart Collection
-  Campus Loop

