

FALL 2021

Discovery@UCSB

Transfer– Exploration, Discovery & Linked Seminars:

- If you are hitting a unit error while trying to register for a Discovery@UCSB seminar you may request an exception for a bypass by emailing me at kvonderlieth@ucsb.edu
- *If you email me for a bypass - Please include your PERM & which INT you would like to bypass the unit restriction. Once a student receives the bypass, you must still enroll through GOLD during your active pass time, space remaining. A bypass does not override the unit cap in a given pass time of 13.5 units during Pass1.

Please note that if a listed seminar does not last the full 10 weeks, the drop deadline may be sooner.

Update 9/9/2021

INT 186AJ - “School Psychology Jedi Academy: Supporting Social, Emotional, and Mental Health of Children”

- **Seminar Type:** *Transfer Exploration*
- **Department:** Department of Counseling, Clinical, and School Psychology
- **Instructor:** Shane Jimerson
- **Instructor Email:** Jimerson@ucsb.edu
- **Day - Time - Room:** Tuesday 12:00-12:50 in HSSB 4201
- **Enroll Code:** 28084

Course Description: The central aim of this seminar is to provide students with information and insights regarding the professional domain of school psychology. School psychologists have expertise in mental health, learning, and behavior, to help youth succeed academically, socially, behaviorally, and emotionally. This seminar introduces how school psychologists partner with families, teachers, school administrators, and others to create safe, healthy, and supportive learning environments. Students are encouraged to bring their lunch and actively engage in the exploration and discussions about school psychology. Topics will include: 1) What is a school psychologist? 2) What is required to become a school psychologist? 3) How do I prepare if I want to go to graduate school in school psychology?

Bio: Shane R. Jimerson, Ph.D. is a Professor at the University of California, Santa Barbara. His scholarly publications and presentations have provided insights regarding; school violence and school safety, school crisis prevention and intervention, developmental pathways of school success and failure, the efficacy of early prevention and intervention programs, school psychology internationally, and developmental psychopathology. Among numerous publications, he is the lead-editor of *The Handbook of Bullying in Schools: An International*

Perspective (2010, Routledge), he is also the lead-editor of *The Handbook of School Violence and School Safety: International Research and Practice* 2nd Edition (2012, Lawrence Earlbaum, Inc), a co-editor of *Best Practices in School Crisis Prevention and Intervention* 2nd Edition (2012, National Association of School Psychologists), the lead-editor of *The Handbook of International School Psychology* (2007, SAGE Publishing), and the lead editor of *The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention* (2007, Springer Science). He is also co-author of *School Crisis Prevention and Intervention: The PREPaRE Model* (2009, National Association of School Psychologists), a co-author of a five-book grief support group curriculum series *The Mourning Child Grief Support Group Curriculum* (2001, Taylor and Francis), co-author of *Identifying, Assessing, and Treating Autism at School* (2006, Springer Science), co-author of *Identifying, Assessing, and Treating Conduct Disorder at School* (2008, Springer Science), co-author of *Identifying, Assessing, and Treating PTSD at School* (2008, Springer Science), co-author of *Identifying, Assessing, and Treating ADHD at School* (2009, Springer Science), and co-author of the *Promoting Positive Peer Relationships (P3R): Bullying Prevention Program* (2008, Stories of Us). Dr. Jimerson is the Editor of *School Psychology Quarterly*.

INT 186BC - “Designing the Transfer Student Experience”

- **Seminar Type:** *Transfer Exploration*
- **Department:** Office of Undergraduate Education
- **Instructor:** Yasmine Dominguez-Whitehead
- **Instructor Email:** ywhitehead@ucsb.edu
- **Day - Time - Room:** Tuesday 3:00-3:50 in PHELP 1448
- **Enroll Code:** 28134

Course Description: Students will have the opportunity to critically engage with the transfer experience in a small group setting. Students will complete reading and writing assignments, and view videos on the following topics: benefits associated with being a transfer student, distinctions between research universities and other forms of higher education institutions, and majors/minors and ways in which they are perceived. The course includes interactive activities and peer-to-peer engagement.

Bio: Yasmine Dominguez-Whitehead serves at the Transitions Director in the Office of Undergraduate Education. Her teaching and research interests include access, inclusion, and equity in higher education.

INT 187AN - “An Ecological Tour of UC Santa Barbara”

- **Seminar Type:** *Transfer Discovery*
- **Department:** Geography & EEMB
- **Instructor:** Anna Trugman and Leander Anderegg
- **Instructor Email:** att@ucsb.edu & landeregg@ucsb.edu
- **Day - Time - Room:** Tuesday 10:00-11:50 in GIRV 2116
- **Enroll Code:** 62893

Course Description: This seminar will explore the local ecology surrounding us on the UC Santa Barbara campus from the intertidal zone, to the Campus Lagoon, to North Campus Open Space and beyond. This class provides students the opportunity to get to know the local ecological processes that surround them every day on campus. Each class will consist of a different 'lab' around campus to visit different areas of ecological importance.

Bio: **Anna Trugman** received her bachelors degree from Stanford University in Geological and Environmental Sciences and her Ph.D. from Princeton University in Atmospheric and Oceanic Sciences. She has been an Assistant Professor in the Department of Geography at UC Santa Barbara since 2019. Research in the Trugman Lab at UCSB focuses on how changes in climate and water availability affect ecosystem diversity, productivity, and resilience across large spatial scales. Our research approach integrates field measurements with numerical ecosystem models to gain new insight into the biological processes affecting climate-vegetation interactions.

Leander Anderegg - I grew up in rural Colorado, and have spent much of my life trying to justify spending time in the woods. I received a BA in Human Biology from Stanford University in 2011, and got hooked on research while performing honors research on the water use of trembling aspen trees. I went on to study plant ecology with Janneke Hille Ris Lambers at the University of Washington. I received a PhD in Biology from the UW in 2017, with my dissertation focusing on within-species physiological variation and species geographic range constraints. Before joining EEMB at UCSB, I spent two years as an NSF Biological Collections postdoctoral fellow and two years as a NOAA Climate and Global Change fellow working jointly with Todd Dawson (UC Berkeley) and Joe Berry (Carnegie Institution for Science) studying plant responses to global change through a lens of drought physiology and remote sensing.

My research seeks to scale up the physiological responses of plants to biotic and abiotic stress to explain population level, community level and biogeographic processes. I seek to understand how plants respond physiologically to climatic, biotic, and anthropogenic stresses in order to forecast future ecosystem structure and function. My work asks: How do plants cope with stress? What biophysical and evolutionary constraints define plant stress response strategies? How will multiple stresses affect species geographic ranges, community structure, and ecosystem function? I blend plant physiology and ecology to explain community and ecosystem processes ranging from forest mortality to tree biogeography to global photosynthesis.