

UNIVERSITY OF CALIFORNIA

Berkeley  
GRADUATE SCHOOL OF **Education**



**2011-2012**

Guide to Graduate Studies

# Welcome

The Graduate School of Education at the University of California, Berkeley is home to a diverse group of students and faculty joined by their common interests in understanding and improving the complex world of education.

Our students come here with a wealth of academic talent and professional experience, driven to make an impact as researchers, professional educators, leaders and innovators. Through GSE's programs, partnerships and resources, they tackle big, difficult questions — from how children, youth and adults learn, inside and outside classrooms; to how schools, communities and societies advance the educational and life chances of those

they educate. In the process, students develop the necessary knowledge, skills, tools and experiences to handle those challenges.

Beyond the School of Education, we urge our students to capitalize on the intellectual riches here at UC Berkeley as well as the many opportunities for research, innovation and leadership in San Francisco Bay Area schools and communities.

I encourage you to join our community of scholars and pursue your education with us.

We are committed to providing and cultivating the very best in educational scholarship, innovation and professional leadership, and we invite you to join us in that pursuit.



Judith Warren Little

Dean



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# People

## Renowned Faculty

Our faculty are outstanding scholars and dedicated educators. They participate directly in small classes, and offer individual attention and strong grounding in academic disciplines to their students.

## Top Students

Our students are bright, committed and productive. Consistently ranked among the top 10 schools of education in the country, GSE has one of the most diverse graduate student bodies on the UC Berkeley campus, and our graduates successfully compete for the best jobs in the country.

# Place

## Bay Area

GSE students have the opportunity to complete professional training and research in the Bay Area's districts and schools — places that offer a wide range of policies and curricula as well as diverse ethnic, cultural and socio-economic settings.

## UC Berkeley

With 14 colleges and schools and nearly 300 degree programs, UC Berkeley is known around the world for its academic excellence, highly regarded faculty and students, and substantial resources. A major research center, Berkeley is a place where new ideas are conceived and tested.

# Purpose

## Research/Scholarship

We offer two doctoral degrees, Ph.D. and Ed.D., that differ in emphases, purposes and the careers for which they prepare students. The Ph.D. degree emphasizes theory and research preparation consistent with careers in colleges and universities, research and policy organizations, or educational agencies. The Ed.D. degree emphasizes professional practice and leadership, and equips our graduates for careers as district-level education leaders, reform advocates and policymakers.

## Professional Preparation/School Leadership

The School offers elementary, secondary, school psychology and administrative services credentials in combination with advanced degrees in education. Students receive expert supervision to become exemplary teachers, school psychologists, or school and district leaders. Experienced educators aspiring to positions in school or district-level leadership may apply to our acclaimed Principal Leadership Institute or Leadership for Educational Equity programs.

# DEGREE PROGRAMS

The Graduate School of Education offers Doctor of Philosophy (Ph.D.), Doctor of Education (Ed.D.), Master's of Arts (M.A.) and credential degree programs.

## **Doctor of Philosophy**

Our Ph.D. degree is designed for students interested in pursuing scholarly research and academic careers in education. Earning a Ph.D. signifies competence in independent research and scholarship. Applicants should have prior formal study in a relevant discipline. The doctoral program includes intensive work and demonstrated competence in the substance and method(s) of their intended field of scholarship, and acquisition of an informed perspective on educational issues sufficient to formulate significant questions for research. The Ph.D. program, as distinguished from the Ed.D. program, requires mastery of an academic discipline that the student intends to apply to the study of educational problems. This requirement may be met by presenting before the oral qualifying examination, courses that represent a cohesive body of knowledge relevant to the student's area of specialization, and include both theory and methods.

## **Doctor of Education**

The Ed.D. degree is a professional degree designed for individuals seeking advanced professional preparation as school administrators or other educational leaders. The schoolwide Leadership for Educational Equity Program (LEEP) prepares high-level leaders for California public schools. The majority of graduates go on to work in school districts, county offices of education and practice-oriented research. See page 9 for more information about LEEP.

## **Master of Arts**

The School of Education's dual mission of producing high-quality scholarship and improving professional practice is well reflected in our master's program. It serves the interest of students who have decided to carve out a career in education, either as an educational researcher or as an education practitioner. Many master's graduates transition to a doctoral program, but some leave the University to become teachers, teacher leaders or school administrators. On the practitioner side, nearly all our M.A. graduates become teachers, teacher leaders or principals in Bay Area schools. Master's candidates engage in challenging coursework and many do relevant internships in educational settings.

## **Credentials**

GSE credential programs, all of which contain an M.A. component, link knowledge and research on education with efforts to improve teaching and learning in Bay Area schools. Students receive professional training in diverse, multicultural settings; study with eminent scholars; apply research to professional practice; participate in innovative professional preparation programs; and acquire a strong grounding in academic disciplines.

# AREAS OF STUDY

Our degree and credential programs are grouped under three main areas of study: Cognition and Development; Language and Literacy, Society and Culture; and Policy, Organization, Measurement, and Evaluation. Leadership for Educational Equity is an additional schoolwide doctoral program.

## Cognition and Development

Programs	Credential Type	M.A.	M.A./Ph.D.	Ph.D.
Development in Mathematics and Science	Multiple Subject	M.A.	M.A./Ph.D.	Ph.D.
Developmental Teacher Education		M.A.		
Education in Math, Science, and Technology		M.A.	M.A./Ph.D.	Ph.D.
Human Development and Education		M.A.	M.A./Ph.D.	Ph.D.
Joint Doctoral Program in Special Education				Ph.D.
Masters and Credential in Science and Mathematics Education	Single Subject	M.A.		
School Psychology	School Psychology		M.A./Ph.D.	Ph.D.
<b>Affiliated Interdisciplinary Program</b> Graduate Group in Science and Mathematics Education (SESAME)				Ph.D.

## Language and Literacy, Society and Culture

Programs	Credential Type	M.A.	M.A./Ph.D.	Ph.D.
Language, Literacy, and Culture		M.A.	M.A./Ph.D.	Ph.D.
<i>Concentrations:</i>				
Cultural Studies of Sport in Education		M.A.		
Bilingual/Second Language Acquisition		M.A.	M.A./Ph.D.	Ph.D.
Reading		M.A.	M.A./Ph.D.	Ph.D.
Writing		M.A.	M.A./Ph.D.	Ph.D.
Multicultural Urban Secondary English	Single Subject	M.A.		
Social and Cultural Studies		M.A.	M.A./Ph.D.	Ph.D.

## Policy, Organization, Measurement, and Evaluation

Programs	Credential Type	M.A.	M.A./Ph.D.	Ph.D.
Policy and Organizations Research		M.A.	M.A./Ph.D.	Ph.D.
Principal Leadership Institute	Administrative Services	M.A.		
Program Evaluation and Assessment		M.A.	M.A./Ph.D.	Ph.D.
Quantitative Methods and Evaluation		M.A.	M.A./Ph.D.	Ph.D.

## Schoolwide Program

Program	Credential Type	M.A.	M.A./Ph.D.	Ph.D.	Ed.D.
Leadership for Educational Equity Program					Ed.D.

# AREAS OF STUDY/PROGRAMS

## Cognition and Development

**Faculty** Abrahamson, Crovetti, Cunningham, diSessa, Donohue, Engle, Eslinger, Gearhart, Gifford, Hartsough, Holloway, Linn, Metz, Nasir, Nucci, Perry, Ranney, Salasin, Saxe, Schoenfeld, Turiel, White, Worrell, Yabrove, Zimmerlin



**Jennifer Pfothenauer**  
M.A./Multiple Subjects  
Credential, Developmental  
Teacher Education Program,  
2005

Teacher, Malcolm X Arts and  
Academics Magnet School,  
Berkeley; Collaborating  
Teacher, Learning Mathematics  
through Representations  
project; Instructor, Academic  
Talent Development Program

Interest: The intersection of  
socio-cultural issues, elementary  
schools and their communities,  
and equitable teaching practices

*My coursework, instructors,  
fellow classmates, teaching  
placements and GSR position  
each supported me in a unique  
way. My GSE experience  
thoroughly prepared me to  
work toward making positive  
changes in public education.*

Cognition and Development focuses on the interplay among cognitive, social and developmental processes in diverse areas of human knowledge and experience. Faculty concentrate on learning in mathematics, science and technology, as well as a wide range of issues involving cognitive, social and moral development. Faculty and student research typically occurs in field settings (e.g. classrooms), providing fertile sites for conceptual advances as well as the improvement of educational practices. This area of study supports both professional and academic programs, each enriching the other in courses and research opportunities.

### Master's/Credential Programs

#### Developmental Teacher Education

**Degree and Credential:** M.A. and Multiple Subject Credential

**Features:** A model 15-month program that provides a foundation for teaching for conceptual understanding and social justice through an emphasis on the study of children's cognitive, and social and linguistic development. Four terms of concurrent coursework and student teaching (two semesters and two summers) culminate in a focused project for the M.A. degree.

**Career Goal:** Teaching at the elementary school level

**Contact:** 4511 Tolman Hall,  
510-642-4201,  
**E-mail:** dte\_information@berkeley.  
edu, **Web:** gse.berkeley.edu/program/  
DTE/dte.gse.html

#### Master's and Credential in Science and Mathematics Education

**Degree and Credential:** M.A. and Single Subject Credential for science or mathematics

**Features:** A two-year program that combines extensive study of theories of thinking and learning, strong disciplinary backgrounds and grounding in practice and educational research with faculty.

**Career Goal:** Teaching at the secondary school level in areas of life science, physical science or mathematics

**Contact:** 4511 Tolman Hall, 510-642-4201, **E-mail:** macsme\_info@berkeley.edu, **Web:** gse.berkeley.edu/program/macsme/macsme.html

### Advanced Degree Programs

#### Development in Mathematics and Science

**Degrees:** M.A., M.A./Ph.D., Ph.D.

**Features:** Supports inquiry into the development of children's mathematical and scientific understanding of practices in and out of school; engages core faculty and those in Education, Math, Science and Technology and Human Development and Education who share interests in program's areas of study.

**Career Goals:** University teaching in education or cognitive science programs; professional research and development of instructional materials

**Contact:** 4511 Tolman Hall, 510-642-4202,  
**E-mail:** dms\_info@lists.berkeley.edu,  
**Web:** gse.berkeley.edu/program/dms/dms.html

#### Education in Mathematics, Science and Technology

**Degrees:** M.A., M.A./Ph.D., Ph.D.

**Features:** From the outset of their graduate work, students serve as cognitive apprentices, participating fully in faculty research groups while they solve meaningful educational

problems and acquire expertise in cognitive science research and its applications.

**Career Goals:** University teaching in education or cognitive science programs; professional research and development of instructional materials

**Contact:** 4533 Tolman Hall, 510-642-4207, **E-mail:** emst\_info@lists.berkeley.edu, **Web:** gse.berkeley.edu/program/emst/emst.html

### Human Development and Education

**Degrees:** M.A., M.A./Ph.D., Ph.D.

**Features:** Prepares students to investigate, understand, analyze and foster processes of development across the life span. Applies psychological theory and methodology to the study of cognitive and social development.

**Career Goals:** University teaching and research

**Contact:** 4511 Tolman Hall, 510-642-4202, **E-mail:** hde\_info@lists.berkeley.edu, **Web:** gse.berkeley.edu/program/humdev/humdev.html

### Joint Doctoral Program in Special Education

**Degree:** Ph.D.

**Features:** Students design an individualized plan of study, working in a research specialization that focuses on human development and special education; courses are taken at both UC Berkeley and San Francisco State University, and faculty are drawn from both institutions.

**Career Goals:** University teaching and research, administration and policy

**Contact:** 4511 Tolman Hall, 510-642-4202, **E-mail:** spedinfo@berkeley.edu, **Web:** gse.berkeley.edu/program/sped/sped.html

### School Psychology

**Degree and Credential:** M.A./Ph.D., Ph.D. and School Psychology Credential

**Features:** Accredited by the American Psychological Association (Commission on Accreditation, 750 First Street, NE, Washington DC; (202) 336-5679; <http://apa.org/ed/accreditation/>

[about/index.aspx](#)). Prepares graduates to assume leadership roles as school psychologists, researchers, university educators and program directors. Students engage in research under the direction of faculty in Education or Psychology to integrate theories of human development to enlighten professional practice with children, teachers and parents.

**Career Goals:** School psychologist, university teaching and research, and program director

**Contact:** 4511 Tolman Hall, 510-642-4202, **E-mail:** schoolpsychinfo@berkeley.edu, **Web:** gse.berkeley.edu/program/SP/sp.gse.html

### Affiliated Interdisciplinary Program

#### Graduate Group in Science and Mathematics Education (SESAME)

**Degree:** Ph.D.

**Features:** SESAME (Studies in Engineering, Science, and Mathematics Education) is an interdisciplinary academic unit dedicated to advancing the understanding and practice of learning and teaching in science and mathematics. SESAME's faculty include scientists, mathematicians, engineers, computer scientists and education professors. Students are expected to have or obtain at least master's-level competency in their mathematical or scientific discipline on the way to the Ph.D.

**Career Goals:** Teaching university courses in their disciplines and leading their departments' education efforts; careers in institutions such as museums and science centers

**Contact:** 4533 Tolman Hall, 510-642-4207, **E-mail:** sme\_info@lists.berkeley.edu, **Web:** gse.berkeley.edu/program/sesame/sesame.html



**Jose Francisco Gutierrez**  
Doctoral student in Education in Mathematics, Science and Technology

**Interests:** Mathematical cognition and pedagogy; social-cultural issues that impact mathematics education in urban schools

*The faculty and resources available for research at Cal are world-class but they would be meaningless without amazing graduate students. I've had the pleasure of working with students from Social and Cultural Studies and other departments across campus and those experiences have truly enriched my life here in the GSE.*

## Language and Literacy, Society and Culture

**Faculty** Allender, Arriaga, Baquedano-López, Cziko, Freedman, García Bedolla, Hull, Hurst, Kramsch, Leonardo, Mahiri, Murphy-Graham, Nasir, Mirabelli, Pearson, Perlstein, Shaiken, Sterling, Sterponi, Van Rheenen



### Sera Hernandez

Doctoral student, Education in Language, Literacy and Culture

Interests: Linguistic anthropology and education, language policy, Latino immigration and education, language and literacy practices in and out-of-schools

*A variety of structural and personalized supports within the GSE have enabled me to reach my academic goals, including pre-dissertation research opportunities, research and study groups, and outstanding mentoring and advising.*

Faculty and students in LLSC study, design and participate in transformative approaches to individual and social development within schools and in diverse context of communities, workplaces and social movements. We focus on methodologically grounded examinations of talk and activity, and language and literacy, through the lens of sociocultural theories to understand and inform the ecology of learning and schooling. Of special concern is work toward equity and social justice for students, groups, families and communities, including many non-native speakers of English, who traditionally have been poorly served by educational institutions and society.

### Master's/Credential Programs

#### Multicultural Urban Secondary English

**Degree and Credential:** M.A. and Single Subject Teaching Credential in English with an urban emphasis

**Features:** Longtime, close affiliation with Bay Area Writing Project; urban emphasis, focus on teaching in multilingual, multicultural settings; master's project completed in initial teaching year (second year).

**Career Goals:** English and/or ESL teacher and leader in multicultural, multilingual secondary school settings

**Contact:** 5647 Tolman Hall, 510-642-0746,

**E-mail:** [muse\\_info@lists.berkeley.edu](mailto:muse_info@lists.berkeley.edu),

**Web:** [gse.berkeley.edu/program/ENG/eng.html](http://gse.berkeley.edu/program/ENG/eng.html)

### Advanced Degree Programs

#### Language, Literacy and Culture

**Degrees:** M.A., M.A./Ph.D., Ph.D.

**Features:** Using the lens of the most fundamental human tool and resource, language, students explore such issues as promoting equity and honoring sociocultural and linguistic diversity; transforming schools and other educational spaces; supporting teachers as learners across their careers; and fostering promising social futures for all youth. Students also consider other pivotal ways that humans learn, communicate and create through a variety of symbolic systems — from visual images to digital media. **Ph.D.:** Focus on theory and basic research in language and literacy, informed by a sociocultural as well as a critical and transformative vision of oral and written language. **M.A.:** Focus on the nature of language, literacy and culture in a diverse society.

**Concentrations:** Literacy studies (with specialties in reading, writing, multi-modality); educational linguistics (with specialties in bilingualism and second-language learning, acquisition of academic language and language socialization); and Cultural Studies of Sport in Education (with a focus on ways in which institutionalized sport both complements and conflicts with educational missions of American secondary and post-secondary schools).

**Career Goals:** Ph.D.: Teaching and research on language, literacy and culture in a university setting or in a private or public research organization; teacher education positions in universities. M.A.: Leadership roles, including in-service education, in school districts and other educational settings in language, literacy and educational reform

**Contact:** 5647 Tolman Hall, 510-642-0746,

**E-mail:** llc\_info@lists.berkeley.edu,

**Web:** gse.berkeley.edu/program/LLCPHD/llcphd.html

### Social and Cultural Studies

**Degrees:** M.A., M.A./Ph.D., Ph.D.

**Features:** Combines emphasis on social theory, ethnographic research and strong interdisciplinary scholarship. Encourages research on learning in unusual places, from unusual angles. Focuses on new configurations in contemporary workplaces and practices; growing up in conditions of poverty and structural racism; transformations of urban educational settings; changing race, class, ethnic and gender identities in global perspective; and corresponding questions about the sociopolitical dimensions of learning.

**Career Goals:** University teaching and research in the social sciences or education

**Contact:** 5529 Tolman Hall, 510-643-2496,

**E-mail:** scs\_info@lists.berkeley.edu,

**Web:** gse.berkeley.edu/program/LLSCS/scs.html



### Mark Evan Nelson

Ph.D., Language and Literacy,  
Society and Culture, 2007

Assistant Professor, National  
Institute of Education, Singapore,  
English Language and Literature  
Academic Group

Interests: Multimodal literacies;  
applied linguistics; new media  
studies

*What I most appreciate about the GSE and UC Berkeley is the access to leading scholars in a great range of fields. This rich interdisciplinarity has pushed the development of my thinking in powerful ways and has really helped me gain some purchase on the huge, complex intellectual questions that impelled me toward graduate school in the first place.*

## Policy, Organization, Measurement, and Evaluation

**Faculty** Cheung, Coburn, Draney, Fuller, Gifford, Grubb, Little, Mintrop, Newton, Perlstein, Rabe-Hesketh, Scott, Stephens, Tredway, Trujillo, Wilson



### **Ou Lydia Liu**

Ph.D., Policy, Organization, Measurement, and Evaluation, 2006

Research Scientist, Educational Testing Service

Interests: Item response modeling, assessment validation, science assessment, and accountability assessment in higher education

*The School of Education is a very diversified, dynamic community and offers a lot of opportunities to think independently, learn and develop. I've met a lot of people who turned out to be collaborators professionally and friends personally.*

Programs in Policy, Organization, Measurement, and Evaluation (POME) emphasize the study and improvement of schools as institutions and school systems; the formulation and effects of educational policy; and methods of educational research, measurement and evaluation. POME students enter as a cohort, take courses together, join faculty research groups, and cultivate their own areas of interest and expertise in education. POME faculty have strengths and interests that combine:

- a focus on the institutions of schooling analyzed from various disciplinary perspectives including sociology, economics and history;
- experience in linking research, policy and practice at the local, state and national levels;
- a breadth and depth of methodological, measurement and evaluation expertise to conduct policy oriented research and to inform sound institutional leadership and decision making;
- the analysis of and practice related to leadership in schools at both school and district levels.

### **Master's/Credential Program**

#### **Principal Leadership Institute**

(anchor program of the Leadership Connection for Justice in Education)

**Credential and Degree:** Preliminary Administrative Services Credential and M.A.

**Features:** 13.5-month program (two summers plus the intervening academic year). Cohort-based program for teacher-leaders with a minimum of three years' teaching experience who intend to work as school-site leaders. Students receive scholarships that cover some UC fees, and graduates are then required to work four years as leaders in public schools.

**Career Goals:** School-site leaders, with an emphasis on urban schools

**Contact:** 3653 Tolman Hall, 510-643-7458,

**E-mail:** pli@berkeley.edu,

**Web:** gse.berkeley.edu/program/principals

### **Advanced Degree Programs**

#### **Policy and Organizations Research**

**Degrees:** M.A., M.A./Ph.D., Ph.D.

**Features:** Applies disciplines of social science and history in the study of educational policy and schooling. Coursework includes policy analysis and implementation; organizational theory, microeconomics, sociology and historical foundations of the American educational system.

**Career Goals:** Education research and policy analysis in academia or other research organizations

**Contact:** 3659 Tolman Hall, 510-642-0709,

**E-mail:** policy\_info@lists.berkeley.edu,

**Web:** gse.berkeley.edu/program/policy/policy.html

## Schoolwide Program

**Faculty** Mintrop, Baquedano-López, Chan, Coburn, Grubb, Little, Pearson, Rodriguez, Trujillo

### Program Evaluation and Assessment

**Degree:** M.A., M.A./Ph.D., Ph.D.

**Features:** For students with backgrounds in education or quantitative methods who want to develop the skills necessary to apply quantitative and qualitative methods to the problems of program evaluation in education. The program takes advantage of faculty research and evaluation projects to provide apprenticeship opportunities.

**Career Goals:** University teaching and research in evaluation and research methods in education; directing evaluation projects at local, state and national levels; consulting on program evaluation; applying advanced methods in evaluation and assessment to educational projects

**Contact:** 3659 Tolman Hall, 510-642-0709,

**E-mail:** [progeval\\_info@lists.berkeley.edu](mailto:progeval_info@lists.berkeley.edu),

**Web:** [gse.berkeley.edu/program/pea/pea.html](http://gse.berkeley.edu/program/pea/pea.html)

### Quantitative Methods and Evaluation

**Degrees:** M.A., M.A./Ph.D., Ph.D.

**Features:** Students learn advanced techniques in statistical, measurement and evaluation methods, developing substantive knowledge for use of these methods through courses in the areas of learning theory and policy. Coursework also involves education and statistics, as well as other disciplines such as psychology, economics and sociology.

**Career Goals:** University teaching; work in research and development organizations specializing in psychometrics, program evaluation, education research and data analysis

**Contact:** 3659 Tolman Hall, 510-642-0709,

**E-mail:** [qme\\_info@lists.berkeley.edu](mailto:qme_info@lists.berkeley.edu),

**Web:** [gse.berkeley.edu/program/quantmeth/quantmeth.html](http://gse.berkeley.edu/program/quantmeth/quantmeth.html)

### Leadership for Educational Equity Program

**Degree:** Ed.D.

**Features:** Three-year course of study with evening, weekend and summer schedule to accommodate needs of working professionals. Uses a cohort model that builds professional relationships among peers. Students participate in school- and district-based residencies to undertake problem-based research. Students strive to understand how to create effective, equitable and democratic schools that value cultural diversity.

**Career Goals:** Prepares promising individuals for leadership roles in school districts, educational organizations and practice-oriented policy research

**Contact:** 3659 Tolman Hall,

510-643-4733,

**E-mail:** [leep\\_info@berkeley.edu](mailto:leep_info@berkeley.edu),

**Web:** [gse.berkeley.edu/program/jdel](http://gse.berkeley.edu/program/jdel)



### Kyla Johnson-Trammell

Administrative Services  
Credential and M.A.,  
Principal Leadership Institute,  
2003; Doctoral student,  
Leadership for Educational  
Equity Program

Director of Talent  
Development, Oakland  
Unified School District

Interests: The impact of principal leadership on adult and student learning

*The theoretical knowledge I have gained in PLI and LEEP helps me make more effective decisions, and design solutions aimed at the root cause of problems I observe in the school setting.*

# THE FACULTY



## **Marcia Linn**

Professor, Cognition and Development

Principal Investigator of projects funded by the National Science Foundation including CLEAR (Cumulative Learning using Embedded Assessment Results) and VISUAL (Visualizing to Integrate Science Understanding for All Learners)

**Interests:** Technology-enhanced learning in science; design of interactive visualizations; online assessment; cumulative learning; gender and science

*Students joining our program benefit from valuable connections both on campus and with local schools. We collaborate with faculty in computer science, engineering, mathematics, physics, chemistry and biology to design learning environments and curriculum materials. We partner with diverse local schools to take advantage of dynamic, interactive visualizations, study student learning trajectories and explore promising professional development approaches.*

## **Dean**

**Judith Warren Little**

## **Associate Dean for Academic Affairs**

**Elliot Turiel**

## **Director for Credential Programs**

**Richard Sterling**

## **Faculty**

### **Dor Abrahamson\***

Ph.D. Northwestern University.  
Mathematics cognition through the lenses of design-based frameworks

### **Patricia Baquedano-López\***

Ph.D. University of California, Los Angeles.  
Language socialization, literacy development, urban schooling

### **Lionel Chan**

Ph.D. University of California, Berkeley.  
District finance and management

### **Rebecca Cheung**

Ed.D. University of California, Berkeley.  
Principal leadership

### **Cynthia E. Coburn\***

Ph.D. Stanford University.  
Relationship of policy and practice; teachers' work, urban schools, qualitative research methods

### **Alisa B. Crovetti**

Ph.D., University of California, Berkeley.  
Neuro-psychological bases of learning disabilities; relationship between metacognition and motivation

### **Anne E. Cunningham\***

Ph.D., University of Michigan.  
Cognitive consequences of literacy, reading processes and disabilities

### **Christine M. Cziko**

M.A. Lehman College, CUNY.  
English education

### **Andrea A. diSessa\***

Ph.D. Massachusetts Institute of Technology.  
Physics and computation cognition

### **Kathleen Donohue**

Ph.D., University of California, Berkeley.  
Teacher practices and peer rejection; deviance

### **Randi A. Engle\***

Ph.D. Stanford University.  
Classroom discussions in science and mathematics

### **Eric Eslinger**

Ph.D. University of California, Berkeley.  
Self assessment in interactive learning

### **Sarah Warshauer Freedman\***

Ph.D. Stanford University.  
Teaching and learning written language

### **Bruce Fuller\***

Ph.D. Stanford University.  
Educational policy, school organization, comparative politics

### **Nina Hersch Gabelko**

Ed.D. University of California, Berkeley.  
Academic Talent Development Program

### **Lisa García Bedolla\***

Ph.D. Yale University.  
Immigration and education, political science, gender, race and ethnicity

### **Maryl Gearhart\***

Ph.D. CUNY Graduate Center.  
Classroom assessment in elementary writing and mathematics

### **Bernard R. Gifford\***

Ph.D. University of Rochester.  
Policy analysis, technological education

### **W. Norton Grubb\***

Ph.D. Harvard University.  
Education policy, labor markets

### **Carolyn S. Hartsough**

Ph.D. University of California, Berkeley.  
Hyperactivity disorder, measurement, program evaluation

### **Susan D. Holloway\***

Ph.D. Stanford University.  
Socialization and education of younger children in U.S. and abroad

### **Glynda Hull\***

Ph.D. University of Pittsburgh.  
Written language, technology and education, adult literacy

### **John G. Hurst (Emeritus)**

Ph.D. Ohio State University.  
Democratic and environmental education; phenomenological methods

### **Claire Kramersch\***

Agrégation d'allemand. University of Paris-Sorbonne.  
Sociocultural aspects of foreign language acquisition

### **Zeus Leonardo\***

Ph.D. University of California, Los Angeles.  
Race inequality, critical social theory, sociology of education

### **Marcia C. Linn\***

Ph.D. Stanford University.  
Cognitive processes, science, computer instruction

### **Judith Warren Little\***

Ph.D. University of Colorado.  
Teachers' work lives and careers, school reform

### **Jabari Mahiri\***

Ph.D. University of Illinois, Chicago.  
Urban education, teacher professional development

### **Richard McCallum**

Ph.D. University of California, Berkeley.  
Reading, assessment, middle school, teacher education

### **Kathleen E. Metz\***

Ed.D. University of Massachusetts.  
Development of scientific cognition in young children

### **Heinrich Mintrop\***

Ph.D. Stanford University.  
Educational policy, school improvement, accountability systems, cross-national studies

### **Erin Murphy-Graham**

Ed.D. Harvard University.  
Gender and international education

### **Na'ilah Nasir\***

Ph.D. University of California, Los Angeles.  
Learning, race and equity, identity, urban schools

### **Xiaoxia Newton\***

Ph.D. University of California, Los Angeles.  
Program and policy evaluation, math education, Learning, race and equity, identity, urban schools, STEM pipeline issues

**Larry Nucci\***

Ph.D. University of California, Santa Cruz.  
Child development

**P. David Pearson\***

Ph.D. University of Minnesota.  
Early literacy education and reading assessment

**Daniel H. Perlstein\***

Ph.D. Stanford University.  
History of education, urban education,  
progressive education

**Kathryn E. Perry**

Ph.D. University of California, Berkeley.  
Early school adjustment, student perceptions  
of schooling, teacher beliefs and practices

**Sophia Rabe-Hesketh\***

Ph.D. King's College, London.  
Educational statistics, multilevel and latent  
variable modeling

**Michael Ranney\***

Ph.D. University of Pittsburgh.  
Reasoning, learning, cognitive science and society

**Rosaisela Rodriguez**

Ph.D. University of California, Berkeley.  
English language learners, development  
and literacy

**Elisa Salasin**

Ph.D. University of California, Berkeley.  
Developmental Teacher Education program

**Geoffrey B. Saxe\***

Ph.D. University of California, Berkeley.  
Mathematical cognition in children

**Alan H. Schoenfeld\***

Ph.D. Stanford University.  
Problem solving, metacognition,  
mathematical cognition

**Janelle Scott\***

Ph.D. University of California, Los Angeles.  
Education policy, urban schooling

**Harley Shaiken\***

B.A. Wayne State University.  
Skill formation, training, work organization and  
global production

**Daphannie Stephens**

M.A. Administrative Services Credential.  
University of California, Berkeley.  
Principal leadership

**Richard Sterling**

Cand. Phil., New York University.  
Teaching writing, urban schools

**David S. Stern (Emeritus)**

Ph.D. Massachusetts Institute of Technology.  
Education and work, resource allocation in schools

**Laura Sterponi\***

Ph.D. University of Rome, Ph.D. University of  
California, Los Angeles.  
Reading practices in educational settings,  
communities and epochs

**Lynda Tredway**

M.A. Catholic University.  
Principal leadership

**Tina Trujillo\***

Ph.D. University of California, Los Angeles.  
Educational equity, leadership, reform,  
urban schools

**Elliot Turiel\***

Ph.D. Yale University.  
Social and cognitive development

**Derek Van Rheenen**

Ph.D. University of California, Berkeley.  
Sport, culture and education; athletics and  
academic excellence

**Barbara Y. White\***

Ph.D. Massachusetts Institute of Technology.  
Science education: cognition, computers

**Mark Wilson\***

Ph.D. University of Chicago.  
Psychometrics and educational measurement

**Frank C. Worrell\***

Ph.D. University of California, Berkeley.  
Adolescence, African Americans, cultural  
identities, social development, talent development

**Gary E. Yabrove**

Ph.D. University of California, Berkeley.  
Development of social cognition and moral  
reasoning; children's peer interactions

**Daniel J. Zimmerlin**

M.A. University of California, Berkeley.  
Master's and Credential in Science and  
Mathematics Education

\*Faculty designated to advise new doctoral  
students

Graduate School of Education  
faculty are committed to addressing  
many of the most challenging  
educational issues of our time.  
For a complete list of faculty,  
including their research interests,  
courses, publications, honors  
and affiliations, visit the faculty  
website:

[gse.berkeley.edu/faculty/  
gsefaculty.html](http://gse.berkeley.edu/faculty/gsefaculty.html)



**Cynthia Coburn**

Associate Professor, Policy,  
Organization, Measurement, and  
Evaluation

Leadership for Educational Equity

**Interest:** The relationship between  
instructional policy and teachers'  
classroom practices in urban schools

*California is an incredibly  
interesting, complex and important  
place to study education policy,  
and the GSE is a rewarding place  
to connect my research to practice.  
I am privileged to teach and learn  
from fabulous doctoral students,  
many of whom are practitioners and  
policymakers who are experiencing  
these policy issues every day.*



**Zeus Leonardo**

Associate Professor, Language and Literacy, Society and Culture

**Interests:** Critical social analysis of race and education

*Being surrounded by scholars and students at UC Berkeley and the  
GSE affords me countless opportunities to push my understanding  
of race inequality in education.*

# ADMISSIONS

## Applications for Fall 2012 Admission

Before applying, please check the GSE Admissions website for the latest information on program availability.

A complete application for admission includes:

- Graduate Application for Admissions and Fellowships 2012–2013 (online)
- \$80 application fee for U.S. citizens and permanent residents; \$100 for all others
- Statement of purpose and personal history statement
- Three letters of recommendation
- PDFs of official transcripts
- Required Examinations

## Application Deadlines

**December 2, 2011** is the deadline for all programs except:

Principal Leadership Institute:  
**December 16, 2011**

Leadership for Educational Equity Program:  
**January 18, 2012**

All application materials for admissions and fellowships, including GRE scores, transcripts and letters of recommendation, are due by the deadline.

### Registration Fees 2011–2012 Graduate Student Fee Schedule

(fees are per semester and are subject to change)

	Residents	Nonresidents
Student Services Fee	<b>486.00</b>	<b>486.00</b>
Tuition	<b>5,610.00</b>	<b>5,610.00</b>
Berkeley Campus Fee	<b>253.25</b>	<b>253.25</b>
Class Pass Fee—Transit	<b>68.00</b>	<b>68.00</b>
Health Insurance Fee	<b>1,075.00</b>	<b>1,075.00</b>
Nonresident Supplemental Tuition	—	<b>7,551.00</b>
<b>Total</b>	<b>\$7,492.25</b>	<b>\$15,043.25</b>

# STUDENT FINANCIAL SUPPORT

## Financial Aid including Work Study, Graduate Fellowships and Graduate Student Appointments

Most doctoral or master’s degree students are eligible for some financial support, and financial assistance is available in many forms, including the categories below:

**Graduate Fellowships:** Fellowships may provide a stipend, fees and tuition to support the educational and living expenses of graduate study. Although Berkeley’s Graduate School of Education has a strong fellowship program, the number of awards is limited. For students to be considered, they must be nominated by their program faculty. Applicants request fellowship consideration by completing the forms required for specific fellowships that are found on the online Graduate Application for Admissions and Fellowships. The deadline to apply for fellowships is **December 2, 2011**, if you are not currently a student in the School of Education.

Fellowship awards made through the University’s Graduate Diversity Program are based on merit, contribution to diversity within the School and University, and financial need. All fellowship awards and student loans require a current Free Application for Federal Student Aid (FAFSA) application. Please note that international students are not eligible for federal financial aid.

[gse.berkeley.edu/admin/sas/financialaid.html](http://gse.berkeley.edu/admin/sas/financialaid.html)  
[grad.berkeley.edu/financial/fellowships\\_office.shtml](http://grad.berkeley.edu/financial/fellowships_office.shtml)

## Teaching, Research and Work-Study

**Opportunities:** Some Graduate student researcher (GSR) and Graduate student instructor (GSI) positions are available to graduate students. Applicants who have been admitted to the Graduate School of Education should ask their faculty advisers about possible employment. These positions may include at least partial tuition remission in addition to an hourly wage. Graduate students can also convert a portion of student loans into work-study funds for campus, departmental or other jobs related to their educational objectives.

[grad.berkeley.edu/policies/guides/category/appointments-guide](http://grad.berkeley.edu/policies/guides/category/appointments-guide)

## 2010–11 Class Profile

### Number by Degree

Master's Students . . . . .	28
Master's/Credential Students .	66
Ed.D. Students: . . . . .	40
Ph.D. Students . . . . .	214

### Diversity

Female . . . . .	250 (72%)
Male . . . . .	98 (28%)
Students of Color:	
Asian American . . . . .	13%
African-American . . . . .	12%
Hispanic . . . . .	9%
Age Range . . . . .	22–66 years old

### Admitted Applicant Information

GPA of Admitted Applicants.	3.55
Average GRE Scores of	
Admitted Applicants:	
Verbal . . . . .	602
Quantitative . . . . .	656
Analytical Writing . . . . .	4.5
Geographical Distribution:	
States . . . . .	16
Countries . . . . .	9

## FOR MORE INFORMATION

### Admissions Office

Student Academic Services  
Graduate School of Education  
University of California  
1607 Tolman Hall #1670  
Berkeley, CA 94720-1670

510-642-0841  
E-mail: [gse\\_info@berkeley.edu](mailto:gse_info@berkeley.edu)  
Web [gse.berkeley.edu](http://gse.berkeley.edu)

### Admissions Websites

GSE Admissions  
[gse.berkeley.edu/admin/sas/requirements.html](http://gse.berkeley.edu/admin/sas/requirements.html)

GSE Programs  
[gse.berkeley.edu/academic.html](http://gse.berkeley.edu/academic.html)

UC Berkeley Graduate Division Online Application:  
[grad.berkeley.edu/admissions](http://grad.berkeley.edu/admissions)

### Financial Aid Websites

GSE Financial Aid  
[gse.berkeley.edu/admin/sas/admissions/req\\_aid.html](http://gse.berkeley.edu/admin/sas/admissions/req_aid.html)

Campus Financial Aid Office  
[students.berkeley.edu/finaid](http://students.berkeley.edu/finaid)

Free Application for Federal Student Aid (FAFSA)  
[fafsa.ed.gov](http://fafsa.ed.gov)

### Fees Website

[registrar.berkeley.edu/Registration/feesched.html](http://registrar.berkeley.edu/Registration/feesched.html)

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Back cover, top: Tolman Hall and Education Psychology Library  
Back cover, from left: Oakland High teachers Lara Trale and Aya Allen, UC Berkeley's Sproul Plaza, Assistant Professor Tina Trujillo with LEEP students

### Photo Credits

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Steve McConnell: p. 1 #2  
David Schmitz: Cover  
Bijan Yashar: p. 10 top

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