

University of California **Berkeley**
GRADUATE SCHOOL OF **Education**



2006–2007
Guide to Graduate Studies

Welcome

The Graduate School of Education at the University of California, Berkeley is an exciting place to work and study.



We are committed to high-quality scholarship and professionalism in order to prepare the future leaders of education practice, policy and research. Our distinguished faculty's research and teaching is grounded equally in theory and practice. Our diverse students match their individual interests and aspirations to a wide range of vital courses, programs, partnerships and resources available through the School, UC Berkeley and the Bay Area. And our graduates do groundbreaking work in fields that impact educational policies and practices around the world.

If you want to engage in conversations about the big ideas in education and are prepared to ask how those ideas can make life better for all those who depend on schooling as a pathway to personal opportunity and citizenship, then I encourage you to join our community of scholars and pursue your studies with us.

A handwritten signature in white ink that reads "P. David Pearson".

P. David Pearson
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. The School of Education 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, Berkeley is known around the world for its academic excellence, highly regarded faculty and students and substantial resources. A major research center, UC 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, policymakers and program evaluators. M.A. degree programs enable our students to acquire a broad understanding of the education field.

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 Joint Doctoral Program in Leadership for Educational Equity, a collaboration between GSE and three California State University campuses.



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. Ed.D. specializations include educational leadership, language and literacy, and program evaluation and assessment. Within an area of specialization, students focus on the applications of theory and research to problems of educational practice and policy. An Ed.D. program usually includes two years of coursework that may include a field-based practicum. Using rigorous scientific research methodologies, the field practicum provides students with opportunities to apply the theoretical foundations discussed in courses to actual situations in the field. The statement of purpose in the application for study should highlight the areas of individual interest and should clearly reflect aspirations to assume leadership roles in educational institutions or related organizations.

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. The Joint Doctoral Program in Leadership for Educational Equity is an additional schoolwide program.

Cognition and Development

Programs	Credential Type	M.A.	M.A./Ph.D.	Ph.D.	Ed.D.
Development in Mathematics and Science		M.A.	M.A./Ph.D.	Ph.D.	
Developmental Teacher Education	Multiple Subject	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.	

Language and Literacy, Society and Culture

Programs	Credential Type	M.A.	M.A./Ph.D.	Ph.D.	Ed.D.
Language, Literacy, and Culture		M.A.	M.A./Ph.D.	Ph.D.	Ed.D.
<i>Concentrations:</i>					
Athletes and Academic Achievement		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.	Ed.D.
Educational Leadership					Ed.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.			Ed.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.
Joint Doctoral Program in Leadership for Educational Equity					Ed.D.

AREAS OF STUDY/PROGRAMS

Cognition and Development

Faculty: Abrahamson, Ammon, Cunningham, diSessa, Engle, Gearhart, Gifford, Hartsough, Hiebert, Holloway, Linn, Metz, Peretti, Perry, Ranney, Saxe, Schoenfeld, Selke, Singh, Starkey, Turiel, White, Wilson, Worrell, Yabrove, Zimmerlin

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 (classrooms, museums, informal social groups), 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: Nationally recognized as innovative and exemplary; focuses on the study of children's cognitive, social and linguistic development as a foundation for teaching for conceptual understanding and social justice; four semesters of concurrent coursework and student teaching, together with an original research project.

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 teaching science or mathematics

Features: An exemplary two-year program that combines extensive study of theories of thinking and learning, a solid grounding in practice, and in-depth educational research with world-class research faculty to prepare future teachers for educational leadership; working with diverse populations in urban settings.

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

Contact: 4533 Tolman Hall, 510-642-4206, E-mail: danz@berkeley.edu, Web: gse.berkeley.edu/program/macsm/macsm.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 who have developmental interests in younger children and faculty in Human Development and Education who have interests in mathematical and scientific cognition.

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



Jennifer Selke

Ph.D., Educational Psychology, 1999

Director of UC Berkeley Youth Programs

Lecturer, Cognition and Development

Credentialed School Psychologist

Interests: Developing pro-social skills through youth sports and job satisfaction, retention and productivity in adults

The support and diversity of thought and experiences available in the GSE has allowed me to tailor my career and hold a variety of exciting and related jobs, and I love what I'm doing in each work area.

Contact: 4511 Tolman Hall, 510-642-4202,
E-mail: billyl@berkeley.edu, Web: gse.berkeley.edu/program/dms/dms.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: billyl@berkeley.edu, Web: gse.berkeley.edu/program/humdev/humdev.html

Education in Mathematics, Science and Technology

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

Features: International reputation for its distinctive model of learning — cognitive apprenticeship — based on research in the field of cognitive science. From the outset of their graduate work, students participate fully in faculty research groups as they solve real problems and acquire expertise.

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

Contact: 4533 Tolman Hall, 510-642-4206,
E-mail: danz@berkeley.edu, Web: gse.berkeley.edu/program/emst/emst.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: 4533 Tolman Hall, 510-643-6871,
E-mail: melinda@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. 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:
carolynh@berkeley.edu,
Web: gse.berkeley.edu/program/SP/sp.gse.html



Jody Goodman

M.A./Multiple Subjects
Credential, Developmental
Teacher Education program,
1994

Teacher, Woodrow Wilson
Elementary School, San Leandro
Instructor, Academic Talent
Development Program
Master Teacher, Developmental
Teacher Education program

Interest: Supporting new
teachers

The hands-on, developmental approach that I learned through the DTE program has allowed me to meet the diverse needs of all my students even as state and national education policies are now placing more emphasis on scripted curricula.

Language and Literacy, Society and Culture

Faculty: Baquedano-López, Cziko, Eidman-Aadahl, Furco, Freedman, Hull, Kramsch, Mahiri, Pearson, Perlstein,

Seyer-Ochi, Shaiken, Sterling, Sterponi, Tateishi, Van Rheenen

Emeritus Faculty: Ammon, Hurst, Lave, Simons, Stack

Faculty and students in Language and Literacy, Society and Culture (LLSC) are interested in studying, designing and participating in transformative approaches to individual and social development, approaches within schools and classrooms, but also across diverse sites and contexts in communities, workplaces and social movements. We combine sharply focused examinations of talk and activity, language and literacy, with a wide lens to assess the social, cultural, political and economic contexts of education and schooling. Of special concern are students, groups, families and communities that traditionally have been poorly served by educational institutions and society, including many non-native speakers of English.

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 during initial teaching year (second of two-year program)

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

Contact: 5647 Tolman Hall, 510-642-1807, E-mail: billiejo@berkeley.edu, Web: gse.berkeley.edu/program/ENG/eng.html

Advanced Degree Programs

Language, Literacy and Culture

Degrees: M.A., M.A./Ph.D., Ed.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 socio-cultural 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. **Ed.D.:** Focus on applied research and the relationship between theory and practice. **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 athletics and academic achievement (with a focus on athletics and academics).



Ariana Mangual

Second-year doctoral student, Education in Language, Literacy and Culture

Interests: Bilingual education policy

The faculty are exceptionally dedicated. They have worked closely with me on all of my endeavors — from discussing complex educational issues to collaborating on my research design. I am so pleased to have joined such a rigorous and committed scholarly community.

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. **Ed.D.:** Leadership roles in school districts, government agencies or private organizations. **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: deninges@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: 5527 Tolman Hall, 510-643-2496, E-mail: rosa@berkeley.edu, Web: gse.berkeley.edu/program/LLSCS/scs.html



K. Wayne Yang

Ph.D., Social and Cultural Studies, 2004

Assistant Professor, UC San Diego
Department of Ethnic Studies

Co-Founder, East Oakland Community
High School

Co-Founder, The Avenues Project

Interests: Postcolonial studies in education; popular culture and social movements; critical pedagogy in urban education

Berkeley's proximity to urban areas such as Oakland provides critical possibilities for connecting practice and theory, and schools of education must live up to their responsibility of making sustained, significant and positive impacts in poor and working class communities of color. The Discourse Lab and Center for Urban Education supported my community based action-research, as well as provided me with outstanding mentorship and exceptionally rigorous training in research methods. I never imagined that I would be prepared to reach my long-term academic goal of teaching in an ethnic studies department just two years after graduating from the GSE.

Policy, Organization, Measurement, and Evaluation

Faculty: Coburn, Fuller, Gifford, Grubb, Little, Mayer, Mintrop, Perlstein, Rabe-Hesketh, Stern, Tredway, Wilson



Olga Pineda

Preliminary Administrative Services Credential, M.A., Principal Leadership Institute, 2003

Principal, Cesar Chavez Middle School, Hayward

Interest: Giving all kids in our school system the opportunities they deserve

What I like best about the PLI is that you will always be a teacher, even if you're an administrator. That's what I've tried to do. I tell my teachers, 'You are my classroom. I'm going to model for you. I'm going to have patience with you. I expect you to do the same.'

Programs in Policy, Organization, Measurement, and Evaluation (POME) emphasize the study of schools as institutions; the history and process of educational change and reform; the formulation and effects of educational policy; and the methodology of research, measurement and evaluation 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, history and philosophy;
- experience in linking research, policy and practice at the national, state and local levels;
- a breadth and depth of methodological, measurement and evaluation expertise both to mount policy oriented research and to inform sound institutional leadership and decision-making.

Master's/Credential Program

Principal Leadership Institute (part of the Center for Urban School Leadership)

Credential and Degree:

Preliminary Administrative Services Credential and M.A.

Features: 14-month program (two summers plus the intervening academic year). Cohort-based program for teachers with at least three years experience intending to

work as school-level leaders. All students receive scholarships that cover some UC fees, and graduates are then required to work four years as administrators in public schools.

Career Goals: Principals and school-site leaders, particularly for urban schools

Contact: 3533 Tolman Hall, 510-643-7458, E-mail: bengrandy@berkeley.edu, Web: gse.berkeley.edu/program/Principals

Advanced Degree Programs

Educational Leadership

Degree: Ed.D.

Features: Students create individual programs of study with adviser, drawing on doctoral courses in the POME area of study. (See following page for Joint Doctoral Program in Leadership for Educational Equity.)

Career Goals: Leadership positions applying research in educational organizations and agencies, reform groups and advocacy organizations

Contact: 3659 Tolman Hall, 510-642-0709, E-mail: afoley@berkeley.edu, Web: gse.berkeley.edu/program/EdLead/edlead.html

Policy and Organizations Research

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

Features: Applies disciplines of social science and history to educational policy and institutions. Coursework includes organizational theory, microeconomics, sociology and historical foundations of American educational system.

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

Contact: 3659 Tolman Hall, 510-642-0709, E-mail: afoley@berkeley.edu, Web: gse.berkeley.edu/program/Policy/policy.html

Program Evaluation and Assessment

Degree: Ed.D.

Features: Three-year program taking advantage of faculty research and evaluation projects to provide apprenticeship opportunities. For students with backgrounds in education or in quantitative methods who wish to develop the skills necessary to apply quantitative and qualitative methods to the problems of program evaluation in education.

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

Contact: 3659 Tolman Hall, 510-642-0709, E-mail afoley@berkeley.edu, Web: 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, and develop

substantive knowledge for use of these methods through courses in areas such as learning theory and policy. Coursework also includes education and statistics, and other areas 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: afoley@berkeley.edu, Web: gse.berkeley.edu/program/quantmeth/quantmeth.html

Schoolwide Program

Joint Doctoral Program in Leadership for Educational Equity

Faculty: Banach, Baquendo-Lopez, Coburn, Gifford, Grubb, Pearson, Perlstein, Stern

Degree: Ed.D. in Educational Leadership

Features: Offered in collaboration with CSU East Bay, CSU San Francisco and CSU San Jose; three-year course of study with evening/weekend/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 job-related, problem-based research in relevant educational settings; emphasis on equity and diversity in education.

Career Goals: Leadership positions in districts, county offices of education and other school consortia

Contact: 3659 Tolman Hall, 510-643-4733, E-mail: jdel@berkeley.edu, Web: gse.berkeley.edu/program/jdel



Brandon Nicholson

Second-year doctoral student, Policy, Organization, Measurement, and Evaluation

Researcher, Policy Analysis for California Education (PACE)
Tutor, Athletic Study Center

Interests: Urban schooling; school finance

What I have appreciated most about the GSE is the fact that the faculty have encouraged me to actively pursue my academic interests through my coursework and made me aware of projects outside of the classroom that specifically reflect those interests.

THE FACULTY



Cynthia Coburn

Assistant Professor, Policy, Organization, Measurement and Evaluation

Joint Doctoral Program in 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 rich and rewarding place to connect my research to practice. I have the rare opportunity to teach and learn from fabulous doctoral and Joint Doctoral Program students. Many of our students are practitioners and policymakers who are experiencing these policy issues every day.

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

Dean

P. David Pearson

Ph.D. University of Minnesota

Senate Faculty

Dor Abrahamson

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

Paul R. Ammon

Ph.D. Cornell University. (Director, Developmental Teacher Education) Education and developmental psychology

Patricia Baquedano-López

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

Cynthia Coburn

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

Anne Cunningham

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

Andrea A. diSessa

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

Randi Engle

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

Sarah Warshauer Freedman

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

Bruce Fuller

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

Bernard R. Gifford

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

W. Norton Grubb

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

Glynda Hull

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

John G. Hurst

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

Claire Kramsch

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

Jean Lave

Ph.D. Harvard University. Sociocultural theories of practice and learning

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. Literacy development in out-of-school setting

Diane E. Mayer

Ph.D. University of Southern Queensland. Teacher education, teachers' work, teacher professional learning, professional standards for teachers

Associate Dean for Academic Affairs

Elliot Turiel

Ph.D. Yale University

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

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

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

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

Ingrid Seyer-Ochi

Ph.D. Stanford University. History of education, urban school reform

Harley Shaiken

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

Herbert D. Simons

Ed.D. Harvard University. Reading acquisition, reading problems

Carol Stack

Ph.D. University of Illinois, Urbana. Anthropology, poverty, gender, race and methods

Prentice Starkey

Ph.D. University of Texas, Austin. Child development and early education

Laura Sterponi

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

David S. Stern

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

Elliot Turiel

Ph.D. Yale University. Social and cognitive development

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. Psychosocial development in African American, Caribbean and gifted adolescents

Associate Dean for Professional Programs

Diane E. Mayer

Ph.D. University of Southern Queensland

Other Principal Faculty

Elyse Eidman-Aadahl

Ph.D. University of Maryland. Curriculum theory and development

Mary Banach

Ph.D. University of California, Berkeley. Educational leadership and educational data analysis

Christine M. Cziko

M.A. Lehman College, CUNY. (MUSE English Credential Program)

Andrew Furco

Ph.D. University of California, Berkeley. Experiential education, school reform

Nina Hersch Gabelko

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

Maryl Gearhart

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

Carolyn S. Hartsough

Ph.D. University of California, Berkeley. (School Psychology Program)

Janette Hernandez

M.A. University of the Pacific. Educational equity, urban school leadership, school culture and school data analysis

Elfrieda Hiebert

Ph.D., University of Wisconsin-Madison. Role of texts in reading acquisition and development

Susan D. Holloway

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

Lisa Kala

Ph.D. University of California, Berkeley. (Director of Special Programs) Minority achievement and counseling, instructional technology

Erin Murphy-Graham

Ed.D. Harvard University. Role of education in gender equity and secondary education expansion and reform in Latin America

Della C. Peretti

Ph.D. University of California, Berkeley. (Developmental Teacher Education Program)

Kathryn E. Perry

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

R. K. Janmeja Singh

Ph.D. Boston University. Community psychiatry, mental health

Richard Sterling

Cand. Phil., New York University, (Director, National Writing Project)

Carol Tateishi

M.A. University of California, Berkeley. (Director, Bay Area Writing Project)

Suzy R. Thomas

Ph.D. University of California, Davis. School counseling and consultation, prevention and intervention, counselor education

Lynda Tredway

M.A. Catholic University. (Principal Leadership Institute)

Derek Van Rheenen

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

Gary 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)



Marcia Linn

Professor, Cognition and Development

Principal Investigator of projects funded by the National Science Foundation and Institute of Education Sciences including the Technology-Enhanced Learning in Science Center

Interests: Technology-enhanced learning in science; design of learning environments; research methodologies; trajectories of science 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 principals and teachers in diverse local schools to customize instructional materials, study student learning and explore promising professional development approaches.



Jabari Mahiri

Associate Professor, Language and Literacy, Society and Culture

Co-director, Center for Urban Education

Director, Diversity Initiatives

Interests: Writing development and effective teaching and learning strategies in multicultural urban schools and communities

More and more of our students are making connections to real-world issues and are trying to extract from and demand in their coursework more fundamental connections to the kinds of things that are going on beyond the campus as a part of what is of interest and of necessity for them to study in the area of language and literacy.

ADMISSIONS

Applications for Fall 2007 Admission

You can apply directly online or request a paper application from the admissions office.

A complete application for admission includes:

- Graduate Application for Admissions and Fellowships 2007–2008
- Graduate School of Education Application Fall 2007
- \$60 application fee for U.S. citizens and permanent residents; \$80 for all others
- Statement of purpose and personal history statement
- Three letters of recommendation
- Two sets of official transcripts
- Required Examinations

Application Deadlines

December 1, 2006 for all programs except the Principal Leadership Institute and Joint Doctoral Program in Equity for Educational Leadership, which both have a deadline of **January 12, 2007**. All application materials for admissions and fellowships, including GRE scores, transcripts and letters of recommendation, are due by the deadline.

FINANCIAL AID OPPORTUNITIES

Most doctoral or master's degree students are eligible for some financial aid, 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 living and educational expenses of graduate study. Although Berkeley's Graduate School of Education has a strong fellowship program, the number of awards is limited and to be considered, you must be nominated by your department. An application for fellowships is included in the application for admission. The deadline to apply for fellowships is **December 1, 2006**, if you are not currently a student in the School of Education.

Need-Based Financial Aid: Loans and grants made through the University's Graduate Diversity Program are based on demonstrated financial need and require a Free Application for Federal Student Aid (FAFSA) application independent of the fellowship application. Note that international students are not eligible for federal financial aid.

Teaching, Research and Work-Study Opportunities: Graduate student researcher (GSR) and Graduate student instructor (GSI) positions are available to graduate students. Applicants who have been admitted to the School of Education should ask their faculty advisers about employment. The amount of time a student can work is restricted, especially if the student is receiving a fellowship. In addition, graduate students can earn work-study funds for campus, departmental or other jobs related to their educational objectives.

Fees and Expenses

2006–2007 Graduate Student Fee Schedule

(fees are per semester)

	Residents	Nonresidents
University Registration Fee	367.50	367.50
Educational Fee	3,081.00	3,214.50
Berkeley Campus Fee	197.75	197.75
Class Pass Fee – Transit	58.50	58.50
Health Insurance Fee	729.00	729.00
Nonresident Tuition Fee	–	7,347.00
Total	\$4,433.75	\$11,914.25

FOR MORE INFORMATION

2005–06 Class Profile

Number by Degree:

Master's Students	29
Master's/Credential Students.	148
Ed.D. Students:	37
Ph.D. Students	215

Diversity

Female	318 (74%)
Male	111 (26%)

Students of Color:

Asian American	16%
African-American	10%
Hispanic	10%

Geographical Distribution:

13 states and 16 countries

Age Range 21–60 years old

Average Graduate Record Exam (GRE) Scores of Admitted Applicants

Verbal	589
Quantitative.	639
Analytical Writing	5.0

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

Web: gse.berkeley.edu

Admissions Websites

GSE Admissions:

gse.berkeley.edu/admin/sas/requirements.html

GSE Academics (courses, faculty, programs):

gse.berkeley.edu/academic.html

GSE Online Application:

gse.berkeley.edu/admin/sas/gseappform.html

UC Berkeley Graduate Division Online Application:

grad.berkeley.edu/admissions/grad_app.shtml

Financial Aid Websites

GSE Financial Aid:

gse.berkeley.edu/admin/sas/admissions/req_aid.html

Need-Based Financial Aid:

www.grad.berkeley.edu/admissions/financial_support.shtml#3

FAFSA:

fafsa.ed.gov

Fees

registrar.berkeley.edu/Registration/feesched.html

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Front cover right, Karling Aguilera-Fort, principal, Fairmount Elementary School, San Francisco, and Principal Leadership Institute co-instructor

Back cover top, Tolman Hall east entrance and grounds

Back cover from left, GSE graduates, doctoral student Adena Young, UC Berkeley Campanile, doctoral student Andy Maul

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