



# Berkeley School of Education

**2022–2023**

## **Handbook for Graduate Students**

This handbook complements the handbooks produced by BSE programs including School Psychology, LEAD, PLI, BTEP, and SESAME. Additionally, cohorts starting before 2022 may have been admitted under slightly different requirements, and are recommended to use the Handbook provided to them upon admission.

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# Introduction

This handbook provides detailed information on procedures, regulations, and requirements for completing an advanced degree program at the Berkeley School of Education (BSE) for the academic year 2022-2023.

We encourage you to take some time to familiarize yourself with the components of this handbook. It's designed to give an in-depth overview of requirements, resources, and procedures for every stage of your degree program so you can successfully navigate your path to degree completion. Another important resource for all graduate students is the Graduate Division's website, [grad.berkeley.edu/policy](https://grad.berkeley.edu/policy).

General information about the Berkeley School of Education, its programs, and its faculty may be found on our website, [bse.berkeley.edu](https://bse.berkeley.edu). If you are a student in the Joint Doctoral Program in Special Education, the Principal Leadership Institute (PLI), the Leaders for Equity and Democracy Program (LEAD), the School Psychology (SPSY), the Berkeley Teacher Education Program (BTEP), or the Science and Mathematics Education (SESAME) program, we recommend that you consult this handbook alongside the materials specific to your program.

Any changes to requirements and procedures described in this handbook will be announced widely by your program director and/or by the Student Services team. We recommend that you reconfirm your requirements with a faculty advisor or Student Service advisor anytime you are nearing a degree milestone or are contemplating a change in your academic plans.

We hope you find this handbook useful. If you have any suggestions on how this handbook could be more useful we welcome your input. We also encourage you to contact us whenever you have questions or need assistance. It's our job to help guide you through your BSE journey so you can devote your full attention to accomplishing your academic goals. **On behalf of all of us on the BSE Student Services team, we wish you the best for a successful and productive academic experience!**

Sincerely,

[Rosa, Liliana, Jennifer, Jeanette, Pam, and Maya](#)

# Directory

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# 1.0 UC Berkeley and BSE Program Overview

## Berkeley School of Education

Now in our 130<sup>th</sup> year, the Berkeley School of Education (BSE) continues to be a leader in providing R1-level academic and professional degrees in education. BSE's programs lead to doctoral degrees, master's degrees, and teaching credentials. Our alumni are transforming the education industry in California, in the United States, and abroad by applying innovative, state-of-the-art research, technology, and methods to new heights of excellence with proven results.

## Graduate Division

The Graduate Division oversees all graduate degree programs at UC Berkeley. It is headed by the Dean of the Graduate Division, and is located on the 3rd floor of Sproul Hall. The Berkeley School of Education supervises your graduate work, certifies the completion of your program, and recommends conferral of your degree. The Graduate Division verifies and confers your degree. See [grad.berkeley.edu](http://grad.berkeley.edu) for details.

## Berkeley School of Education's Academic Areas

The Berkeley School of Education offers a range of academic and professional programs:

- **Cluster-Based Programs:** Clusters are areas of study, each with a faculty leader referred to as a Cluster Convener. There are four cluster-based programs within the BSE: 1) Critical Studies of Race, Class, and Gender ([CSRCG](#)); 2) Learning Sciences and Human Development ([LSHD](#)); 3) Policy, Politics, and Leadership ([PPL](#)); and 4) Social Research Methodologies ([SRM](#)). Each cluster has coursework and milestone requirements. All BSE faculty are affiliated with at least one cluster.
- **Joint Doctoral Program:** The Joint Doctoral Program in Special Education ([JD](#)) is a collaboration with the BSE and San Francisco State University.
- **Professional Programs:** School Psychology ([SPSY](#)) and Leaders for Equity and Democracy ([LEAD](#)) are doctorate-level professional degree programs. The Berkeley Teacher Education Program ([BTEP](#)) is a master's level program that includes earning a teaching credential. Each of these programs has its own Director and uniquely tailored requirements, practices, and policies.



- **BSE-Affiliated Graduate Group:** The Science and Mathematics Education group (referred to as [SESAME](#)) is administered by the Student Services team. However, its Chair and Head Graduate Advisor are different. Requirements, advising, etc., are overseen by faculty in the BSE and in STEM units (e.g., Chemistry, Mechanical Engineering, Mathematics).

### **The Student Services Team**

The Student Services team oversees key administrative aspects of students' degree and credential programs. They are responsible for a variety of BSE student functions, including maintaining student records; processing petitions for withdrawal and readmission; removal of incomplete grades; degree and program changes; course scheduling; fellowships; and credential and advanced degree counseling. In addition, Student Services staff members serve as a valuable resource in helping students find information and services available beyond BSE, such as [University Health Services](#) and the [Disabled Students' Program \(DSP\)](#).

**The Student Services team is available Monday through Friday, 9:00 a.m. – 12 noon and 1:00 p.m. – 4:00 p.m.** We can also find convenient meeting times outside of regular hours. The Student Services team is located on the 4<sup>th</sup> floor of 2121 Berkeley Way West.

### **The Head Graduate Advisor (HGA)**

The Head Graduate Advisor (HGA) is a faculty member appointed by the Dean. The HGA serves as both a representative of the Graduate Division and the lead academic advisor for all BSE graduate students. The primary responsibility of the HGA is to work with the GSAO to certify that the requirements of the Graduate Division and the BSE are met in selecting, advising, educating, evaluating, and approving candidates for higher degrees.

### **Graduate Student Academic Officer (GSAO)**

The GSAO is responsible for disseminating information from the University and Graduate Division and makes sure all graduate students are up-to-date on the policies, procedures, and requirements needed for the successful and timely completion of their degrees. The GSAO provides information on enrollment, withdrawal and readmission procedures, academic milestone procedures, and change of degree goal petitions. The GSAO works closely with faculty advisors and the Head Graduate Advisor (HGA) to provide timely and important advice on all graduate student academic matters.

# 1.1 Advising

## **Faculty Advisors**

Faculty advisors are your primary source of guidance in all matters concerning your academic program. They are responsible for assisting you in developing an individual program of study and guiding your research. In addition, they can provide advice about other faculty you might work with in BSE and in other departments; courses of interest to you; and special lectures, symposia, and professional meetings that would augment your academic experience. Students enrolled in professional programs can contact their program administrators to find out the faculty advisors who specialize in their areas of interest.

## **Changing Faculty Advisors**

Upon admission, you were assigned at least one faculty advisor. If, over time, you determine that a new faculty advisor would be more appropriate, you may change advisors. In general, the Graduate Division allows only non-emeritus members of the UC Berkeley Academic Senate (e.g., Assistant Professors, Associate Professors, and Full Professors) to serve as faculty advisors for graduate degree students. Once you have identified a new faculty advisor, you will need to complete a Faculty Advisor Change form, which is available from Student Services. After you obtain the required signatures of approval on this form, it is filed with the GSAO, who then makes the change to your official student records.

## **Disabled Students Program Advising Resources**

The [Disabled Students' Program](#) (DSP) serves as a consulting, information, and referral resource. It focuses on providing services and guidance to students with disabilities and addresses areas of need where equal opportunity is being compromised. DSP encompasses the needs of those with learning disabilities, hearing-impairment, visual-impairment and orthopedic disabilities. Students are required to register with DSP in order to be eligible for special accommodations.

## 2.0 Health and Wellness

### University Health Services

University Health Services (UHS) at the Tang Center is a comprehensive health center, complete with medical health care, mental health care, wellness support, and a comprehensive student health insurance program, called the [Student Health Insurance Plan \(SHIP\)](#) and referenced below. **Registered students can use all services at UHS whether or not they are enrolled in the Student Health Insurance Plan (SHIP).** Services provided include primary, urgent, and specialty medical care; pharmacy, laboratory, and radiology services; physical therapy; counseling and psychological services; a career counseling library; health promotion services; and [the eTang online student portal](#).

### Student Health Insurance Plan (SHIP)

All registered students are required to meet the university's health insurance mandate. Registered graduate students are automatically enrolled in the Berkeley Student Health Insurance Plan (SHIP). However, before the start of the fall semester, students can opt out of SHIP if they submit proof of another form of insurance before the August deadline. SHIP coverage includes medical health care, mental health care, dental care, and vision benefits. [The University Health Services](#) is at the Tang Center at 2222 Bancroft Way.

### Mental Health Crisis Support and Resources

Research shows the number of students who are manifesting signs of emotional and psychological distress is on the rise, reflecting a confluence of a multitude of factors affecting the current generation of students.<sup>1</sup> Experts suggest that if you are experiencing mood swings, a substantial change in patterns around sleep, meals, and/or alcohol and substance use, or if you are feeling disconnected, lonely, or agitated, you should seek the support of professionals to alleviate your stress and to find new ways to balance and sustain your strength and resilience. Seeking assistance early can make a difference. **For immediate support, call 510-642-9494 to speak with a counselor, Monday - Friday, 8:00 a.m. - 5:00 p.m.**

### Basic Needs Center

The Basic Need Center offers short-term emergency relief and long-term support services that address students' basic needs. To receive assistance, [please fill out this form](#).

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<sup>1</sup> <https://uhs.berkeley.edu/counseling/prevention-education-outreach/mental-health-handbook>

## 3.0 Registration

As stipulated by the UC Regents' policy, graduate students in good standing are required to be formally registered for a minimum of 12 units every fall and spring semester until their degree requirements are completed, unless stipulated otherwise by DSP. Full-time graduate students take a minimum of 12 units by combining 100-series courses (i.e. upper division undergraduate-level courses) and/or 200-series courses (i.e. graduate-level courses) per semester. The BSE does not offer part-time enrollment. Students who have advanced to candidacy and are working full-time on their dissertations should enroll in 12 units of EDUC 299: Special Study and Research each semester until degree completion.

### [The Cal 1 Card](#)

The UC Berkeley photo ID card (called the Cal 1 Card) is the official student identification card. The Cal 1 Card can be used as a building access card, a debit card for spending on campus, and for discounted and free access to AC Transit and other local transportation systems.

### [Registration Requirements](#)

The Graduate Division sets [policies and procedures for registration](#). Becoming a fully registered student involves two steps: (a) enrolling in classes; and (b) the payment of fees. Please note that students will not have fees assessed until they have enrolled in at least one class. Graduate students are limited to enrolling in 12 units during Phase 1 of the enrollment period. During Phase 2 of the enrollment period the limit increases to 20.5 units. To enroll in over 20.5 units, a petition is required.

### [Cancellation of Registration](#)

The Office of the Registrar will cancel a student's registration by the end of the eighth week of classes if there are no course enrollments, regardless of whether fees have been paid. Students enrolled in classes who wish to discontinue their attendance must submit a Withdrawal Request Form in [CalCentral](#) > My Dashboard > Student Resources > Withdrawal Form. International students on F or J visas who plan to cancel their registration must first discuss their plans with an advisor at the [Berkeley International Office \(BIO\)](#) to be sure their visa status is not jeopardized.

## 3.1 Enrollment

Students enroll in classes by using the UCB student portal, [CalCentral](#). CalCentral provides immediate, up-to-the-minute information on registration and class enrollment status. Enrollment appointments in CalCentral are available for incoming graduate students in mid-July. Timely enrollment is important for academic appointments, for the disbursement of fellowships and grants, and for access to vital services and programs. Students may also consult the [Student Information Systems/Enrollment FAQ](#) site or email [sishelp@berkeley.edu](mailto:sishelp@berkeley.edu) for assistance with enrollment issues. For course control numbers, times and locations of courses, see the [Berkeley Class Schedule](#). The [UCB academic calendar](#) can be accessed on [the Registrar's website](#).

### Late Registration and Enrollment

Students are expected to enroll in courses through CalCentral by the end of the fifth week of instruction. Afterwards, students must file a Petition for Late Enrollment/Registration to enroll in classes, available through the [Office of the Registrar](#). Inactive students (e.g. those returning after a withdrawal period) will need to apply for re-enrollment. All students who have re-enrollment, late enrollment, or other enrollment issues should contact the GSAO for assistance with forms and permissions. Note: In light of the COVID pandemic, the [cancellation for non-payment policy has been suspended](#) from Fall 2022 to Spring 2024. International students with F or J visas who are not enrolled in at least one class by the end of the third week of classes must consult with an advisor at the [Berkeley International Office \(BIO\)](#) immediately to avoid jeopardizing their visa status.

### Adding and Dropping Classes

Students may add or drop classes without a fee through CalCentral during Phases I and II and during the Adjustment Period, which ends the third week of instruction. Students may also petition to change the grading option for classes within the Adjustment Period. **All courses taken for BSE graduate degrees must be taken for a letter grade.** Students should review their course selections and number of units before the end of the third week to avoid penalties. For further information on adding and dropping courses, including adding and dropping after the third week, please consult the [Student Information Systems site](#). Schedule changes cannot be made after the last day of the semester.

### Changing Grading Options

Prior to the last day of classes, students may petition to change the grading option of a

course. No grading option changes are allowed after the last day of the semester. Students are encouraged to consult with their GSAO before submitting their petition.

### **Special Study & Research Courses (Education 299)**

Education 299 is offered on a Satisfactory/Unsatisfactory basis only. Doctoral students preparing for oral exams should enroll in Education 299. After advancement to candidacy, students should enroll in Education 299 for the purpose of conducting research, collecting data, or working with a faculty advisor on a dissertation. EDUC 299 does not count toward completion of an MA degree.

### **Intercampus Exchange and Other Exchange Programs**

Intercampus exchange allows students to enroll in courses offered on other UC campuses and with other institutions (e.g. Stanford University). Information about these programs, including application forms, can be found [here](#). The forms must be approved by the HGA prior to Graduate Division approval.

### **In Absentia Status**

In absentia status is a form of registration available to graduate students undertaking coursework or research related to their degree outside of California (or, in limited circumstances, outside the Bay Area). Students registered in absentia are assessed full health insurance fees, and 15 percent of the combined University Tuition and Student Services Fees. If applicable, students are also assessed nonresident tuition and/or professional school fees. See the [Guide to Graduate Policy D1.3: Registration Fees](#). Additionally, please note:

- Students on in absentia registration must be enrolled as full time students.
- Doctoral students may only use in absentia registration for a maximum of four semesters.
- Doctoral students must be advanced to candidacy by the time in absentia begins.
- Students may hold fellowships and GSR appointments, but may not hold GSI, Reader, or Tutor appointments.
- Master's and professional students must have completed at least one year of course work by the time in absentia begins, and may only use in absentia for a maximum of two semesters.

In absentia status applications are available through [CalCentral](#) > My Dashboard > Student Resources > Special Enrollment Petition. Applications for in absentia are due on August 1 for Fall semester and on January 1 for Spring semester.

## **Filing Fee Status**

The Filing Fee status is an option to reduce enrollment fees. This option is only available to doctoral students who have completed all of their degree requirements except for filing for their dissertation. [For more information, please see Section 3.2 regarding Filing Fees.](#)

## **Minimum Academic Residency**

Academic residence is established by the payment of registration fees and enrollment in at least 4 units of coursework in the 100-series or the 200-series courses. For more information regarding residency requirements, [see here for MA students](#); or, [see here for PhD students](#).

## 3.2 Fee Payment

Tuition and fees (including SHIP fees) are billed through the [Billing and Payment Services Office](#). Registration fees for the current or upcoming semester can be found on the [Office of the Registrar website](#).

The first online billing statement (called an [eBill](#)) will be available in early August and must be viewed through [the CalCentral student site](#). Notification of the [eBill](#) will be delivered by email only. EBills are generated once a month. The first August eBill will **not** show financial aid allocations, including loan disbursements, for the fall semester. Processing time for these dispersed payments usually takes a few weeks. Please contact the Fellowships and Admissions Coordinator for questions regarding fees and payments.

### **SHIP Fee and Insurance Waiver**

SHIP (Student Health Insurance Plan) fees are automatically assessed on the eBill, but students can petition to waive this fee. This is best done before the start of the academic year. More information on how to obtain a health insurance waiver for SHIP fees is available at [uhs.berkeley.edu/Students/insurance](https://uhs.berkeley.edu/Students/insurance).

### **Non-Resident Supplemental Tuition (NRST)**

Non-California residents must pay Non-Resident Supplemental Tuition (NRST) in addition to the standard charges for tuition and fees. With proper documentation, most non-California domestic students can qualify for California residency for purposes of tuition after their first year. See the [Guide to Graduate Policy D1.4](#) for details. For details and more information see [Guide to Graduate Policy F3.6](#). Please note the following requirements:

- Doctoral students must be advanced to doctoral candidacy by the first day of the academic term to receive the NRST fee waiver for that term.
- The NRST is waived for a maximum of three years.
- A non-resident doctoral student who continues enrollment after three years will be charged the full NRST rate.

### **Filing Fees**

The Filing Fee status is a reduced enrollment fee status available to graduate students (in Fall and Spring terms only) who have completed all degree requirements (MA or PhD) except for filing of their PhD dissertation or MA thesis. Once a student has successfully



obtained Filing Fee status, their fees are reduced by one-half. Students who use a Filing Fee status for their Master's degree program cannot use it during their doctoral program.

**Eligibility for the Filing Fee status is limited to students who were enrolled in the previous semester.** The deadline for filing to present a thesis or dissertation is the last day of the semester. If this deadline is not met, readmission and full registration fees will be assessed.

Students on Filing Fee status **are not eligible to receive university funding or hold academic appointments.** The Filing Fee status may be used only once during a student's career (MA and PhD). To apply for Filing Fee status, go to [CalCentral](#) > My Dashboard > Student Resources > Special Enrollment Petition. Students will be billed the Filing Fee on their CalCentral "My Finances" eBill statement. All fees must be paid on time to remain on Filing Fee status. Because of the strict requirements for obtaining the Filing Fee status, planning at least as semester in advance with the GSAO is highly recommended.

## 4.0 Grading

### **Satisfactory/Unsatisfactory Grades**

The Satisfactory/Unsatisfactory (S/U) grading option is an alternative to the A through F letter grading system. An “S” grade is awarded for work regarded as satisfactory performance for a graduate student. A Satisfactory (S) grade is equivalent to a letter grade of B- or higher. Performance below the level of a B- grade results in an Unsatisfactory (U) grade.

BSE’s core and methods courses must be passed with a B- or better grade and may not be taken on a Satisfactory/Unsatisfactory (S/U) basis. BSE required courses must be taken for a letter grade. A course may be repeated only if a grade of D+ or below is received.

Furthermore, [UC Berkeley’s Academic Senate](#) mandates that students cannot exceed a total of over one-third Satisfactory/Unsatisfactory (S/U) units in total towards their degree. This limit excludes courses numbered 299 or those in the 300 or 400-series. For Master’s degrees, two-thirds of all coursework must be letter-graded.

### **Minimum Grade Point Average (GPA)**

Students are expected to maintain a grade point average of at least 3.0 in all graduate coursework to remain in good academic standing.

### **Incomplete Grades**

An Incomplete (I) grade may be requested before the last day of the semester for circumstances beyond the student’s control (e.g., illness) that prevents the completion of coursework. Policies governing Incomplete (I) grades can be found [here](#). Please note:

- You cannot hold a GSI or GSR appointment with more than two Incomplete grades.
- You cannot take the Qualifying Exam without resolving all Incomplete grades.
- All incomplete grades must be resolved to be recommended for a Master’s degree.
- Accruing more than two Incomplete grades may be considered in determining a student’s standing/progress.

# 5.0 Enrollment Withdrawals, Leaves of Absence, and Degree Changes

## Enrollment Withdrawal Process

Students should consult with the GSAO if they are considering a withdrawal from enrollment. Students can initiate a withdrawal request through [CalCentral](#) by submitting the withdrawal request form starting on the first day of instruction and before the last day of the semester. Once a withdrawal is processed, students will be dropped from all classes and will be subject to prorated penalties outlined in [Refunds After Withdrawal](#). The BSE is not obligated to readmit a student who has withdrawn.

After a withdrawal is processed:

- Students may not use UCB facilities except those available to the general public.
- Students cannot attend classes during the semester of their withdrawal or during any future semester until readmitted.
- Students are not to request faculty time or attention (e.g. approval of milestones) until readmitted.
- Students with loans are required to complete an exit interview prior to withdrawal.

## Medical Withdrawal Process

A Medical Withdrawal follows the same process as the withdrawal process outlined above and is recorded as a “Self-Requested Medical Withdrawal.” [University Health Services](#) at the Tang Center requires an additional process for reviewing Medical Withdrawals. The University Health Services determines if a withdrawal is recorded as an “Approved Medical-Withdrawal.”

## Enrollment Withdrawal for International Students on F and J Visas

International students are expected to remain registered at all times under the terms of compliance of their F and J visas. However, under certain circumstances, a student on an F or J visa may be able to withdraw and still remain in compliance with the federally-mandated [Students and Exchange Visitors Information System \(SEVIS\) requirements](#). Students on F and J visas must consult with an advisor at the Berkeley International Office (BIO) before applying for withdrawal to avoid any possible consequences of non-compliance with their visa requirements.

## **Readmission/Re-Enrollment**

Questions about readmission, also called re-enrollment, should be directed to the GSAO. Students who were previously registered at Berkeley in a graduate program and then withdrew, but wish to return to the same degree program within five years, will need to re-enroll, rather than reapply. Readmission is determined by the BSE faculty, who assess the strength of the student's academic record when deliberating whether to approve a readmission request. The readmission application must be approved by the relevant BSE Program leader, the HGA, and the Dean of the Graduate Division.

## **Requesting Readmission After More Than Five Years**

Students who have not been enrolled at UC Berkeley for more than five years must submit new documentation, as required for admission to the program, in order to be considered for readmission in Fall or Spring terms. Students are required to apply using Graduate Division's [Online Application for Admission](#). Students who have not been continuously enrolled are ineligible for readmission during the summer semester (also known as Summer Sessions). The only exception is for students who received Filing Fee status the preceding spring semester and may have missed the deadline to file their Master's Comprehensive Report or Doctoral Dissertation by the summer deadline.

## **Changing Degree Objectives**

Master's students who later seek to pursue a Doctoral degree at the BSE will need to apply for admission to the doctoral program as stipulated by the Graduate Division. It is highly recommended that students consult their faculty advisor first.

To add a Master's degree to a Doctoral degree, first consult the GSAO. The Master's degree should be added prior to completing the Qualifying Exam. The Graduate Division rarely permits duplication of degrees in the same field. Therefore, students who already hold a Master's in Education may be required to submit a petition.

## **Parental Leave**

Graduate Division policies on parental leave can be found [here](#). Students requesting parental accommodations must have parenting responsibilities such as pregnancy, childbirth, care of a newborn or newly adopted young child, care of a child with a serious illness, or another exceptional circumstance relating to child care. The child may be the student's child or the child of a spouse or domestic partner. To apply for parental leave, go to [CalCentral](#) > My Dashboard > Student Resources > Special Enrollment Petition.

## 6.0 Student Academic Appointments

A complete overview of Graduate Division policies and procedures concerning academic appointments can be found [here](#).

Students must be registered and in good academic standing for the semester for which they hold a graduate student academic appointment. First time appointees must:

1. Attend the [New ASE Orientation](#) sponsored by the Labor Relations Office during the semester of their appointment.
2. Complete the [GSI Professional Standards and Ethics Online Course](#).
3. Complete EDUC 375: Art of Teaching; if unavailable, a [300-level semester-long pedagogical teaching seminar](#) elsewhere is acceptable.

### Timesheets

Timesheets are required for students holding GSR, Reader, or Tutor appointments. However, GSIs are not required to submit online timesheets.

### Fee Remission Programs and Fee Payment Procedures

A fee remission refers to the portion of the tuition and fee payments that is covered as part of the compensation for a GSR or GSI appointment. Graduate students appointed for 25% of full-time equivalency (or FTE) or more for the entire semester as a GSI or GSR, or as a combination of both, are eligible for partial fee remission. Graduate students with a 45% FTE or greater are eligible for full fee remission.

Typically:

- 25% appointment = 10 hours a week, not to exceed 170 hours per semester
- 50% appointment = 20 hours a week, not to exceed 340 hours per semester
- 100% appointment = 40 hours a week, available during the summer only

For more information on graduate appointments and fee remissions, visit [the Graduate Division fee remissions guidelines webpage](#). Financial Aid recipients who qualify for fee remission are required to report this as a funding award to the Financial Aid Office.

### Fee Payment Procedures for Students with GSI and GSR Appointments

Eligible students will receive a credit which will appear on My Finances on their CalCentral student portal. The fee remission will appear on CalCentral after the appointment is entered into the payroll system.

**Important:** Students are responsible for making sure that their fees are paid by the deadlines. In many cases, fee payments are due before GSI and GSR appointments are approved. The processing time to obtain a fee remission is approximately 2–3 weeks after the appointment is secured. For this reason, if an appointment is not finalized by the due date for registration fees, students are obligated to pay at least 20% of the registration fees to enroll in courses. Students can also choose the [Fee Payment Plan](#). Under this option, a \$60.00 non-refundable fee will be applied. Students who hold a 45% FTE or greater GSR appointment will be reimbursed for the amount of fees they paid prior to the finalization of the GSR appointment.

Students unable to pay 20% of the fees by the deadline or by the Fee Payment Plan deadline, emergency loans are available through the campus Financial Aid Office to cover this amount until the fee remission is credited. More information about fee remissions and funding options is available on [UC Berkeley's financial aid website](#) and [the Student Billing site](#).

## 7.0 Master of Arts Degree (MA Ed)

This information pertains to the [Master's in Education program](#). Policies and procedures concerning the [Berkeley Teacher Education Program \(BTEP\)](#) and [Principal Leadership Institute \(PLI\)](#) are stipulated in their handbooks, respectively.

### Duration of the [Master's in Education Academic Program](#)

- 1 – 2 years (2-4 semesters)

### Minimum Units to Complete and Course Series Parameters

- Students must complete 24 units of coursework.
- At least 12 units must be in the 200-series of Education (EDUC) courses.
- The remaining required units may be from the upper division 100 or 200-series offered in Education and from other UC Berkeley departments.
- EDUC 299 Independent Study and 300-series courses may not be used to meet the 24 unit requirement for the Master's in Education.

### Master's in Education: Required Core Courses [BSE-Wide]

- EDUC 290B: Introduction to Liberatory Education (3 units)
- At least one methodology course. Students should check [CalCentral](#) or the BSE Course Guide for course offerings. Recommended introductory courses are:
  - EDUC 271B: Introduction to Qualitative Methods (3 units); and/or,
  - EDUC 274A: Measurement and Education in Social Sciences (3 units)

### Master's in Education: Required Specialization Courses

Most areas of specialization have two core courses and may also have a research group associated with this particular focus of inquiry. Please consult your faculty advisor.

### Residency, Minimum GPA, and P/NP and S/U Grading Options

- To be eligible to receive the Master's degree, students must complete at least two semesters in residency and earn a GPA of at least 3.0 in required units. Only courses with a C- or better can count toward degree completion requirements.
- Only one-third of the unit total may be taken for pass/not pass (P/NP) or satisfactory/unsatisfactory (S/U) grading options. To earn a "pass" or a "satisfactory" grade in a graduate course a grade of B- or better is required.

### Master's in Education: Capstone Project

The Capstone Project is required in addition to the completion of the required 24 units. The Capstone Project may be fulfilled as a pilot study or position paper. Two BSE faculty members participate in the approval of the Capstone Project requirement.

## 8.0 Doctoral Degree (PhD)

This information pertains to the [Cluster-Based](#) and [Joint Doctoral Degree in Special Education \(JD\)](#) PhDs. Policies and procedures concerning the [School Psychology Program \(SPSY\)](#) are stipulated in their handbook.

### Doctoral Degree Coursework Requirements

There are two kinds of coursework requirements to consider: BSE-wide courses required for all PhD students, and courses that are program or cluster specific. All courses are one semester in duration unless otherwise noted.

#### BSE-Wide Course Requirements

- EDUC 268: First Year Doctoral Seminar in Education Research and Practice (offered in two consecutive semesters)
- EDUC 282: Introduction to Disciplined Inquiry

These two courses outline the big ideas of research to elucidate how ideas and problems have been conceptualized and systematically studied by introducing students to the foundational ideas of epistemology, methodology, and research proposal-writing.

- EDUC 293A/L: Data Analysis in Education Research + Data Analysis Laboratory
- EDUC 271B: Introduction to Qualitative Methodologies

Students must take at least two methodology courses: one quantitative and one qualitative. EDUC 293A/L and EDUC 271B are the required introductory courses and prerequisites for more advanced methods courses. Two methods courses are not typically adequate professional preparation. Therefore students typically take multiple methods courses over time.

- EDUC 375: Art of Teaching or equivalent 375 course in taught in another department

Graduate Division requires all graduate students who serve as Graduate Student Instructors (GSIs) take a “375” course. Graduate students must enroll in a 375 course before or concurrent to their first time serving as a GSI. Thus, it is strongly recommended that students take EDUC 375 as early as possible. Students may also choose to take a “375” with another department on campus to meet this requirement.

- Two non-BSE (“Outside”) Courses on the UCB Campus

Taking courses “outside” the BSE strengthens a student’s interdisciplinary fluency and dexterity in theory, methodology, and perspectives, while also engaging a wider scholarly



community of students and faculty. This is also a way for students to collaborate with faculty across campus who could serve on a qualifying exam or dissertation committee. "Outside" courses must be taken for letter grade and approved by your faculty advisor.

## Cluster-Based PhD and Joint Doctoral Program Overview of Milestones

<b>Milestones by Cluster/Program</b>							
<b>CSRCG</b>	Paper	Paper	Qualifying Exam (QE)	*Advance to Candidacy (A2C)	Proposal Defense	Dissertation Filing	
<b>LSHD</b>	Paper	Paper	Paper	Qualifying Exam (QE)	*Advance to Candidacy (A2C)	Proposal Defense	Dissertation Filing
<b>PPL</b>	Paper	Paper	Qualifying Exam (QE)	*Advance to Candidacy (A2C)	Proposal Defense	Dissertation Filing	
<b>SRM</b>	Orals	Paper	Paper	Qualifying Exam (QE)	*Advance to Candidacy (A2C)	Proposal Defense	Dissertation Filing
<b>Jt Doc</b>	Paper	Paper	Paper	Qualifying Exam (QE)	*Advance to Candidacy (A2C)	Proposal Defense	Dissertation Filing

(\* ) This is an e-form process - not a paper or exam

### **Social Research Methodology (SRM) Oral Exam**

The SRM Oral exam is one hour in length and assesses a student's understanding of the core SRM courses. The SRM Oral Exam should be completed by the end of the second semester. Consensus of the attending faculty is needed to pass each topic. If a student fails in any of the topics, a chance to retake the exam in these topics is possible within one year. At least two faculty will be present at the second attempt, depending on the topics being retaken. The same exam procedures will be followed as in the original exam, but with new questions. There will be no further opportunities to retake the exam after the second attempt.

## **PreQualifying/Milestone Papers**

Milestone papers are an assessment of the development of a scholar who is: 1) gaining fluency in the research literature relevant to their declared interests; 2) developing the capacity to work with data, and interpret the results in light of prior research; and, 3) is increasingly prepared to execute a robust and meaningful dissertation study.

Programs/Clusters vary in the total number of papers required, and in what faculty may ask to be included. Additional details and order of papers should be discussed with a faculty advisor.

### **A Conceptual Paper (Also Called “Literature Review” or “Theoretical Paper”)**

This paper should demonstrate an understanding of what and how research has previously pursued questions in the declared area of interest. This is not a narrative summary (“X found A, Y found B,”); think of it as how a reader should conceptualize an on-going conversation in the field. The paper is thus a structured argument about what we know (and how), and what more should be known or newly studied as regards the area of interest. The readers of the paper are assessing knowledge of relevant literature, capacity to discuss that research, and to put different perspectives in conversation such that it would rationalize an inquiry to pursue.

### **An Empirical Paper or Project**

This milestone paper/project should demonstrate a growing capacity to work with data. This may be an independent project, a pilot study, or it could involve existing data or conducting fieldwork and analysis as part of an ongoing study. Some examples include fieldwork-involved research, an interview-only study, development of an assessment instrument, a simulation study for models under consideration.

### **A Conference Paper**

Some students are encouraged to develop their work for presentation at conferences. This comes, in part, from their involvement in research groups. The nature of the conference paper is based on consultation with a faculty advisor and may approximate the description of other papers (see: Empirical Paper).

## **A Prospectus or Other Research Paper**

This paper is for programs/clusters with three paper milestones and is the most varied. If a prospectus is required, the objective is to outline the intended dissertation study in a preliminary way to invite discussion and feedback that will prepare for defense of a dissertation proposal. The prospectus is typically the shortest of the papers (5-10 pages) and covers much of the same terrain as a proposal: focus and purpose, research questions, how the work relates to prior research, why it matters, methodology and methods, and an associated timeline for completing the study. Other possible third papers include a conference paper, grant proposal, and/or whatever the cluster/program accepts and/or is recommended by the faculty advisor(s).

### **General Tips on Milestone Papers**

- Students might develop milestone papers from papers written for courses
- Students might submit independent extensions of papers written in collaboration with others (including faculty advisors)
- A “Mentor Texts” repository of milestone papers is available on the BSE Intranet
- There is a form to complete and submit—with appropriate signatures—after each milestone paper

### **Who Reads Milestone Papers?**

- Two readers per paper and three readers across papers are required
- Readers are typically the faculty advisor, the “secondary advisor” (identified at admissions), and a faculty member (within or outside BSE) with relevant expertise
- Milestone readership is a good way to get to know potential QE or dissertation committee members (and for them to get to know you!)
- Students in the Jt Doc program are required to have one SFSU and one UCB reader for each paper

### **Procedure to file Milestone Papers**

- Submit paper to the readers. Once the readers have approved the paper, obtain their signatures (electronic or wet) on the Prequalifying Paper Approval form from Student Services or [the BSE website](#).

- The signed prequalifying paper approval form should be submitted to the Graduate Student Affairs Officer in the Student Academic Services office.
- Only currently registered students may submit position papers for review and approval.

### **Qualifying Exams (“Orals”)**

Students are eligible to complete the Qualifying Exam (QE) once all required coursework and prequalifying milestones are completed. The QE is meant an opportunity to 1) situate yourself among the relevant literatures; 2) practice discussing the “landscape” of relevant literatures (content, methodology, policy, etc.) in depth—their histories, the major camps or perspectives within them, the main audiences and authors in each subfield, and so forth; and, 3) to practice taking on the specific perspectives within those subfields—that is, to learn to think and speak “with and through” the literature. A Qualifying Exam (QE) committee in the BSE has four people, selected in consultation with the faculty advisor. (See eligibility criteria.)

- The chair of the QE is not your advisor or dissertation chair; rather, the person who is interested in the work and is to help keep things on track –e.g., orchestrating the examiners’ time for questions, keeping the focus on you in the exam. You should be in close communication with the Chair in advance of the exam to discuss the structure and facilitation of the exam.
- The QE assesses growing expertise in at least three areas (methodology is often one). Each of the three members of the committee are examiners, one per area of expertise (this should be communicated and agreed upon in advance). What you read for each area of expertise is established ahead of time with your examiner. Questions are created per area, and the process around question generation should be discussed with your advisor.

### **Procedures and Scheduling to Apply and Complete the Qualifying Examination**

Qualifying Examinations are scheduled by the student in conjunction with their faculty advisor and the GSAO. It’s recommended to schedule an appointment with the GSAO at least six weeks prior to the intended date of the exam. Here are the steps:

1. To begin the process, review your Academic Progress Report (APR) in CalCentral (under the tab “My Academics”) to be certain it is accurate and up-to-date. Please consult with the GSAO if you have any requirements listed on your APR as “unsatisfied.”
2. Once all prerequisites (i.e. the PreQualifying Examination and coursework) have been completed, request a Qualifying Examination Application from the GSAO.
3. Complete the application in consultation with your faculty advisor and obtain the approval signature of the faculty member who will serve as the “professor in charge of research” (usually the faculty advisor). Contact the proposed committee members to set a date and time for the examination.
4. At least four weeks prior to the Qualifying Examination, submit the application for the Qualifying Examination to the Student Academic Advisor. You should submit the application sooner if you are requesting an exception regarding your committee membership since it takes additional time for the Graduate Division to review these cases.
5. After the Qualifying Examination Application is approved by the Head Graduate Advisor, you will be advised to submit the “Higher Degree Committees” eForm on CalCentral.
6. Log into CalCentral and go to My Dashboard > Student Resources > Submit a form > Higher Degree Committees Form.
7. Upon submission, the eForm automatically checks the composition of your proposed committee for adherence to the Graduate Division’s policies. If the eForm adheres to policy, it will be automatically sent to the GSAO for review and approval. If any issues are found, you will be notified and given the opportunity to make changes. Once the form has been approved by the GSAO, and the Graduate Division, you will be notified by email. You will also be able to see the approval of your committee in CalCentral.

NOTE: All Qualifying Examination committee members must be present during the Examination. If, for any reason, a member is not in attendance, the Graduate Division must

be contacted immediately so that approval to proceed can be obtained. Without the Graduate Division's approval, Examination results may be invalid.

If the Qualifying Examination is not passed or is partially failed, a second (final) examination may be recommended by the examining committee. Three months must elapse before a second examination is given, and the committee must be the same as for the original examination. Note: In the case of a partial failure, the second and final examination only covers the topic(s) the student failed during the first examination. If the student fails the second examination, they will be sent a letter of dismissal from the program by the Dean of Graduate Division, with a copy to the program.

After successfully passing the Qualifying Examination, students should advance to doctoral candidacy and submit a dissertation proposal.

### **Advance to Candidacy (A2C)**

Students should apply to candidacy by the end of the semester following the one in which the QE was passed. Advancement to Candidacy by the end of the seventh or eighth semester is highly recommended to maintain normative time. Students submit an electronic form done in consultation with the GSAO that confirms completion of all required coursework and previous milestones, and that you have identified a dissertation committee of at least three members. Here are the steps:

1. After successful completion of the Qualifying Examination, the Application for Doctoral Candidacy form will be sent to your @berkeley.edu email address by the GSAO.
2. Obtain the approval signature of the proposed dissertation chair on the Application for Candidacy. It may be possible to have "co-chairs," and the Graduate Division has recently allowed them to be counted as two members of your committee.
3. Submit the application to the GSAO by email or in the Student Services Office. If the composition of your committee requires an exception from the Graduate Division, also include a one or two-page statement briefly describing the appropriateness of the proposed dissertation committee members.
4. When your application to Advance to Candidacy form has been approved by the

Head Graduate Advisor, you will be advised to submit the “Higher Degree Committees” eForm on CalCentral.

5. Log into CalCentral go to My Dashboard > Student Resources > Submit a form–Higher Degree Committees Form.
6. Human Subjects Protocol: If you will be conducting research using human subjects, you are required to take [the online Collaborative IRB Training Initiative \(CITI\) course](#) and submit an electronic copy of the CITI Course Completion Record with the candidacy application. For more information, contact the Committee for the Protection of Human Subjects at [cphs.berkeley.edu](http://cphs.berkeley.edu).
7. Upon submission, the eForm automatically checks the composition of your proposed committee for adherence to graduate division policies. If the eForm adheres to policy, it will be automatically sent to the GSAO for review and approval. If any issues are found, you will be notified and given the opportunity to make changes. Once the form has been approved by the GSAO and Graduate Division, you will be notified by email. You will also be able to see the approval of your dissertation committee in CalCentral.
8. Once approved by the HGA and Graduate Division, you are officially a “PhD Candidate.” **CONGRATULATIONS!!!**

### **Proposal Defense Review**

The BSE does not require a dissertation defense. The dissertation proposal defense is the last milestone at which a committee is required to assemble together and discuss your research as part of your graduate studies. The proposal itself extends the work done for your prospectus. It incorporates feedback given to you and includes the necessary elaborations to evidence that you are fully prepared to engage in a meaningful, achievable, and fruitful plan of research. An approved proposal serves as an agreement between you and your dissertation committee about your dissertation.

### **Dissertation Filing**

Filing your doctoral dissertation at the Graduate Division is among the final steps leading to the award of your doctoral degree. Your manuscript is a scholarly written presentation

of the results of the research you conducted. Your dissertation committee supervises the intellectual content of your manuscript and your committee chair will guide you throughout. Consult with your committee chair regularly in the preparation of your manuscript, and be sure your committee members know when your timeline to filing so feedback is offered in a timely fashion and in advance of when final approval signatures are needed.

### PhD Normative Time Schedule

“Normative Time” refers to the amount of time that the Graduate Division has determined it should take a student who is enrolled full time to complete a particular degree program. The normative time for all doctoral degree programs in the BSE is six years, whether you enter with an MA or not. The following schedule reflects the maximum time to complete the various stages in the BSE’s PhD programs in order to complete your degree within the six-year limit.

<b>YEAR 1</b>	
1st Semester	Coursework
2nd Semester	Coursework/SRM Orals
<b>YEAR 2</b>	
3rd Semester	First Year Evaluation
4th Semester	Complete First PreQualifying Paper
<b>YEAR 3</b>	
5th Semester	Annual Review
6th Semester	Prequalifying Review (Completion of Position Papers and a Dissertation Prospectus)
<b>YEAR 4</b>	
7th Semester	Qualifying Examination/Advance to Candidacy
8th Semester	Dissertation Proposal Review Meeting
<b>YEAR 5</b>	
9th Semester	Conduct Dissertation Research/Annual Review/Candidacy Review



10th Semester	Conduct Dissertation Research
<b>YEAR 6</b>	
11th Semester	Annual Review/Doctoral Candidacy Review
12th Semester	File Dissertation

### **First Year Review**

Submit **one PDF** file to the GSAO with the items listed below:

- o The First Year Review Form (fill out the top portion);
- o A copy of your current Academic Summary (available on CalCentral);
- o A writing sample from a completed course that is most closely representative of your interests;
- o Your current CV; and
- o A brief 1-2 page memo about what you view as your current intellectual or scholarly direction.

Your Faculty advisor & the Cluster conveners will meet to review the materials you submit and then provide recommendations and approval signatures.

The Evaluation will be approved by the Head Graduate Advisor if you meet all three criteria: (1) you have no grades of Incomplete; (2) your GPA is satisfactory; and (3) faculty have commented favorably on your academic performance. Note: Serious deficiencies could result in a recommendation for academic probation

### **First Year Evaluation**

This review will take place at the beginning of your third semester in a doctoral or MA/PhD program. Faculty in your cluster will formally review your progress based on course work, grades, papers and in some clusters an exam. The purpose of the First Year Evaluation is to give students feedback on their progress, and to correct any academic deficiencies.

### **Annual Progress Reviews**

Please note these instructions are not intended for students of the School Psychology program. Students in the School Psychology program should contact the program for instructions. To ensure students are supported and advancing through the program at their fullest potential, academic records are annually reviewed. If a student's progress or performance is below the program's expectations they will be informed in writing. The following information will be included:

- 1) the nature of the problem or deficiency;
- 2) the steps to be taken to correct the deficiency;
- 3) a reasonable period in which to correct the problem or to show acceptable improvement; and
- 4) an approximate date on which the student's record will next be reviewed.

It is essential to respond in a timely manner to correspondence received from the Head Graduate Advisor. Failure to do so could result in being recommended for Academic Probation. Programs may recommend probation and dismissal on the basis of a written evaluation of the student's progress, including program specific requirements. Programs may choose to issue warning letters to apprise students that they are not making satisfactory progress rather than request formal probation. Only the Dean of the Graduate Division has the authority to place a student on probation, to remove probationary status, and, if necessary, to dismiss a student from graduate standing:

"Academic Probation is intended to provide a student whose performance is less than satisfactory with a period in which to correct identified deficiencies and to raise the student's performance to a level consistent with the minimum standards set by the Graduate Division in consultation with the program. Students on probationary status may register and enroll, but they may not hold academic appointments, receive graduate fellowships, or be awarded advanced degrees." Placement of a student on formal probation is required before the student can be dismissed from the program, *except in instances when a student fails a comprehensive, preliminary, or Qualifying Examination.*

### **Annual Review**

For your annual review, submit **one PDF** file to the GSAO with these items:

- o The Annual Review Form (fill out the top portion)
- o A copy of your current Academic Summary (available on CalCentral)
- o Your current CV
- o A brief 1-2 page memo about what you view as your current intellectual or scholarly direction

Your Faculty advisor and the cluster conveners will meet to review the materials you submit and then provide recommendations and approval signatures.

The Evaluation will be approved by the Head Graduate Advisor if you meet all three criteria: (1) you have no grades of Incomplete; (2) your GPA is satisfactory; and (3) faculty have commented favorably on your academic performance. Note: Serious deficiencies could result in a recommendation for academic probation.

### **Doctoral Candidacy Review**

Graduate Division requires all advanced doctoral degree candidates to complete a Doctoral Candidacy Review (DCR) on an annual basis. The DCR is designed to assist doctoral students and their dissertation chair to stay on track with advising and other supportive activities to help facilitate the completion of doctoral work in a timely manner.

The Doctoral Candidacy Review is an eForm and can be submitted by students through a link in CalCentral. Students initiate the review by beginning completion of the online form. The student is asked to state what progress has been made toward the degree in the previous year, and to outline expected steps toward completion in the coming year.

Once the student has submitted their part of the review form, the dissertation chair should be notified and then review the student's submitted responses. They should then convene a conversation with the student and at least one other member of the dissertation committee. The members of the Dissertation Committee should comment on the student's progress and objectives for the coming year. The agreed upon assessment is entered in the report by the dissertation chair, and submitted for the student to review.

Submission of the completed Doctoral Candidacy Review makes it available to the Graduate Division, the GSAO, and the dissertation chair, as well as the student.

Under some circumstances, a student may be enrolled in the last of the required courses listed on the APR during the semester in which the exam is taken.

### **Appointment of Committee**

The Qualifying Examination Committee is composed of four faculty members: the chair; the Academic Senate Representative and two additional members. The steps to select the members of the faculty conducting the Qualifying Examination are as follows:

- 1) The student should consult with their faculty advisor concerning appropriate members of the faculty to serve on the Qualifying Examination Committee,

taking into account Graduate Division regulations on committee appointments (summarized below). Committee members should be nominated because of the relevance of their areas of expertise to the examination subjects. The Qualifying Examination Chair cannot serve as the Dissertation Chair for the same student. The Academic Senate Representative must be a member of UC Berkeley's Academic Senate.

- 2) The Head Graduate Advisor will review the proposed committee before forwarding a recommendation to the Dean of the Graduate Division.
- 3) The Graduate Division will notify the student; members of the committee; and the GSAO in the BSE of the official committee to conduct the Qualifying Examination.

### **Graduate Division Requirements for Faculty Membership on Committees**

The following is a summary of the Graduate Division's regulations concerning the appointment of Qualifying Examination committees and all other faculty committees for higher degrees:

- The Head Graduate Advisor recommends faculty appointments to all higher degree committees to the Dean of the Graduate Division. Final approval of all committee appointments rests with the Dean of the Graduate Division.
- Chair: The Chair of a Qualifying Committee must be a member of the Berkeley Academic Senate from the GSE. (Senate members are Full, Associate, and Assistant professors and certain senior lecturers.)
- Additional Members: Additional members may be Berkeley Academic Senate members in the GSE or another degree granting program. Since the faculty member who will chair your dissertation committee cannot serve as chair of the Qualifying Exam, they typically serve as one of the two inside members.
- Non-Senate members as inside members and co-chairs: Under certain circumstances, a non-Senate member may be appointed to a committee if the Head Graduate Advisor determines that they offer expertise not otherwise available among the Academic Senate faculty, and if the Associate Dean of the Graduate Division concurs in that judgment. There may be no more than one person in this category on a committee. On occasion, a non-Senate member may be appointed to co-chair a thesis or dissertation committee if this assignment is shared with a Senate member.

- **Academic Senate Representative (ASR):** The ASR member must be a member of the Berkeley Division of the Academic Senate (no exceptions). The ASR may be either from another department, or from the BSE. The Academic Senate Representative's role is to ensure that the committee is conducted in a fair and professional manner that abides by graduate policy.

NOTE: Thesis, Qualifying Exam or dissertation committees may include one member of the Academic Senate faculty of any UC campus or Stanford University as an inside member with special approval from the Dean of the Graduate Division. It should be made clear to the non-UCB member that the University cannot pay a stipend or travel costs.

Requests for exceptions, with supporting documentation, to these regulations must be submitted to the Head Graduate Advisor for approval. If approved by the Head Graduate Advisor, they will be forwarded to the Graduate Division. Final approval of all committee members rests with the Graduate Division. For questions about the composition of higher degree committees, consult with the GSAO.

### **Time Limit in Candidacy**

Once advanced to doctoral candidacy, the Graduate Division gives BSE students a total of five semesters in candidacy plus a four-semester grace period in which to complete their dissertation. At the end of this time (nine semesters), if a dissertation is not filed with the Graduate Division, candidacy is subject to lapsing and eventual termination. Under certain circumstances, a shorter candidacy period can be designated by the Graduate Division.

### **Doctoral Completion Fellowship (DCF)**

For students admitted in Fall 2010 or later, the Doctoral Completion Fellowship (DCF) provides an incentive for students in certain graduate programs to complete their degree within a reasonable time. The fellowship pays in-state tuition and a stipend for two semesters. A student is subject to work limitations while receiving this fellowship, i.e., only one 25%-time GSI or GSR position may be held during each of the two semesters of the fellowship, or 50% during one of the two semesters. No other positions or appointments may be held. To be eligible for the DCF, students must:

- Have advanced to candidacy;
- Be in good academic standing with a minimum GPA of 3.0;
- Have completed a satisfactory online Doctoral Candidacy Review for the most

recently completed academic year;

- Have participated in PhD completion activities or in other requirements, as directed by their program; and
- Apply for at least one external fellowship in order to be eligible for the DCF.

For more information regarding the eligibility and details for the Doctoral Completion Fellowship, please refer to [F3.1 of Graduate Division's Guide to Graduate Policy](#).

### **Dissertation Proposal**

After advancement to candidacy, doctoral students are required to complete the proposal review process. The following guidelines are provided to assist students in preparing their doctoral research proposals.

### **Proposal Review Procedures**

After you pass your oral Qualifying Examination and apply for doctoral candidacy, you need to develop your prospectus into a proposal, which is the complete version of the proposed research that will need to be approved by your dissertation committee.

### **The Steps for the Proposal Review are as follows:**

1. Prepare your dissertation proposal. This should be a document of about 20–25 pages. Include a title page and an abstract. Circulate your proposal to every member of your dissertation committee, giving each member an opportunity to read your proposal carefully.
2. After each member of your dissertation committee has had an opportunity to review your proposal, you can schedule your Proposal Review meeting.
3. At the time of your Proposal Review meeting, it is essential that all members of your dissertation committee attend and sign the Report of Proposal Review Meeting form. This form also provides a place for your committee members to present their comments and revisions to your proposal, as a result of this meeting.
4. When the meeting has concluded and the Report of Proposal Review Meeting form has been completed, it should be returned to the GSAO in the Student Services Office for endorsement by the HGA. The completion of your Proposal Review will be noted in your file.

## **Filing Eligibility**

In addition to the considerations explained below, your Expected Graduation Term (EGT) must match the term for which you intend to file. EGT can be updated at any time using an eForm available in CalCentral.

## **Filing During Fall and Spring Semesters**

To be eligible to file for your degree, you must be registered or on approved Filing Fee status for the semester in which you file. We encourage you to file your dissertation as early in the semester as you can. The deadline to file your dissertation in its final form is the last day of the semester for your degree to be awarded as of that semester.

## **Summer Filing**

Filing during the summer has a slightly different set of eligibility requirements. If you were fully registered during the immediately preceding Spring semester, and have not used Filing Fee already, you may file your dissertation during the summer with no additional cost or application required. Summer is defined as the period from the day after the Spring semester ends (mid-May) until the last day of the Summer Sessions (mid-August).

International students completing a degree in the Summer should consult Berkeley International Office before finalizing plans, as in some cases lack of Summer enrollment could impact visa status or post-completion employment.

If you previously used Filing Fee, or were not registered the preceding Spring semester, you will need to register in at least 1.0 unit in Summer Sessions in order to file. Dissertations filed during the summer will result in a summer degree conferral. You must be advanced to candidacy, and in good standing (not lapsed), in order to file.

## **Dissertation**

Filing your doctoral dissertation at the Graduate Division is one of the final steps leading to the award of your graduate degree. Your manuscript is a scholarly presentation of the results of the research you conducted. UC Berkeley upholds the tradition that you have an obligation to make your research available to other scholars. This is done when you submit your dissertation for publishing through the [ProQuest online administration system](#) and the Graduate Division forwards your manuscript to the University Library. Your dissertation is subsequently [published online](#) in the UC system's scholarship repository ([eScholarship](#)) and made available within ProQuest/UMI after your doctoral degree is officially conferred by the Academic Senate. Your faculty committee supervises the

intellectual content of your manuscript and your committee chair will guide you on the arrangement within the text and reference sections of your manuscript. Consult with your committee chair early in the preparation of your manuscript.

The Graduate Division has strict guidelines for the preparation of the dissertation. You should obtain a copy of the "Instructions for Preparing and Filing your Dissertation or Thesis" from [the Graduate Division website](#).



# Appendix A

## Forms for Advanced Degree Students

The following forms are available on [the BSE website](#)

- Report on Comprehensive Examination for the Master of Arts degree (Plan II)
- First Year Evaluation of Doctoral Students Outline of Program for PhD or EdD
- Statement of Student Performance for the Prequalifying Review (Position Papers)
- Application for Qualifying Examination
- Application for Qualifying Examination, SPED-Joint Doc
- Plan B, Application for Candidacy for the Degree of Philosophy
- Plan B, Application for Candidacy for the Degree of Philosophy, SPED-Joint Doc
- Report of Proposal Review Meeting

# Appendix B

## **Berkeley School of Education Department–Level Graduate Appeals Procedure**

The purpose of this procedure is to afford students in the Berkeley School of Education an opportunity to resolve complaints about dismissal from graduate standing; placement on probationary status; denial of readmission; and other administrative or academic decisions that terminate or otherwise impede progress toward academic or professional degree goals.

The scope of this procedure is limited to the matters listed above, and excludes complaints regarding denial of admission; student records; grades in courses of instruction; student employment; student discipline; and auxiliary student services (such as housing, child care, etc.). This procedure may not be used for complaints regarding actions based solely on faculty evaluation of the academic quality of a student's performance, or decanal evaluations of a student's appropriate academic progress, unless the complaint alleges that the actions may have been influenced by non-academic criteria.

### **Informal Resolution Procedures**

A student may pursue informal resolution of a complaint by scheduling a meeting with the Head Graduate Advisor to discuss the complaint and explore possible avenues of resolution. Attempts to resolve a complaint informally should be completed within 30 calendar days. At any point in this process, if a satisfactory solution cannot be reached, the student may initiate formal resolution by putting the complaint in writing.

### **Formal Resolution**

A written complaint must include information regarding the action being complained about; the date it occurred; the grounds upon which the appeal is based; and the relief requested. The complaint must be based on one or more of the following grounds:

- Procedural error or violation of official policy by academic or administrative personnel;
- Judgments improperly based upon non-academic criteria including, but not limited to, discrimination or harassment on the basis of gender; race; national origin;

ethnicity; age; religion; sexual orientation; and/or disability; or

- Specific mitigating circumstances beyond the student's control not properly taken into account in a decision affecting the student's academic progress.

A written complaint must be received by the Head Graduate Advisor within 30 days from the time the student knew or could reasonably be expected to have known of the action that is the subject of the complaint. The department should complete its investigation and notify the student of the outcome of the complaint within 60 days of the date it was received.

The time frame for filing a written complaint may be extended by the department if the student has been involved in continuing efforts toward informal resolution, and the informal resolution process was initiated within 30 days of the time the student knew or could reasonably be expected to have known of the action that is the subject of the complaint. All time frames referred to in this procedure refer to calendar days. Summer and inter-semester recesses are not included within these time frames.

Upon receipt of a written complaint, the Head Graduate Advisor may assign an individual to investigate the complaint and make a recommendation to them regarding the outcome of the complaint. Generally, the investigation will include an interview with the complainant; a review of any relevant written materials; and an effort to obtain information from available witnesses (i.e. interviews or written statements or documents). The Head Graduate Advisor will notify the student in writing about the outcome of the complaint. A written complaint under this procedure satisfies the requirement of a unit level resolution process pursuant to the Graduate Appeals Procedure.

### **Appeal to the Graduate Division**

If the student is unsatisfied with the outcome of their complaint under the department's procedure, the student may bring the complaint to the Formal Appeal stage of the Graduate Appeals Procedure. The formal appeal must be received in the Office of the Dean of the Graduate Division within 15 days of the date of the written notification of the result of the department level procedure. Copies of the Graduate Appeals Procedure may be obtained from the Office of the Dean of the Graduate Division.

If the complaint is about an action taken by the Head Graduate Advisor, the complainant may elect to take the complaint directly to the Dean of the School. If the student is still unsatisfied with the outcome, the student may take the complaint to the Formal Appeal

stage of the Graduate Appeals Procedure.

### **Complaints Involving Discrimination**

If the complaint involves allegations of discrimination or harassment on the basis of gender; race; national origin; ethnicity; age; religion; sexual orientation; and/or disability, the department may consult the appropriate campus compliance officers prior to commencing informal or formal resolution. The names, phone numbers, and campus addresses of these individuals are listed in various campus publications and may be obtained from the Office of the Dean of the Graduate Division, or the Academic Compliance Office at (510) 642-2795.

### **Other Complaint Procedures**

Graduate students may contact the Office of the Ombudsman for Students at (510) 642-5754; the Title IX Compliance Officer; or the 504/ADA (Americans with Disabilities Act) Compliance Officer for assistance with complaint resolution. There also are other complaint resolution procedures available to graduate students for complaints that do not fall under this procedure. A comprehensive listing of these procedures is contained in the Graduate Appeals Procedure.

# Appendix C

## **University Policy Prohibiting Sexual Harassment**

The University of California is committed to creating and maintaining a community in which students, faculty, and administrative and academic staff can work together in an atmosphere free of all forms of harassment, exploitation, or intimidation, including sexual harassment. Every member of the University community should be aware that the University is strongly opposed to sexual harassment and that such behavior is prohibited both by law and by University policy. It is the intention of the University to take whatever action may be needed to prevent, correct, and, if necessary, discipline behavior which violates this policy. Management and supervisors have the responsibility for participation in the creation of a campus environment free from sexual harassment and in the resolution of complaints within their respective jurisdictions.

*The definition of sexual harassment* includes unwelcome sexual advances; requests for sexual favors; and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of instruction, employment, or participation in other University activity;
- Submission to or rejection of such conduct by an individual is used as a basis for evaluation in making academic or personnel decisions affecting an individual; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creating an intimidating, hostile, or offensive University environment.

In determining whether the alleged conduct constitutes sexual harassment, consideration shall be given to the record of the incident as a whole and to the totality of the circumstances, including the context in which the alleged incidents occurred.

A complete copy of the Berkeley Campus Policy on Sexual Harassment and Complaint Resolution Procedures is available on the [Office for the Prevention of Harassment and Discrimination website](#).

# Appendix D

## **Release and Disclosure of Student Records**

Copies of the Berkeley Campus Policy Governing Disclosure of Information from Student Records, issued by the Office of the Chancellor, are available for students to read in the BSE's Student Services Office, Room 2210, 2121 Berkeley Way.

The Dean of the School of Education is responsible for the maintenance of all student records in the school. The Dean is assisted by BSE staff members to access the records in the course of performing their duties.

## **Procedures for Access to Confidential Records**

Students have the right to inspect their own confidential records provided they present adequate identification. Letters of recommendation to which the student has waived right of access will not be disclosed. Access to a student record will be granted within 3 days of request.

Records from student files can be photocopied by completing a request form available at the reception desk in the BSE's Student Services Office.

Disclosure to a third party can be made with the written consent of the student, naming the third party and the records to be released. The written consent must be maintained in the student file. There are exceptions under which information about confidential records is released without the student's written consent (e.g., judicial order; to accrediting agencies; for research purposes; because of health and safety emergencies; and under certain conditions in connection with financial aid)

## **Challenge of Records and Hearing**

The staff of the Student Services Office will interpret and explain the information in a student's record at the student's request. If a student believes that their records include data which are inaccurate; misleading; inappropriate; or otherwise in violation of the student's rights of privacy, an appointment should be made with the HGA and/or the Associate Dean to request that the records be amended.

If the student is not satisfied with the result of the appointment, the student may appeal to the Dean of the School of Education. If the student is still not satisfied, there will be a hearing, presided over by a campus official or other party who does not have a direct interest in the outcome of the hearing. The hearing will be within a reasonable length of time and will provide an opportunity for the correction or deletion of any inaccurate, misleading, or inappropriate data and for the inclusion in the student's record of a written explanation.

NOTE: Grading and other evaluations of a student's work by course instructors do not fall within the scope of such a hearing. For information on Grade Appeals, see Regulation A207 of the Academic Senate By-Laws, Berkeley Division.

Complaints and questions having to do with student records should first be directed to the School of Education. Complaints regarding violation of the rights accorded students by the 1974 Federal Family Educational Rights and Privacy Act (Buckley Amendment) may also be filed with the Family Educational Rights and Privacy Act (FERPA) Office: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5920.

# Appendix E

## **Disabled Students Program**

The Disabled Students Program (DSP) focuses on providing services needed by students with disabilities in order to minimize the extent to which their disability affects their opportunities in the Berkeley academic environment. The program is designed to address those areas of need where equal opportunity is compromised for students with disabilities. It encompasses the needs of those with learning disabilities, hearing-impairment, visual-impairment and orthopedic disabilities.

Many people who have physical disabilities have no disability-related need for supportive services in the university environment. Additionally, DSP serves many students with severe disability management resources in order to function as a student at Berkeley.

Graduate students seeking DSP services for the first time must complete the application process through the Accessible Information Management (AIM) system. More information about AIM is available on [the Disability Students' Program website](#).

Services include, but are not limited to: tutorial assistance; note taking; adaptive devices; interpreting services; audio materials; access to braille; book rebinding; educational library services; materials access; counseling; academic systems assistance; and auxiliary services. DSP serves as a consulting, information, and referral resource. Its counselors maintain information about campus and community services available to students with disabilities.

For more information, visit [the Disabled Students' Program website](#).

The Disabled Students Program  
260 César E. Chávez Student Center, #4250  
Phone: (510) 642-0518  
TTY: (510) 642-6376  
Fax: (510) 643-9686  
[dsp@berkeley.edu](mailto:dsp@berkeley.edu)  
[dsp.berkeley.edu](http://dsp.berkeley.edu)



# Appendix F

## Course Requirements by Cluster/Area

### Critical Studies of Race, Class, Gender

#### A. Two Cluster-Level Core Courses Taken in Year 1

EDUC 280A (3)	Proseminar: Sociocultural Critique of Education
EDUC 280B (3)	Proseminar: Sociocultural Critique of Education

#### B. Two CSRCG Elective Courses Taken at Any Time

Below is a list of CSRCG elective courses. Courses are not offered every year and the list may be updated each year with new courses. Consult the BSE Course Guide for yearly offerings.

<b>Course # (Units) [Cross list]</b>	<b>Title</b>
EDUC 222 (3)	Politics and Pedagogies at the Intersections of Data, Technologies, and Inequalities
EDUC 224C (3)	Gender, Mathematics and Science
EDUC 230A (3)	Designed to Disrupt: Critical Approaches to the Design of Learning Environments
EDUC 240B	Theoretical Issues in the Study of Literacy
EDUC 240D (3)	Foundations of Curriculum Theory in the United States: A Survey
EDUC 248 (3)	Learning & Identity in a Racially-Structured Society
EDUC 257 (3)	Theoretical Foundations for the Cultural Study of Sports in Education
EDUC C265C (3) [AFRICAM C265]	Research Advances in Race, Diversity, and Educational Policy

EDUC 281A (3)	Race, Whiteness Studies and Education
EDUC 283F	Urban Education
EDUC 286 (3) [AFRICAM C286]	The Education of African-American Students
EDUC 241 (3)	Autism as Neurodiversity - Scholarship, Politics, and Culture
EDUC 241D (3)	Perspectives on Classroom Discourse
EDUC 290C	Translingual and Transnational Literacy

## Learning Sciences and Human Development (LSHD) Requirements

### A. Three Cluster-Level Core Courses Taken in Year 1

SCMATHE 210 (4)	Practicum in Science and Mathematics Education, Research
SCMATHE 292 (1)	Research Seminar and Colloquium
EDUC 203 (3)	Cultivating Cognitive Development: From Sensorimotor Intelligence to Embodied STEM Concepts

### B. One Additional Methodology Course Taken at Any Time

Students are required to take one additional methodology course (qualitative, quantitative, or mixed methods) in alignment with their interests and professional goals. Between BSE and LSHD requirements, therefore, students will take three methodology courses in total.

### C. Two LSHD Elective Courses Taken at Any Time

Below is a list of LSHD elective courses. Courses are not offered every year and the list may be updated each year with new courses. Consult the BSE Course Guide for yearly offerings.

Course # (Units) [Cross list]	Title
EDUC 215 (3)	Socialization Processes Within the Family
EDUC 222 (3)	Politics and Pedagogies at the Intersections of Data, Technologies, and Inequalities
EDUC 224A (3)	Mathematical Thinking and Problem Solving
EDUC 224C (3)	Gender, Mathematics and Science
EDUC 230A (3)	Designed to Disrupt: Critical Approaches to the Design of Learning Environments
EDUC 240B (3)	Theoretical Issues in the Study of Literacy (Hull, Sterponi, Mahiri)
EDUC 248 (3)	Learning & Identity in a Racially-Structured Society

SCMATHE 220C	Instructional Design in Science and Mathematics Education: Designing Educational Technologies
EDUC 254 (3)	Introduction to Cultural Historical Activity Theory
EDUC 201A (3)	Psychology of Reading: Dyslexia Inside & Out
EDU 290C	Translingual and Transnational Literacy

## Policy, Politics, and Leadership (PPL) Requirements

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### A. One Cluster-Level Course in Education Policy or Politics Taken at Any Time

Students take at least one course in education policy or politics. These courses are typically taught by Drs. Britton, Fuller, Mintrop, Scott, or Trujillo. Taking more than one of these courses is strongly encouraged. Below is a list of courses that satisfy this requirement. Courses are not offered every year and the list may be updated each year with new courses. Consult the BSE Course Guide for yearly offerings.

Course # (Units) [Cross list]	Title
EDUC 267 (3)	Economics of Education
EDUC 265 (3)	Higher Education Policy
EDUC 290 (3)	Democracy, the Welfare State, and Public Education
EDUC 265C (3) [AFRICAM C265]	Research Advances in Race, Diversity, and Educational Policy
EDUC 290 (3)	Neoliberalism and Education Policy

### B. One Cluster-Level Course in Leadership and Organizational Behavior Taken at Any Time

Students take at least one course in leadership or organizational behavior. These courses are typically taught by Drs. Fuller and Mintrop. Additional leadership courses are offered through the [Principal Leadership Institute](#) (PLI) and [Leaders for Equity and Democracy](#) (LEAD) programs. Students interested in pursuing such courses should do so in consultation with their advisor. Consult the BSE Course Guide for yearly offerings.

## Social Research Methodologies (SRM) Requirements

### A. Three Courses from the Following List of (Introductory Strand) Courses

Students should take three courses from the list below, and preferably in Year 1. This allows students to take their Oral Exam at the end of Year 1 (the first SRM milestone). These courses (but for EDUC 275B) are introductory courses to the five strands around which SRM is organized (see table in B, below). These courses thus reflect students identifying three potential areas of specialization within their first year.

Course # (Units) [Cross list]	Title
EDUC 271B	Introduction to Qualitative Research Methods
EDUC 274A	Measurement in Education & Social Sciences I
EDUC 276A	Introduction to Program Evaluation
EDUC 275B	Data Analysis in Education Research II
EDUC 244 [DATA 144]	Data Mining & Analytics

### B. Four Follow-On Courses Related to Two Strands of Specializations

SRM is organized around five strands as depicted below. The introductory course of each strand is in **Bold** and “follow on” courses are listed thereafter. Only course numbers are listed in the table (consult the BSE Course Guide for yearly offerings). Students are also encouraged to take courses in other campus departments/units.

1) Qualitative	2) Measurement	3) Evaluation	4) Statistics	5) Data Science
<b>EDUC 271B</b>	<b>EDUC 274A</b>	<b>EDUC 276A</b>	<b>EDUC 293A</b>	<b>EDUC 244</b>
EDUC 243	EDUC 274B	EDUC 276C	EDUC 275B	EDUC C260F
EDUC 250C	EDUC 274C	EDUC 276D	EDUC 275G	See also: <a href="#">UCB Department of Statistics</a> and/or <a href="#">UCB Computer Science Division</a>
EDUC 252B	EDUC 274D		See also: <a href="#">UCB Department of Statistics</a> and/or <a href="#">UCB Department of Biostatistics</a>	
See BSE Course Guide for other offerings				

## Joint Doctoral Program in Special Education Requirements (UCB-SFSU)

Joint Doctoral students to complete several courses in addition to those required by the BSE. A minimum of three courses or nine units is required in each area of specialization, not including directed or independent study. One of the three areas of study must be completed at the opposite campus.

### Required Core Courses: Taken in Year 1

EDUC 268 (4)	First Year Doctoral Seminar in Education Research & Practice
EDUC 282 (3)	Introduction to Disciplined Inquiry

### Required: Two Quantitative Methodology Courses (Typically in Year 1)

EDUC 293A/L (4+1)	Data Analysis in Education Research & Educational Data Analysis Laboratory
EDUC 275B/L (4+1)	Data Analysis in Education Research II + Educational Data Analysis Laboratory II

### Required: One Qualitative Methodology Course

EDUC 271B is the introductory course for all other PhD Programs. Joint Doc students are recommended to take that course or may take another if approved by their advisor. Consult the BSE Course Guide for other methodology courses.

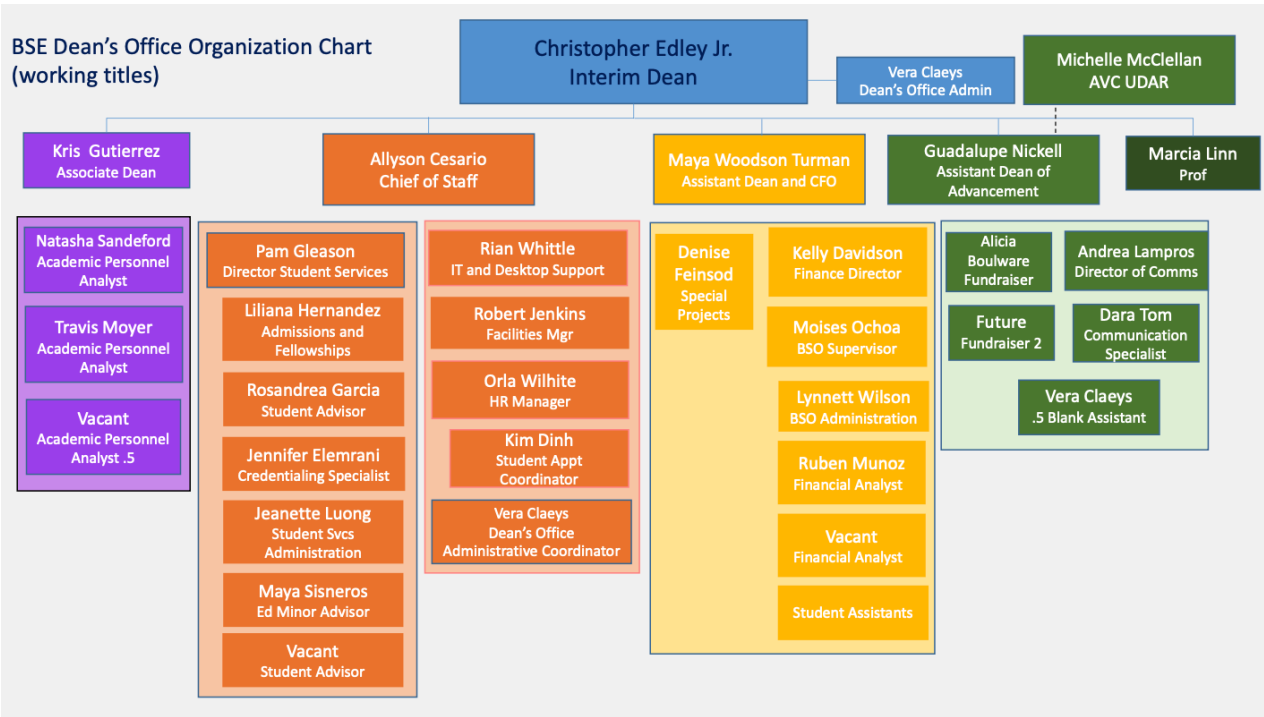
### Required: One Cognitive Development Course at UC Berkeley

EDUC 203	Cultivating Cognitive Development: From Sensorimotor Intelligence to Embodied STEM Concepts
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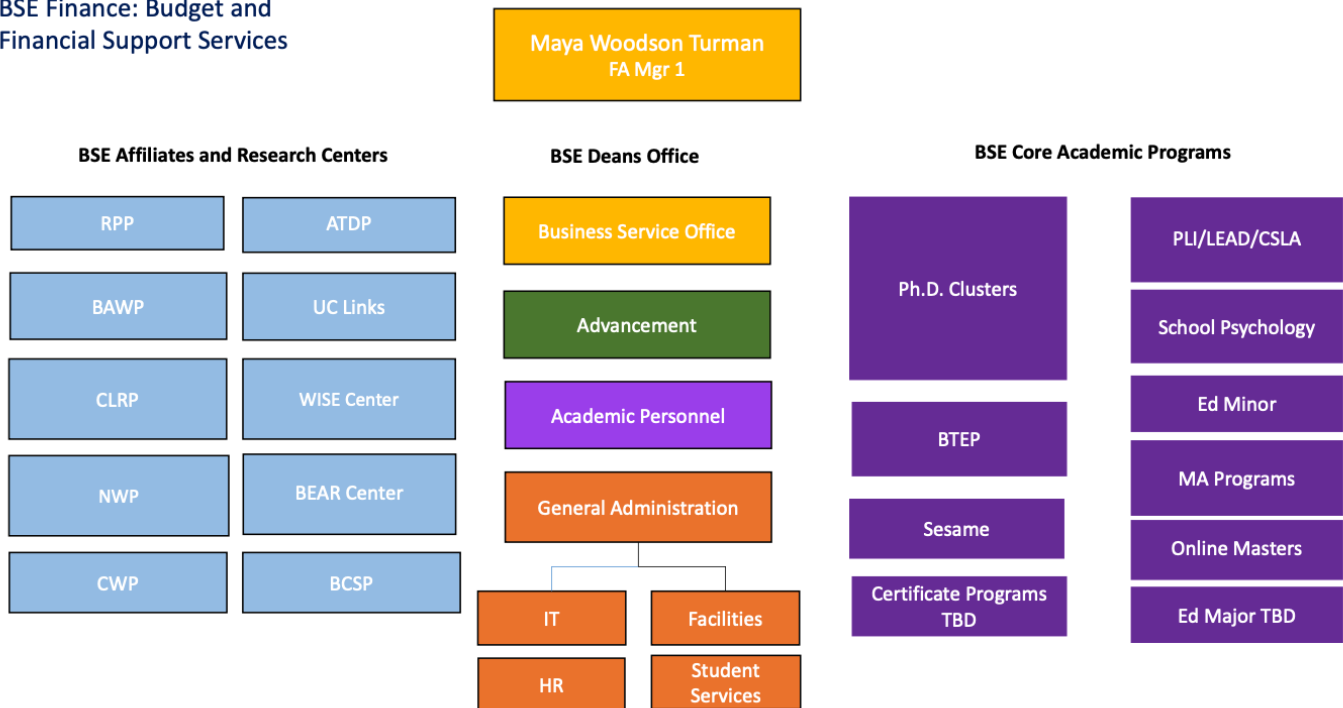
### Required: Four SPED Courses at SFSU

SPED 909	Current Issues in Special Education Policy & Practice
SPED 907	Learning and Development: Influence on Disabilities
SPED 788	Law, Ethics, and Instructional Planning
SPED 903	Research in Special Education: Program Design & Analysis

# Appendix G

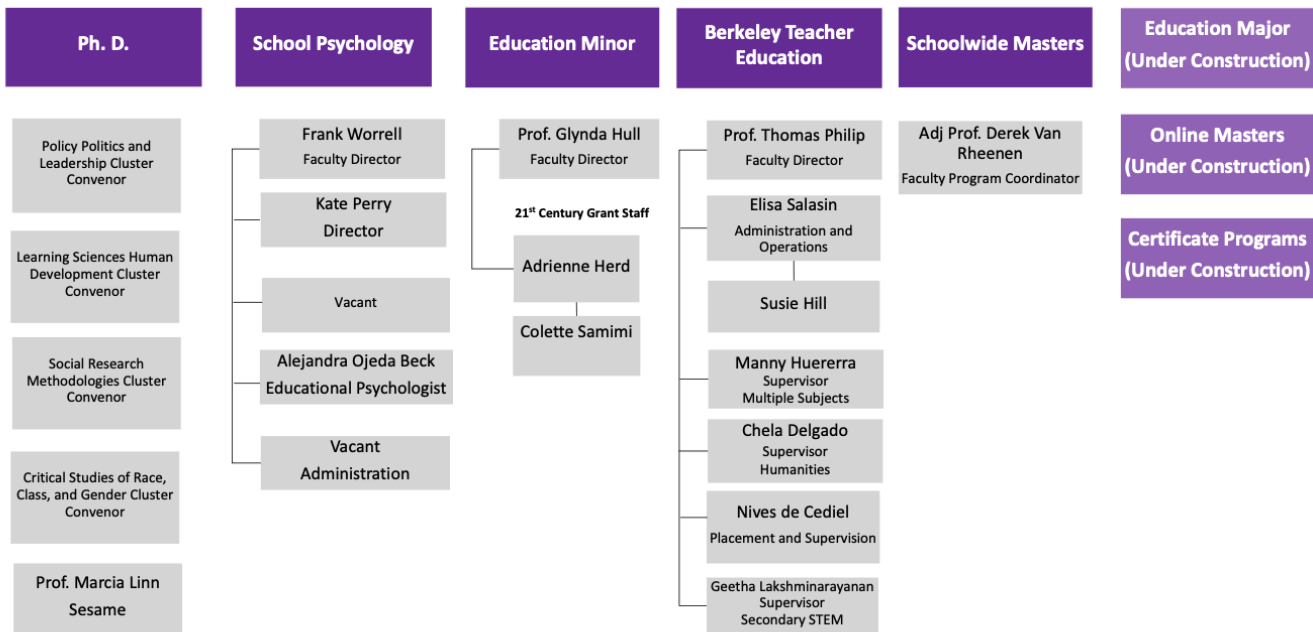


## BSE Finance: Budget and Financial Support Services

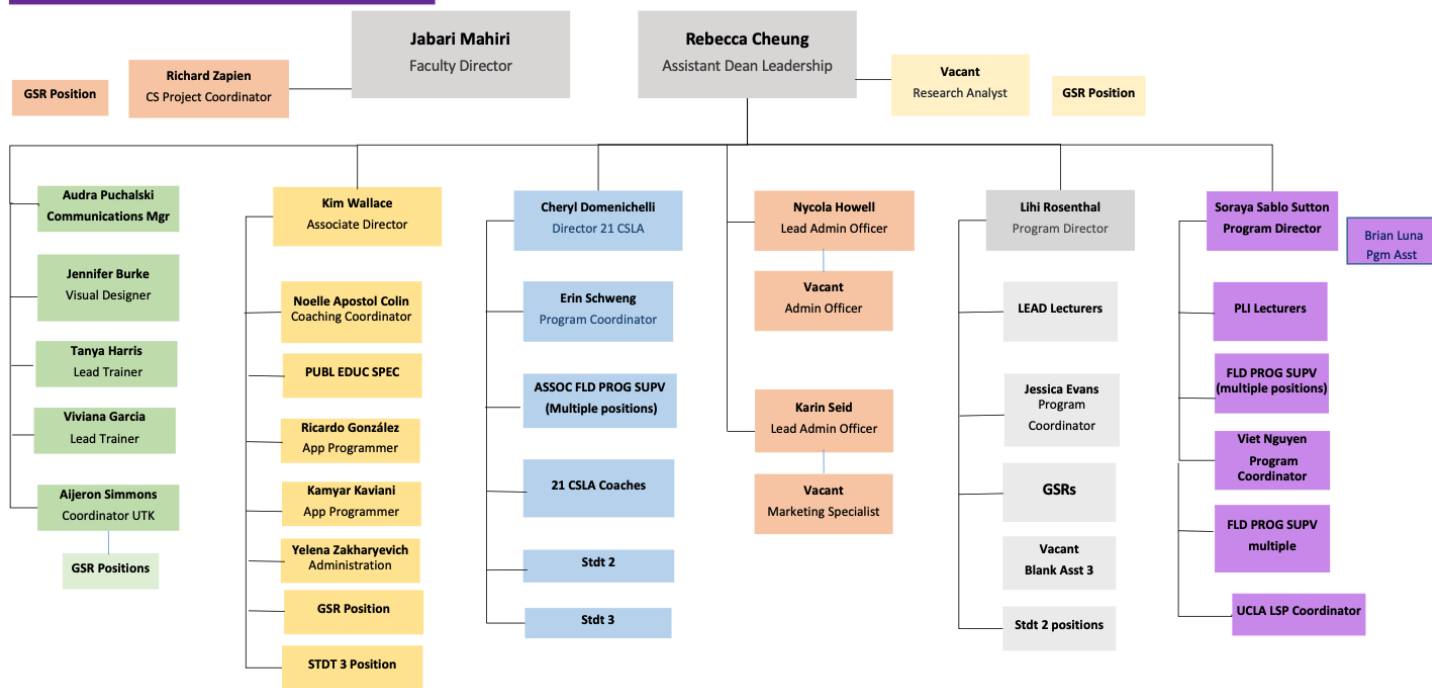




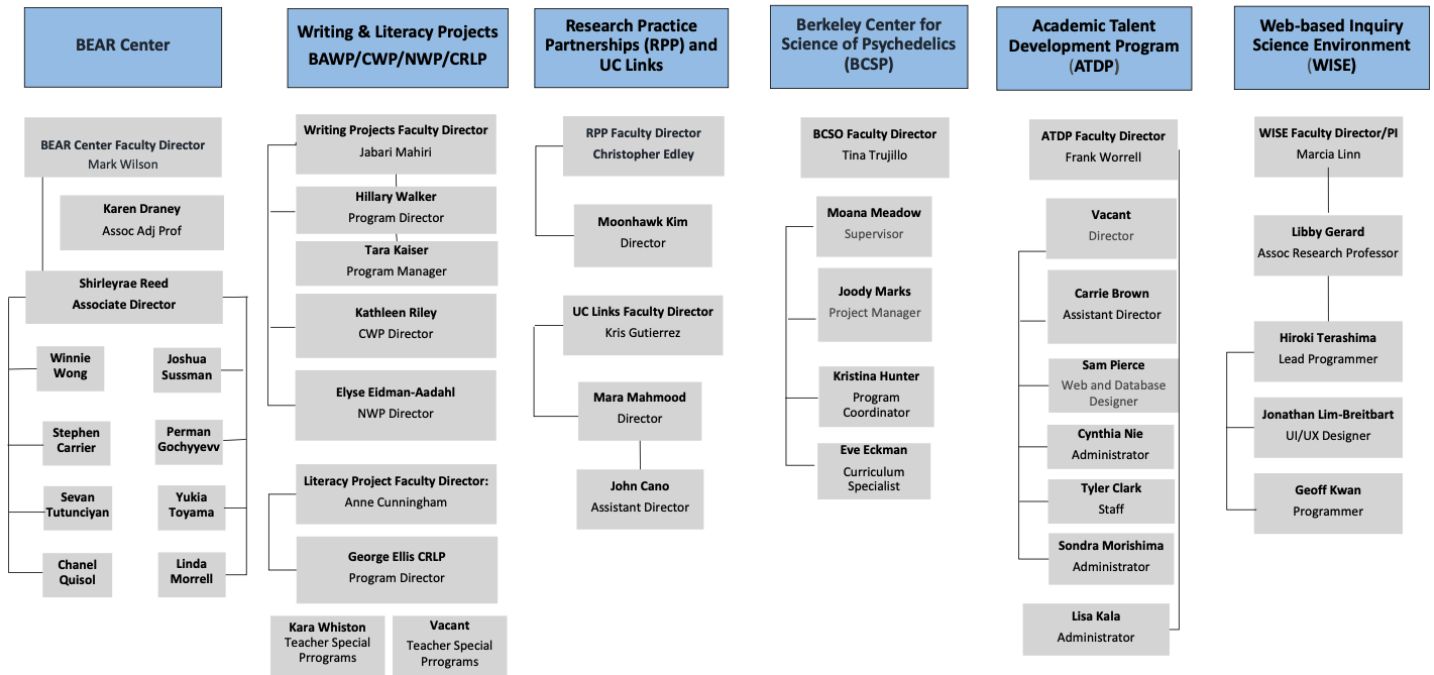
## BSE Core Academic Program Staff



## BSE Core Academic Program Staff Leadership Programs: PLI/LEAD/CSLA with Working Titles



**BSE Research Centers and Affiliate Program Staff: Working Titles in Progress**



**Berkeley School of Education  
Affiliate Programs and Centers  
Descriptions**



UC Berkeley  
Academic Talent  
Development Program

**Academic Talent Development Program** - Since 1982, the program has invited excellent students from the Bay Area and around the world into a unique academic community. We look for strong students from all backgrounds who are hardworking, enjoy learning, and are prepared for an intellectually stimulating and demanding summer class. Courses are taught by outstanding public school, private school, and university instructors as well as industry professionals who have deep knowledge of their subject areas and are committed to helping students think and understand deeply. We believe gifted education should be a choice for all highly motivated and prepared students. ATDP maintains a financial aid fund to help all qualified applicants attend our summer program, regardless of their family's ability to pay.



**Bay Area Writing Project** - based at the University of California, Berkeley, is an organization of, by, and for teachers of writing at all grade levels and in all disciplines, dedicated to improving the teaching and uses of writing through a variety of programs—both on the university campus and in the schools of the Bay Area.

**California Reading and Literature Project** - The UC Berkeley Region of the California Reading & Literature Project is one of eleven regional sites situated across the state, dedicated to providing teachers with opportunities to deepen their content knowledge and expand their repertoire of teaching strategies in language and literacy.



**California Writing Project** - has a central mission: to improve student writing and learning by improving the teaching of writing. Every year thousands of educators participate in CWP campus, school, and district professional learning programs focused on improving the literacy and writing of their students, in their schools, in their communities. These educators, representing all grade levels from kindergarten through university, often teach in disciplines other than English. CWP also provides programs that support credential candidates, administrators, students, and parents.



**National Writing Project** - Every year Writing Project teachers lead programs where teachers across the nation learn how to help youth research and form arguments, expand their learning beyond the classroom walls, and publish their writing about topics that matter to them.



**University-Community Links** - UC Links is a network of university and community partners, working together to develop innovative after-school programs. UC Links sites bring underserved P-12 youth together with university students in guided activities that engage their minds and connect them to each other, their communities, and the world around them.



**The UC Berkeley Center for the Science of Psychedelics (BCSP) Certificate Program** - BCSP's Certificate Program in Psychedelic Facilitation provides interdisciplinary training for advanced professionals, with an emphasis on spiritual care.

Berkeley School of Education  
Affiliate Programs and Centers  
Descriptions



[Berkeley Evaluation and Assessment Research \(BEAR\) Center\(link is external\)](#)

Conducts research on the development and use of new assessment methods by engaging in close collaborations with leaders in curriculum and learning innovations.



[Embodied Design Research Laboratory\(link is external\)](#)

Creates and evaluates theory-driven educational innovation using both traditional and cutting-edge media.



[Policy Analysis for California Education \(PACE\)\(link is external\)](#)

Seeks to define and sustain a long-term strategy for comprehensive policy reform and continuous improvement in performance at all levels of California's education system.



[The Functions Group\(link is external\)](#)

Serves as a research forum for students and others interested in varied aspects of mathematical cognition.



[Technology-Enhanced Learning in Science \(TELS\)\(link is external\)](#)

Develops free, standards-based inquiry science curricula and the open-source WISE instructional platform