Capital Area North Doctorate in Educational Leadership

Student Handbook

Document Developed: April, 2012

This is an evolving document that may change over time, reflective of student and faculty review and discussion.
# Table of Contents

I. INTRODUCTION......................................................................................................................... 3
II. HISTORY OF THE PROGRAM.................................................................................................... 3
III. MISSION & VISION STATEMENT............................................................................................ 3
   1) Program Objectives............................................................................................................. 3
   2) Program Dispositions.......................................................................................................... 4
IV. FACULTY & STAFF CONTACT................................................................................................ 4
   1) Core Faculty Contact Information & Courses Taught......................................................... 5
   2) Staff Contact....................................................................................................................... 6
V. DEGREE REQUIREMENTS......................................................................................................... 7
   1) Admissions Requirements.................................................................................................. 7
      a) Supplemental Information................................................................................................. 7
      b) Applicant Interviews.......................................................................................................... 7
   2) Dissertation Plan B................................................................................................................ 7
   3) Course Requirements.......................................................................................................... 9
      a) Core Courses - Years I & II............................................................................................. 9
      b) Courses Following Years I & II - Years III.................................................................... 9
      c) Electives........................................................................................................................... 10
      d) Summary........................................................................................................................ 10
      e) Evaluation....................................................................................................................... 10
   4) Special Requirements.......................................................................................................... 10
   5) Committees........................................................................................................................ 10
   6) Advising Structure & Mentoring........................................................................................ 11
   7) Advancement to Candidacy.................................................................................................. 11
      a) Dissertation Prospectus..................................................................................................... 11
      b) Qualifying Examination.................................................................................................... 12
      c) Scheduling and Deadlines.............................................................................................. 12
      d) Qualifying Examination Outcome................................................................................ 12
   8) The Dissertation.................................................................................................................. 13
   9) Normative Time to Degree.................................................................................................. 13
10) Typical Timeline & Sequence of Events............................................................................ 13
11) Sources of Funding............................................................................................................... 14
12) PELP, In Absentia, and Filing Fee Status........................................................................... 15
VI. PROGRAM RESOURCES................................................................. 15
   1) Building Locations............................................................. 15
   2) Copying................................................................................. 15
   3) Student Computer Lab...................................................... 15
   4) Keys.................................................................................... 16

VII. WHAT TO DO AFTER YOU ARE ADMITTED............................... 16
   1) Submit your Statement of Intent to Register..................... 16
   2) Submit your Statement of Legal Residence....................... 16
   3) Set Up Your Student Account and Email.......................... 16
   4) Forward your E-mail to a Personal Address....................... 16
   5) Check your UC Davis E-mail Address............................... 16
   6) Set Up Your Library Privileges at UCD and SSU................. 16
   7) Register for Courses and Pay Fees.................................... 17
   8) Keep Us Informed of Contact Information Changes............. 17
   9) Submit a FAFSA (Free App for Federal Student Aid)........... 17

VIII. FREQUENTLY ASKED QUESTIONS (FAQ's)................................. 17
   1) Program Cost and Financial Aid........................................ 17
   2) Administrative Credential............................................... 18
   3) Summer Intensive & Kick-Off Activities............................ 18
   4) Program Details & Procedures.......................................... 18
   5) Extended Leaves & Absences............................................ 19
   6) Grading Procedures & Expectations................................. 20
   7) Keeping Up With Coursework.......................................... 20
   8) Class Participation & Expectations.................................. 21
   9) The IRB Process............................................................... 22
  10) The Dissertation Process.................................................. 22
  11) Graduation......................................................................... 23
INDEX ............................................................................................ 24
I. INTRODUCTION

Welcome to the Capital Area North Doctorate in Educational Leadership (CANDEL) Program, a Joint Doctorate between University of California, Davis and Sonoma State University. This handbook will give you an overview and background on the program in educational leadership, and it will assist both you and our faculty advisers in understanding program requirements. This handbook is designed to supplement the more general Graduate Student Handbook available on the Office of Graduate Studies website: http://gradstudies.ucdavis.edu/students/handbook/index.html.

II. HISTORY OF THE PROGRAM

The CANDEL Program began in 2001-2002. The CSU and UC systems came together in response to legislation allowing joint doctoral programs in educational leadership to be operated in the state of California. This legislation sought answers to questions about emerging needs for educational leaders for our P-12 and community college systems. In particular, new leaders will have to be well versed in the complex issues facing these institutions and a research-to-practice perspective to address these issues. Having UCD and SSU working together in a joint doctoral program was founded upon the belief that combining the resources and expertise of these two major institutions would bring a variety of perspectives and expertise together to focus on the leadership needs for students in our P-14 system.

CANDEL admitted its first class of doctoral students in 2005. It has since welcomed candidates in each year thereafter.

The program is approved through UC’s CCGA, the two-system CSU/UC Joint Ed. D. Board, and CPEC and is accredited via the Western Association of Schools and Colleges (WASC).

III. MISSION & VISION STATEMENT

Our common purpose is to produce exemplary leaders who question how we typically “do business” in education, seek and understand alternative ideas and explanations on which new kinds of changes could be made to truly impact our institutions and students.

Program Objectives

The curriculum is then constructed around four overarching and inter-related themes. These are integral to the academic and professional development of educational leaders:

- Visionary Leadership and Management
- Policy into Practice
- Data for Decision-Making
- Building Community in a Diverse Society
PROGRAM DISPOSITIONS

CANDEL’s conceptual foundation and curricular approaches are based on the expectation that students demonstrate a vital commitment to the process of individual engagement, scholarship and intellectual discovery. CANDEL faculty members share this commitment and strive to design research and pedagogical emphases that promote these objectives. Accordingly, the following “dispositions” (i.e., attitudes, expectations) reflect the constructs of the CANDEL program and define the responsibilities of and desired aspirations for its students.

As educational leaders and scholar-practitioners, CANDEL students are expected to:

- exhibit intellectual curiosity and a willingness to engage in the process of educational discovery. Indulge discomfort, ambiguity and paradox as necessary parts of the learning process;

- honor diverse world views and experiences and draw out perspectives from both self and others that enrich collective conversations and understanding;

- examine and question educational systems, policies and practices, as a means of understanding and directly advancing equity, access, social responsibility, and achievement for all students;

- be self-reflective and receptive to examining personal assumptions and interpretations, willing to take responsibility for individual scholarship and be dedicated to transformational learning; seek connections across courses, concepts, practice and policy to generate integrated understandings that are applicable to educational leadership and the development of new perspectives;

- practice critical thinking and scholarly writing and in so doing, construct arguments that are supported by empirical data and research literature and have the capacity to challenge existing thinking; and

- invite, offer, and respond to dialogue and feedback to support the learning and development of self, colleagues and the cohort as-a-whole.
Each course in the curriculum is tied to one or more of these themes. Each is reinforced by tailored learning outcomes. Each promotes student knowledge and skill acquisition that joins theory and practice and thought and action, concurrently helping students incorporate data and assessment practices into their daily decision-making. Courses utilize problem-based and case study learning approaches, grounded in the realities of schools and community colleges. The desired result is that these emerging leaders for change would then encourage meaningful solutions to contemporary educational problems.

IV. FACULTY & STAFF CONTACT

1) Core Faculty Contact Information & Courses Taught

Faculty teaching or serving on dissertation committees in the program must be members of the respective faculty of Sonoma State University or University of California, Davis and be members of the CANDEL core faculty. Following is a list of current Core and guest Faculty, which is updated annually. Courses taught also vary from year to year

Dr. Jamal Abedi Professor, UC Davis - Quantitative Research (jabedi@ucdavis.edu, 530.754.9150)

Heather Edwards, Esq. Faculty Member, Sonoma State - Law & Ethics (edwards@girardedwards.com)

Dr. Kerry Enright Assistant Professor, UC Davis - Qualitative Research (kaenright@ucdavis.edu, 530.755.0757)

Dr. Kevin Gee Assistant Professor, UC Davis - Quantitative Research (kagee@ucdavis.edu, 530.752.9334)

Dr. Janet Gong Co-Director, UC Davis - Problem Based, Student Services (jangong@ucdavis.edu, 530.752.6624)

Dr. Cassandra Hart Assistant Professor, UC Davis - Quantitative Research (kmdhart@ucdavis.edu, 530.752.5387)

Dr. Paul Heckman Professor, UC Davis - Data Driven Decision Making, Problem Based Leadership (paheckman@ucdavis.edu, 530.752.8309)

Dr. Michal Kurlaender Associate Professor, UC Davis - Research Design (mkurlaender@ucdavis.edu, 530.752.3748)

Dr. Paula Lane Associate Professor, Sonoma State - Qualitative Research (paula.lane@sonoma.edu, 707.664.3292)
Dr. Viki Montera  Co-Director, Associate Professor, Sonoma State  - Leadership Across Communities, Curriculum & Instruction  
(vlmontera@sonoma.edu  707.664.3255)

Dr. Paul Porter  Professor, Sonoma State – Contemporary Educational Leadership, Problem Based Leadership  
(paul.porter@sonoma.edu,  707.664.3270)

Dr. Patricia Quijada  Associate Professor, UCDavis School of Education-Problem Based, issues of Diversity  
(pdquijada@ucdavis.edu,  530. 752.9377)

Dr. Gloria Rodriguez  Associate Professor, UC Davis - Finance & Budget, Diversity  
(gmrodriguez@ucdavis.edu,  530.754.6256)

Dr. Heather Rose  Assistant Professor, UC Davis - Finance & Budget, Influencing Policy  
(hmrose@ucdavis.edu,  530.752.1407)

Dr. Tom Timar  Professor, UC Davis - History of Policy  
(tbtimar@ucdavis.edu,  530.754.6654)

Dr. John Wagner  Professor, UC Davis - Qualitative Research

Dr. Karen Watson-Gegeo  Professor, UC Davis - Qualitative Research  
(kawatsongegeo@ucdavis.edu,  510.527.5076)

Dr. Robert Veith  Professor Emeritus, Sonoma State - History and Theory of Policy

Dr. Phil Young  Professor, UC Davis-Human Resources, Research Design  
(jpyoung@ucdavis.edu,  530.752.5957)

2) Faculty Vitae

Most faculty vitae are found on our website: http://education.ucdavis.edu/academic-programs/edd/candel-faculty

3) Additional Student Resources:
Staff Contact

Rosaisela Rodriguez, Associate Director, CANDEL (rrodr@ucdavis.edu,  530.754-6664)
Hogan Hayes, Writing Support (hmhayes@ucdavis.edu)
Henry Tran, Research Specialist (htr@ucdavis.edu)
V. DEGREE REQUIREMENTS

Note About the Degree Requirements

In June 2010, the CANDEL program re-wrote its Degree Requirements and had them approved by UC Davis Graduate Council. It is Graduate Council’s policy that a student may choose to fulfill Graduate Council’s approved program requirements that were in effect at the time he/she first enrolled in that program at UC Davis or may choose the new degree requirements. This policy allows the student to benefit by changes that best assist him/her in completing degree requirements and also allow long-term planning of a program of study. In addition, this policy prevents the student from being penalized by changes that have been enacted after their enrollment.

If a program makes a change in the curriculum prior to a student completing the Qualifying Examination, the student may elect to continue the current degree requirements and program or switch to the new degree requirements and program for completion of his or her program.

The Degree Requirements for Cohorts 1-5 are available by requesting them from Student Services.

Revised: November 17, 2004; April 2010
Graduate Council Approval: June 18, 2010

1) Admissions Requirements

Applications shall be submitted and reviewed by UC Davis Graduate Studies. Thereafter, the Admissions Committee, hosted by UC Davis, will include representatives from UC Davis and Sonoma State University. Faculty representatives from both campuses will screen all applications and will make recommendations for admittance. Candidates who meet the highest standards and reflect the economic and cultural diversity of Northern California will be encouraged to apply.

The following qualifications are required:

1. Earned baccalaureate and master’s degrees from accredited institutions of higher education

2. Minimum grade point average (GPA/4-point scale) for admission to UC. Any of the following criteria are sufficient to establish admissibility:
• A 3.0 GPA for all undergraduate coursework;
• A 3.0 GPA for all upper division, undergraduate coursework;
• A 3.0 GPA for all upper division coursework taken during the last two years of an undergraduate degree; or
• A 3.5 GPA in all coursework taken in a completed master's degree, irrespective of undergraduate performance

3. Undergraduate and/or graduate experience, reflected in coursework or student leadership experience, that demonstrates the individual's capacity to undertake graduate study in educational leadership (e.g., experience with service groups, student government, or paid positions leading group activities)

4. Prior experience in administrative or leadership roles in an educational institution or related setting, such as department chair, Dean, principal, teacher, union officer, and/or program site coordinator

5. A completed UC Davis Graduate Studies online application for admissions, which includes the following:

  • A personal history statement
  • A statement of purpose outlining the applicant's professional history, goals, and job aspirations
  • A statement describing the applicant's interest in the program and how s/he expects to contribute to the program overall
  • Three letters of recommendation attesting to the leadership and scholarship ability of the candidate
  • A resume
  • An application fee
  • GRE or MAT scores
  • Official undergraduate and graduate transcripts, as appropriate

Preferred qualifications for P-12 administrators include an administrative credential. For community college administrators and P-12 applicants, preferred qualifications include evidence of participation in leadership positions.

a) Supplemental Information

A statement of support for academic studies from the candidate’s employer (e.g., school district, county office of education, other school consortia of employment or community college district) is encouraged.

b) Applicant Interviews

After an initial screening process, selected applicants will be individually interviewed to further consider their admission.
2) **Dissertation Plan B**

Plan B specifies a three-member dissertation committee and an optional final oral examination. The decision on whether to require the final oral examination is made on an individual student basis by the dissertation committee. There is no exit seminar required.

3) **Course Requirements (84 required units)**

CANDEL coursework follows a cohort model in which entering students proceed through the program concurrently and as a cohesive unit. During years I and II, students will take three courses per quarter for a total of 12 units.

a) **Core Courses—Years I & II (72 units)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU282A</td>
<td>Beginning Issues and Practices: Contemporary Educational Leadership (4)</td>
</tr>
<tr>
<td>EDU284A</td>
<td>Policy: History and Theory of Educational Policy (4)</td>
</tr>
<tr>
<td>EDU282B</td>
<td>Beginning Issues and Practices: Diversity Issues for Educational Leaders (4)</td>
</tr>
<tr>
<td>EDU280A</td>
<td>Inquiry and Practice: Research Design and Application for Educational Leaders (4)</td>
</tr>
<tr>
<td>EDU280B</td>
<td>Inquiry and Practice: Qualitative Research for Educational Leaders (4)</td>
</tr>
<tr>
<td>EDU280C</td>
<td>Inquiry and Practice: Quantitative Research for Educational Leaders (4)</td>
</tr>
<tr>
<td>EDU282C</td>
<td>Beginning Issues and Practices: Ethical Leadership and Dilemmas in Complex Organizations (4)</td>
</tr>
<tr>
<td>EDU284B</td>
<td>Policy: Formulating and Influencing Policy (4)</td>
</tr>
<tr>
<td>EDU283A</td>
<td>Advanced Issues and Practices: Leadership Across Communities (4)</td>
</tr>
<tr>
<td>EDU286B</td>
<td>Organizational Structures and Change: Data-Driven Decision-Making for Educational Change (4)</td>
</tr>
<tr>
<td>EDU281A</td>
<td>Problem-Based Learning Course: Part 1 (4)</td>
</tr>
<tr>
<td>EDU281B</td>
<td>Problem-Based Learning Course: Part 2 (4)</td>
</tr>
<tr>
<td>EDU281C</td>
<td>Problem-Based Learning Course: Part 3 (4)</td>
</tr>
<tr>
<td>EDU286A</td>
<td>Organizational Structures and Change: Curriculum &amp; Instruction Issues in Education (4)</td>
</tr>
<tr>
<td>EDU283B</td>
<td>Advanced Issues and Practices: Leadership and Student Services/Affairs (4)</td>
</tr>
<tr>
<td>EDU284C</td>
<td>Policy: Possibilities and Limitations of Educational Policy in a Democracy (4)</td>
</tr>
</tbody>
</table>

b) **Courses—Years III (12 units)**

After Core courses are completed, but before advancing to candidacy, students must register in a 12-unit CANDEL Dissertation Seminar (EDU 287). To maintain full-time status after advancement to candidacy, a student may choose to register in another non-CANDEL graduate-level course or continue in EDU 287D.

c) **Electives**

There are no elective course requirements for the CANDEL program.
d) Summary

Each student is required to take the 72 units of required coursework in years I and II, followed by the 12-unit dissertation seminar for a total of 84 units. See section 10 below for the typical timeline of coursework.

e) Evaluation: At the end of Year I, each student will be evaluated by the Co-Directors from UCD and SSU. The UCD Co-Director, in his/her role as Graduate Advisor, will finalize this evaluation according to UCD Graduate Studies requirements. At this time, students not making adequate doctoral progress will be identified and will be notified that they are not making adequate progress. The students will be asked to meet in person with the Co-Directors to develop a strategy for rectifying the lack of progress. During that meeting, steps to address the inadequate doctoral progress will be agreed upon, documented, and conveyed in person and in writing. The following January, the student(s) will again meet with the Co-Directors to review progress. If all steps agreed upon have been taken and the student’s progress is then satisfactory, the student will be informed in person and in writing. If not, in consultation with Graduate Studies, the Co-Directors will recommend for disqualification.

4) Special Requirements

None.

5) Committees

Executive Committee: The Executive Committee membership is composed of the UC Davis CANDEL Co-Director, the Sonoma State CANDEL Co-Director, and CANDEL faculty members from each campus. The Executive Committee determines the structure of the program and any subsequent changes to this structure in accordance with the program’s approved bylaws.

Admissions Committee: The Executive Committee acts as the Admissions Committee. The Committee screens all complete applications and recommends candidates for interviews and admission.

Interview Committee: The Interview Committee consists of the CANDEL Directors and at least two faculty members. Teams of two Interview Committee members interview the applicants.

Qualifying Exam Committee: The membership of the Qualifying Examination Committee is nominated by the Executive Committee and is submitted to the UC Davis Office of Graduate Studies for formal appointment in accordance with the policies and procedures of the UC Davis Graduate Council and Office of Graduate Studies. The committee consists of five CANDEL faculty members (at least two members from UC and two members from Sonoma State). The committee members, including the committee chair, design and score the oral Qualifying Examination for the cohort, although each student is examined individually. Care will be taken to assure that the Qualifying Exam Committee is composed of members who can relate to all students’ areas of research interests.
**Dissertation Committee:** The student nominates a Dissertation Chair and two additional Dissertation Committee members. Those nominations are submitted to the UC Davis Office of Graduate Studies for formal appointment, in accordance with the policies and procedures of UC Davis Graduate Council and the Office of Graduate Studies.

The Dissertation Committee is composed of three members, including the Chair, with at least one member from each campus. The Dissertation Chair supervises the student's research and dissertation, following the policies of UC Davis Graduate Council and Office of Graduate Studies, and serves as the principal guide for dissertation work. The Dissertation Chair cannot serve as chair of the Qualifying Exam Committee. The Dissertation Committee must reach a unanimous decision in order to award the degree to the student.

6) **Advising Structure and Mentoring**

**Graduate Advisor:** The UC Davis Co-Director of the CANDEL program serves as the Graduate Advisor and is a resource for information on academic requirements, policies and procedures, and registration information.

**Dissertation Chair:** The Dissertation Chair is the faculty member who supervises the student's research and dissertation and serves as the chair of the Dissertation Committee. See “Dissertation Committee” above for more information.

**Mentoring Guidelines:** The program has adopted the UC Davis Graduate Council's Mentoring Guidelines on the Web at [http://www.gradstudies.ucdavis.edu/gradcouncil/mentoring.pdf](http://www.gradstudies.ucdavis.edu/gradcouncil/mentoring.pdf)

7) **Advancement to Candidacy**

The student will be advanced to candidacy upon completion of the Qualifying Examination and all other degree requirements, with the exception of the dissertation. Students will schedule their Qualifying Exam with the CANDEL Program Coordinator.

An Application for Advancement to Candidacy, along with the candidacy fee, must be submitted to and approved by the Office of Graduate Studies before advancement can occur. See the Graduate Student Handbook: [http://gradstudies.ucdavis.edu/students/handbook/](http://gradstudies.ucdavis.edu/students/handbook/)

a) **Dissertation Prospectus**

One month prior to the Qualifying Exam, the student must submit a dissertation prospectus to the Major Professor/Proposed Dissertation Chair. The prospectus should include (1) a clear exposition of the problem and research questions guiding the proposed research, (2) a discussion of the research literature related to the problem and the research questions, (3) identification and discussion of the relevant research methodology to be used in data collection and analysis, and (4) an explication of the significance of the study and any anticipated implications for practice, policy, and research.

After approval by the Major Professor/Proposed Dissertation Chair, the final prospectus will be
b) Qualifying Examination

This 2–3 hour oral examination is conducted by the five-member Qualifying Examination Committee. The Qualifying Examination Committee will vote on the outcome immediately following the exam. Non-voting faculty observers may be invited with the unanimous consent of the committee and student.

i) Scope of the Qualifying Examination: During the examination, the committee will question the student about the specific problems, issues, and research literature that comprise the focus of the CANDEL coursework. The student will be expected to discuss in detail significant research literature and studies that inform his/her understanding of the issues explored during the course of study. Additionally, students will outline additional research and practice that might help fully address these highlighted issues.

In addition to answering questions from the committee, the student will also present his/her dissertation prospectus during the Qualifying Exam. The student will explore with the committee the nature of the problem addressed in the prospectus, as well as the research questions guiding the proposed study, the related research literature, the proposed research methods for collecting and analyzing data, and the student’s explanation for the significance of the study for practice, policy, and research.

c) Scheduling and Deadlines

After the Dissertation Chair has approved a final draft of the dissertation prospectus, the student should consult with the graduate program coordinator in the UC Davis School of Education Student Services office for help with scheduling the exam date. The student must receive notice of admission to the Qualifying Examination from the Office of Graduate Studies before the exam can take place. It can take up to eight weeks for Graduate Studies to process the application.

d) Qualifying Examination Outcome

The committee, having reached a unanimous decision, shall inform the student of its decision as “Pass” (no conditions may be appended to this decision), “Not Pass” (the Chair’s report should specify whether the student is required to retake all or part of the examination, list any additional requirements, and state the exact timeline for completion of requirements to achieve a “Pass”) or “Fail.” If a unanimous decision takes the form of “Not Pass” or “Fail”, the Chair of the Qualifying Examination committee must include in its report a specific statement, agreed to by all members of the committee, explaining its decision, and must inform the student of its decision. Having received a “Not Pass”, the student may attempt the Qualifying Examination one additional time. After a second examination, a vote of “Not Pass” is unacceptable; only “Pass” or “Fail” is recognized. Only one retake of the qualifying examination is allowed. Students receiving a “Fail” on the second attempt will be recommended to the Dean of Graduate Studies for disqualification from the graduate program.
8) **The Dissertation**

The dissertation must be a major research-based project that is relevant to a current, real problem within a P-12 or Community College setting. The intent of the dissertation is to create applicable knowledge, remedies, or change strategies in service to an existing educational problem, policy, or setting. It can address issues of internal management and leadership pertaining to a single school or district, or to a policy issue with broad-based salience within the education community.

9) **Normative Time to Degree**

Students may complete the program in three years, beginning in the summer of Year I, and concluding in the summer following Year III. Required coursework normally concludes after Spring II, with the dissertation writing beginning in Fall of Year III. The program utilizes the Dissertation Seminars to provide the individualized faculty and peer support necessary for the student to move through the dissertation process in a timely manner. Some students may need additional time to complete their doctoral work. Students will continue to enroll in dissertation seminars (EDU 287D), subject to University limits, until the dissertation is successfully completed. As noted above, a student must be enrolled in 12 units per quarter to maintain full-time status.

10) **Typical Timeline and Sequence of Events**

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>BEGINNING Year 3</th>
</tr>
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<tbody>
<tr>
<td><strong>Summer</strong></td>
<td>Coursework commences</td>
<td></td>
<td>Dissertation prospectus submitted</td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td>Edu 280B – Inquiry and Practice:</td>
<td>Edu 286A – Organizational</td>
<td>EDU 287</td>
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<tr>
<td></td>
<td>Qualitative Research for Education</td>
<td>Structures and Change: Data-</td>
<td>Qualifying Exam</td>
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<td></td>
<td>Leaders (4)</td>
<td>Driven Decision-Making for</td>
<td>Advancement to Candidacy</td>
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<tr>
<td></td>
<td>Edu 282A – Beginning Issues and</td>
<td>Educational Change (4)</td>
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<td></td>
<td>Practices: Contemporary</td>
<td>Edu 281A – Problem-Based</td>
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<td>Educational Leadership (4)</td>
<td>Learning Course: Part 1 (4)</td>
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<tr>
<td></td>
<td>Edu 284A – Policy: History and</td>
<td>Edu 285B – Beginning Issues</td>
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<tr>
<td></td>
<td>Theory of Educational Policy (4)</td>
<td>and Practices: Ethical</td>
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<td>Leadership and Dilemmas in</td>
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<td></td>
<td>Complex Organizations (4)</td>
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<tr>
<td><strong>Winter</strong></td>
<td>Edu 280C – Inquiry and Practice:</td>
<td>Edu 281B – Problem-Based</td>
<td>EDU 287D* - CANDEL</td>
</tr>
<tr>
<td></td>
<td>Quantitative Rsrch for Edu Leaders</td>
<td>Learning Course: Part 2 (4)</td>
<td>Dissertation</td>
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<td>Edu 284C – Policy: Possibilities</td>
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<td>Edu 283A – Advanced Issues and</td>
<td>and Limitations of Educational</td>
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<td></td>
<td>Practices: Leadership Across</td>
<td>Policy in a Democracy (4)</td>
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<td></td>
<td>Communities (4)</td>
<td>Edu 286B – Organizational</td>
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<td></td>
<td>Edu 282B – Beg Issues and Practices:</td>
<td>Structures and Change:</td>
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<td></td>
<td>Diversity Issues for Edu Leaders</td>
<td>Curriculum &amp; Instruction Issues</td>
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</tr>
<tr>
<td></td>
<td>(4)</td>
<td>in Education (4)</td>
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</tr>
</tbody>
</table>
Spring | Edu 280A – Inquiry and Practice: Research Design and Application for Educational Leaders (4)  
Edu 284B – Policy: Formulating and Influencing Policy (4)  
First-Year evaluation | Edu 281C – Problem-Based Learning Course: Part 3 (4)  
Edu 283B – Advanced Issues and Practices: Leadership and Student Services/Affairs (4)  
Dissertation prospectus submitted | EDU 287D* - CANDEL Dissertation Submit dissertation

*Students must maintain full-time status by taking 12 units per quarter; it is recommended that students enroll in EDU 287D with their dissertation chair.

11) Sources of Funding

Students may receive financial assistance in the form of student loans or internal block grant awards. A current FAFSA must be filed to determine financial need. FAFSA applications are available from Graduate Financial Aid in Dutton Hall after December 1, or online at http://www.fafsa.ed.gov in January. FAFSAs should be filed as early as possible to allow for award consideration. Students do not need to wait for formal admission into a graduate program to apply for financial aid. Students are also encouraged to seek additional funding in the form of external scholarships.

12) PELP, In Absentia, and Filing Fee Status

**Planned Educational Leave Program (PELP):** The Planned Educational Leave Program is designed to allow the student to suspend his/her program of study for good cause (i.e., illness; temporary departure from the university for employment or research away from the campus; preparing for examinations, if doing so at a distance from the campus; financial problems; personal problems), and be guaranteed the right to return later to resume academic work. The approval of the student’s Graduate Advisor on the PELP advising form guarantees the student’s readmission for the quarter specified. In giving approval for the leave, the advisor is certifying that there will be space available for the student when s/he returns.

Information about the Planned Educational Leave Program can be found in the Graduate Student Guide: http://gradstudies.ucdavis.edu/students/handbook/

Application and time extension forms are available at the Office of Graduate Studies in 250 Mrak Hall, or online at http://gradstudies.ucdavis.edu/forms/

**In Absentia:** In Abstentia is a registration status that reduces fees for students who are conducting research out of state; it is typically not available for CANDEL students, but details may be found at
Filing Fee Status: With approval from their respective Committee Chair, a student is eligible for filing fee status once he or she has passed the Qualifying Examination, advanced to candidacy, and completed all research for the dissertation, with only minor edits remaining. A student still involved in collecting or analyzing data, or writing major parts of the dissertation is not eligible. A student on filing fee status may not use faculty services other than those involved in the final reading/evaluation of the dissertation.

Student status is retained without paying quarterly fees, but the student is not considered a registered student. A one-time fee is assessed with the filing fee paperwork. Information about Filing Fee Status can be found in the Graduate Student Guide: [http://gradstudies.ucdavis.edu/students/handbook/](http://gradstudies.ucdavis.edu/students/handbook/)

VI. PROGRAM RESOURCES

For procedural information regarding the CANDEL program contact the CANDEL Program Coordinator.

1) Building Locations

The UC Davis School of Education Building (SOEB) is located on the corner of 1st and A Streets near downtown Davis. This is where SOE Faculty and Staff offices are located, as well as the Student Lounge and Computer Lab. CANDEL Classes take place in the Academic Surge Building on the UCD campus.

Stevenson Hall is the primary facility for housing SSU faculty and the School of Education. Classes are primarily held at UC Davis. However, course sessions held on the SSU campus are usually held in Stevenson and Salazar Halls.

2) Copying

A copy machine is located in the UC Davis School of Education’s student lounge. (add location of lounge in SOEB) This machine can be used through your Aggie Card and the copies will then be charged directly to your student account on a monthly basis.

3) Student Computer Lab

The computer lab is located in the School of Education Building #261. Open hours are Monday-Thursday 8:00am-8:30pm and Friday 8:00am-5:30pm, except when instruction is happening in the lab. The class schedule is posted daily on the door and is on our intranet at [http://edu.ucdavis.edu](http://edu.ucdavis.edu) and click on Room Calendar and Information. Various statistical and database programs have been placed on some of the computers for student use. Students can contact [soeiteam@ucdavis.edu](mailto:soeiteam@ucdavis.edu) if they have any SOE technology related questions.
4) **Keys**

Students may obtain building keys to the School of Education Building through Kerry Hasa, (khasa@ucdavis.edu, 530-754-9751). There is a $10 deposit per key.

**VII. WHAT TO DO AFTER YOU ARE ADMITTED**

1) **Submit your Statement of Intent to Register**
Once admitted to the program, you are required to notify the University of your intent to enroll by submitting an online Statement of Intent to Register: Look for this link in your UCD Graduate Admission letter.

2) **Submit your Statement of Legal Residence**

All students newly admitted to UCD, whether in-state or out-of-state students, are required to submit this form: [https://registrar4.ucdavis.edu/forms/web/FormIntro.cfm?Form=SLR](https://registrar4.ucdavis.edu/forms/web/FormIntro.cfm?Form=SLR)

3) **Set Up Your Student Account and Email**

Each student will need to create a UCD Kerberos LoginID, Passphrase, Student ID, and Personal Access Code (PAC). These can be created through the Information & Educational Technology page: [https://computingaccounts.ucdavis.edu/cgi-bin/services/index.cgi](https://computingaccounts.ucdavis.edu/cgi-bin/services/index.cgi).

4) **Forward your E-mail to a Personal Address**

If you wish, you may re-direct or forward your UCD e-mail to a personal e-mail of your choice by following the prompts given on the IET website: [https://computingaccounts.ucdavis.edu/cgi-bin/services/index.cgi](https://computingaccounts.ucdavis.edu/cgi-bin/services/index.cgi)

5) **Check your UC Davis E-mail Address**

Most of our correspondence with you will happen via this e-mail address so please create it early and check it on a regular basis! As a UCD student you will also be receiving e-mails from other campus resources.

6) **Set Up Your Library Privileges at UCD and SSU**

As a concurrent student at both SSU and UCD, you have library privileges at both institutions. Since many of your classes will give you assignments involving articles and other materials in the library, it is important for you to set up both your UCD and SSU library privileges. Both institutions have a large amount of on-line resources, check out privileges, interlibrary loans, etc. so having easy access will save you a great deal of time.

To see the UCD library’s resources log onto [http://www.lib.ucdavis.edu/](http://www.lib.ucdavis.edu/) and choose “VPN” and type in your UCD Kerberos ID & passphrase. This will give you access to the site. From the general website, click
on “Subject Guides” and find some great resources in the Education guide under Social Sciences. The UC Davis Librarian for Education, Humanities and Social Science is Roberto Delgadillo (rdelgadillo@lib.ucdavis.edu).

Accessing the Sonoma State University Library - http://library.sonoma.edu/. You will be issued a barcode that will enable you to access the CSU Interlibrary Loan Service. SSU School of Education Library liaison is: Felicia Palsson, (palsson@sonoma.edu) (707) 664-2951

7) Register for Courses and Pay Fees

Before each quarter begins, you will be sent Course Registration Numbers (CRN's) that you will use to register via the SisWeb system (http://sisweb.ucdavis.edu/). Once you have registered for classes you can pay your fees online through MyBill: http://studentaccounting.ucdavis.edu/bills/mybill.cfm. Paper statements are no longer sent. Through MyBill you can pay your bill, access online statements, set up automatic monthly payments and schedule future payments. **It is your responsibility to stay current with your registrations and fee payments.**

8) Keep Us Informed of Contact Information Changes

Faculty and staff need to contact you on a regular basis. While the program will seek updated contact information at the beginning of each year, please inform us whenever your contact information changes in any way.

9) Submit a FAFSA (Free Application for Federal Student Aid (FAFSA))

All graduate students are highly encouraged to submit a FAFSA each spring. You will receive a series of reminders about submitting your FAFSA. These reminders will include deadlines for submission. Please note that failing to meet these deadlines may jeopardize the program's ability to award you financial assistance. Deadlines for FAFSA submittal are also posted on the CANDEL Program Smartsite (add weblink here)

VIII. FREQUENTLY ASKED QUESTIONS (FAQ’S)

1) Program Cost & Financial Aid

**Is financial aid available?** Yes, financial aid is available in the form of block grants, student loans, and scholarships. Students are encouraged to complete a Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov by spring of each year, as eligibility for several funding sources are based on information reported in the FAFSA. This should also be done in the spring prior to your beginning the program and each spring thereafter. Please see preceding section for additional information on submitting your FAFSA.

**What is the cost of the program?** Students are charged quarterly fees according to the UC Davis Graduate and Professional Student Fee schedules. For an idea of the **proposed** fees for the 2013-2014
year, click on 2013-14 proposed fees and then CANDEL (Educational Leadership) on the UC Davis Budget & Institutional Analysis webpage. http://budget.ucdavis.edu

In addition to standard financial aid, students are kept apprised of grants and other funding information as they become available. Students may also incur additional fees to cover some or all of the lodging/meal expenses for the summer retreat and for occasional special events.

2) Administrative Credential

Can I get an Administrative Services credential through CANDEL? Yes, it is possible to obtain your CTC Administrative Services Credential (Preliminary or Clear) during your CANDEL coursework. Each student is individually evaluated by the CANDEL Faculty members from Sonoma State. An individual plan is then created based on the students’ coursework and experience. Please contact the CANDEL Co-Director from Sonoma State for further information. (Viki Montera, Ed.D montera@sonoma.edu)

3) Summer Retreat Activities

What is the Annual Summer Retreat? Is this mandatory? The Annual Summer Retreat is an extraordinary five-day intensive learning opportunity for first and second year students, and yes, it is mandatory. For first year students, the Retreat includes a welcome orientation and beginning coursework. Students will also be given tips on activating their UC Davis student accounts and how to register, pay fees, etc.

The Retreat is generally held offsite at a retreat/conference center for the first few days in late July or early August. This allows the new cohort to get to know each other in a relaxed environment. The positive feedback we receive each year points to the success of the event, and students are excited to return for the second year. For second year students, the Retreat includes an orientation to the second year of the program, and beginning coursework for the second year. All students pay additional fees for the Retreat, which are collected prior to attendance. Historically costs associated with this event range from $300 - $450 for the week.

4) Program Details and Procedures

How long does it take to complete the program? The time to degree depends on the student’s individual pace in completing coursework, the qualifying exam and the dissertation. Students must take 2 years of prescribed core course work with their cohort, followed by preparing for and passing the Qualifying Examination, and researching and writing the dissertation. The summer between years two and three, although not a time when formal classes are held, is an important time for students to work on their Qualifying Examination and dissertation proposal.

Am I a part-time or full-time student? The CANDEL program is a full time program, meaning that you must register in 12 units per quarter. If a student meets the eligibility requirements described below, a student may be eligible to go on Filing Fee during the end of their degree, which charges only a reduced fee. CANDEL is not offered on a part time basis.
Do I need to pay full fees once I'm in my last year of the program? Yes. CANDEL is a full time program (12 units per quarter) for the duration of the program.

Am I eligible for Filing Fee status? With advanced approval by the Committee Chair in consultation with the dissertation Committee, a student who has completed their dissertation to the point where only minor editing is involved and their Chair provides only minimal guidance, may request Filing Fee status. Students still involved in collecting data, analyzing that data, or writing major parts of the dissertation are not eligible for Filing Fee. Please see detailed information and requirements at gradstudies.ucdavis.edu/forms/GS305_FilingFeeApp.pdf.

Filing Fee is a non-registered status which maintains your eligibility to complete your degree while not registered, and within your approved time limitations. This status is only good for one quarter. A small fee is charged to the student for Filing Fee. Please check grad studies website for current fee.

What happens in the third year and beyond of the program? During the third year of the program, students begin by attending dissertation meetings or seminars, designed to give them guidance and skills to facilitate the writing of their dissertation. As the student progresses in choosing a Chair, Committee members, a research question, passing their Qualifying Examination, etc., most of their time is spent in consultation with their Chair and Committee. Dissertation seminar time varies as the student works more intensely with their Chair and Dissertation Committee.

5) Extended Leaves and Absences

What should I do if I need to take a leave from the program? A student may take a leave of absence with the approval of the program by taking a Planned Educational Leave Program (PELP). PELP is intended for students who are experiencing financial hardship, workload or family difficulties, or health problems and who must take time off from their studies. They are guaranteed the right to return to resume academic work if they return within the agreed upon time frame.

Students may PELP for 1 to 3 quarters at a minimal cost. E-mail the CANDEL Program Coordinator for questions and directions for PELP. Given the structure of the program, if you decide to take time off, you must PELP for the entire academic year and enroll in the following fall quarter, typically with the next cohort to move through the program. To return to the program after your designated leave time is up, simply register for classes for the next quarter under the advisement of the School of Education.

What should I do if I wish to withdraw from the CANDEL program? If you choose to leave the program, the process you will use is Withdrawal. Please contact the CANDEL Program Coordinator as soon as possible for advice and procedures. Withdrawal should occur only under extreme circumstances. The withdrawal form is found at the Office of the Registrar, or if you are at a distance, you may call them at (530) 752-2973. This type of leave is appropriate for a student who does not plan to return to UC Davis as a student.

What should I do if I know I must miss or be late for a class? Given that the entire program is very concentrated, cohort based and places a great deal of emphasis on in-class discussion, feedback, and
other activities, students should make appropriate arrangements to attend all classes during the program. If an emergency occurs requiring you to miss or be late for a class, you should contact your instructor(s) in advance. In some cases, students may need to drop a class or classes when their attendance is not possible for a significant portion of the class. That will require that students take the course with another cohort of students the following year. Most instructors also base a portion of a, class grade on participation which may include attendance and in-class discussions, presentations, group projects, research, and other activities. Consult with your instructor to see what reduction in your grade will result for a missed class. As a doctoral student, it is your responsibility to contact the instructor in a proactive manner about any class matters.

6) Grading Procedures & Expectations

**How do I get my grades at the end of a quarter?** Grades are viewable through SisWeb.

**Why do I have a “NG” grade when I know I completed the course?** For those courses that are not finished and/or graded approximately two weeks after the end of the quarter, an NG grade is assigned by campus. The faculty must change the grade before the end of the quarter. If you have an NG, it is your responsibility to contact your professor to make sure it is changed before the end of the quarter.

**What should I do if I get an incomplete grade in a class?** Talk with the instructor immediately to find out what is needed to complete the course. These grades will convert to “F” if prompt action is not taken.

**Can I waive or substitute a course?** No, the CANDEL program is a cohort-based set program. You may take additional courses but may not substitute courses.

**Can I take other courses at UCD in addition to my CANDEL courses?** Yes, as a full time registered student, you may enroll in other courses at the University.

7) Keeping Up with Coursework

**How do I get books or articles for my classes?** Instructors will give you direction on how to obtain your course materials, books and articles. Generally, you may order books from either the UCD or SSU bookstore or on line. Remember the time varies to receive books or articles so plan well in advance. Instructors will often want you to do some assigned readings prior to the first class or even complete an assignment prior to the first class. In these cases the instructor will contact students in advance.

**Can I get advanced readings from my professor?** Yes, in many courses, instructors will provide advance assignments or even syllabi prior to the start of a course. This varies by instructor and the nature of each course. Please contact the instructor to inquire about this.

**I’ve heard some students do “study groups.” Is this a good idea?** Study groups can take many forms and are a great way to share ideas, hold one another accountable for keeping up, and offer support to fellow students. We suggest you explore forming study groups with other students in your cohort and meeting on a regular basis. There are many positive stories about study groups helping students through rough times or stimulating interesting ideas and areas for further study.
**What does it mean to “read like a doctoral student?”** Many times students enter a doctoral program with the old habits of how to read and study. They may have learned these old habits previously in undergraduate education. Many of these habits or patterns are helpful, however, being a doctoral student involves reading, thinking, questioning and reflecting at a much deeper level. Our purpose is for you to question previous ideas, reflect on old belief systems, search for data or warrants to support your thinking, “think” about your thinking, and begin to question what you know and what you don’t know.

Reading for memorization or to pass a quiz is not the purpose of most doctoral reading. It is to stimulate your interest, raise new questions, explore issues at a deeper level, and question assumptions. Therefore, we urge you to use the readings in courses as starting places. Perhaps one article will prompt you to seek out more information in a particular area, another article may not interest you so deeply and, therefore, it makes sense to skim it. Reading like a doctoral student is an evolving process, where you learn to become a scholar practitioner and a reflective educator, someone who takes responsibility for their own learning.

**What is the appropriate length of my papers?** Your paper should be long enough to complete the assignment. Artificial paper length guidelines often limit creativity and increase conformity by focusing on length rather than quality. When in doubt, consult with your professor.

**How can I keep up with my coursework?** Each student must find the best way to keep up. Here are a few hints from students:

- Schedule a regular time and place for your reading and work and stick to it.
- Remember, you must prioritize. You can’t be in a full time doctoral program and still do everything you used to do. Learn to say “no” and make choices.
- Consider forming a study group
- Pay attention to when you study and write best. Some people are early morning workers; others find working during the evening time is best.
- Write. There is no substitution for writing. Write out your ideas; write out your questions; write drafts for review; write questions you have. Students who constantly write and rewrite are usually much more successful.
- Talk to your family about your study and reading time so that they can be supportive of you.
- Think about your Friday evenings, during the weekend when classes are held. Maybe it is a time to write; perhaps consider staying over that night; consider it as a time for study groups. Many students report that this is a valuable time.

**8) Class Participation and Expectation**

**What are the class participation expectations in CANDEL?** You are expected to be present for every class session, to participate in class or group discussions, to read and write as directed by the professor, and to follow through with projects and other assignments as directed. You are also expected to be prompt, to be considerate of your fellow cohort members and your professors, and to model and practice scholarly thought and action throughout the CANDEL program.
**What behavior is expected of me during class?** Similar to the answer above, you are expected to think and act in a scholarly manner, which includes arriving on time, actively participating in course discussion, and being respectful and supportive of your fellow cohort members and your professor. The CANDEL Dispositions also serve as guides for leadership behavior.

**What about food and drinks during class?** This is usually fine, but first check with your instructor. Many cohorts begin the year with a snack sign up list. Please be respectful of the noise and disturbance that food can bring, especially when a guest speaker is speaking in the class.

**What is IRB?** IRB Admin is a component of the Office of Research that provides education, administrative support and record-keeping functions, and conducts audits for the Institutional Review Board (IRB). The role of the IRB is to review and make decisions on all research involving human subjects at the University of California, Davis, with the intent of ensuring compliance with the appropriate regulations and policy, designed to ensure that the safety and welfare of subjects are properly protected. The IRB at UC Davis reports to the Vice Chancellor for Research, and is comprised of three committees: two clinical, one social and behavioral. Members of each committee include UC Davis faculty, clinicians, staff, students and community members.

**Who handles IRB?** IRB Admin is a component of the Office of Research.

**What Forms Will I Need to Begin the IRB Process?**
1: Take the require on-line tutorial: [http://www.research.ucdavis.edu/home.cfm?id=OVC,1,1448](http://www.research.ucdavis.edu/home.cfm?id=OVC,1,1448)

2: Select a IRB application (Exempt, Expedited, Full). This will depend on what type of study you are doing: [http://www.research.ucdavis.edu/home.cfm?id=OVC,1,2018,1069](http://www.research.ucdavis.edu/home.cfm?id=OVC,1,2018,1069)

3: Consent and other forms if necessary.

**10) The Dissertation Process**

**What are the deadlines?** A student may submit their Dissertation and graduate in the fall, winter, spring or summer quarters. To be eligible to graduate in the quarter of your choice, you must submit your approved Dissertation to the Office of Graduate Studies by the deadline they have posted for that quarter. All OGS deadlines can be found on this site: [http://gradstudies.ucdavis.edu/students/calendar.html](http://gradstudies.ucdavis.edu/students/calendar.html)

**How should I prepare my dissertation?** Each student should follow the guidelines given by the Office of Graduate Studies in preparing their dissertation. In addition, a student should consult with their Dissertation Chair as to his/her expectations. The Office of Graduate Studies' dissertation specifications can be found on this webpage: [http://www.gradstudies.ucdavis.edu/students/filing.html](http://www.gradstudies.ucdavis.edu/students/filing.html)

**What are my responsibilities in communicating with my Committee?** The format, frequency, and other aspects of communicating with your committee vary according to your committee. Actively talk about this with your Chair and Committee members. Discuss things like how often to meet, when to expect feedback on submitted writing, the preferred way to meet, etc. Your responsibilities are to stay in constant communications with your Chair.
When can I expect responses to revisions from my committee members? Every Chair and committee member varies in his or her response time. A common mistake made by students is expecting immediate feedback on submitted writing. Talk to your Chair about this, but the turn around time is usually about 3 weeks for review of a substantial amount of writing, so plan accordingly.

Who do I contact when I am ready to present/submit my final dissertation to my committee? In addition to communicating with your Chair, you will want to keep the CANDEL Program Coordinator updated on the progress of your dissertation as well. The CANDEL program coordinator can help assist you with the final steps of processing the required documents for graduate studies. It is very important to keep in touch with both your Chair and the Program Coordinator throughout your final dissertation phase.

When it's time for me to submit my approved Dissertation, what should I do? After you have received approval (with signature) by your entire committee, you will first need to use the Doctoral Checklist found on this page: http://www.gradstudies.ucdavis.edu/students/degree_candidates.html to make sure you have completed all requirements. Then, contact Shelly Archer (slarcher@ucdavis.edu) in the Graduate Studies Office to coordinate receipt of your Dissertation and all necessary paperwork. You will then electronically submit your Dissertation online by following the instructions on this Graduate Studies webpage: http://www.gradstudies.ucdavis.edu/students/electronicfilinginstructions.html

What about the months of July and August…what is expected of me during this time? For the first three weeks or so of July, there is no class. Our Annual Kick Off for first year and second year students generally takes place the last few days of July/first few days of August. Third year (dissertation) students usually start later in August. Students entering their third year, may find this is a good time to organize for their dissertation process.

11) Graduation

How are the School of Education Graduation and Graduate Studies Graduation ceremonies different? In addition to the larger Graduate Studies Graduation, the School of Education offers their own ceremony to acknowledge the success of their graduates in the Masters and Doctorate programs. The ceremonies are timed so students can choose to participate in one or both. Students who choose to participate in the Graduate Studies ceremony will need to confirm with their Committee Chair on their availability. In order to participate in the Graduate Studies ceremony, students will have to make sure their Chair, or committee member will be present to receive them. This needs to be completed in advance of the ceremony.

How do I order cap and gown? The cap and gown may be pre-ordered online through the UCD Bookstore’s website http://bookstore.ucdavis.edu/graduation/.

Please confirm that you are ordering a doctorate cap and gown as there is a difference.

How do I get tickets for graduation? You will be notified in Spring quarter via email of when tickets are available at the School of Education Student Services office (Rm. 106). Allocation of tickets will be coordinated through the CANDEL program office.
What if I can’t finish until September, can I still participate in graduation? No, you must have completed all the steps with Graduate Studies by the deadline in order to participate in graduation.

I want to graduate “on time” how can I do this? “On time” varies for every student. We understand that everyone wants to graduate in a timely manner, but there are no short-cuts. The best advice we can offer is to structure your time so that you work on your study, write regularly and stick with a routine. Some also find it helpful to join a student support and writing group to work together, offer each other feedback, and hold each other accountable. The dissertation process is a challenging, complex and exciting time so there are no formulas. You are finished when your committee signs off.

When and how do I get my diploma? The Registrar automatically orders diplomas once degrees are conferred by the Academic Senate and are available for pick up at the Registrar’s Office (Mrak Hall #12) at no charge, approximately four months after the end of the quarter for which you filed to graduate.

IX. INDEX

Administrative Credential (Tier I & II)................. 18
Admissions Requirements................................. 6
Course Requirements......................................... 8
Coursework 101 (Keeping up with...)............... 20
Computer Lab & Program Resources................... 15
Dissertation Information................................. 12, 22
Grades............................................................ 20
Graduation..................................................... 23
Faculty Contact Information............................ 4
Fees.............................................................. 17
Financial Aid.................................................. 14, 17
Frequently Asked Questions (FAQs)................... 17
Mission Statement.......................................... 3
Library Usage................................................ 16
PELP (Student Leave)........................................ 19
Program Time Line.......................................... 10
Registration................................................... 17
Staff Contact Information.............................. 5
Student Account (email set up)......................... 16