



**UCDAVIS**

**SCHOOL OF EDUCATION**

**Capital Area North Doctorate in  
Educational Leadership**

# **Student Handbook**

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## **I. INTRODUCTION**

Welcome to the Capital Area North Doctorate in Educational Leadership (CANDEL) Program. This handbook will give you an overview and background on the program in educational leadership, and it will assist both you and our faculty advisors in understanding program requirements. This handbook is designed to supplement the more general [Graduate Student Guide](#).

## **II. HISTORY OF THE PROGRAM**

The CANDEL Program began in the academic year 2001-2002. The California State University and University of California 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 UC Davis and Sonoma State University 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.

In 2014, Sonoma State University began the discontinuance process so that they could focus their resources on their educational mission. Pending administrative reviews, UC Davis will continue the CANDEL program independently.

## **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.

The curriculum is constructed around four overarching and inter-related themes. These Program Objectives 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.

Document developed: April 2012

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

Each course in the curriculum is tied to one or more of these themes. Each is reinforced by tailored 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 other educational settings. The desired result is that these emerging leaders for change would then encourage meaningful solutions to contemporary educational problems.

#### IV. CANDEL CORE FACULTY & STAFF CONTACT

Faculty	Title	Contact Information	Courses Taught
Dr. Jamal Abedi	Professor, UC Davis	<a href="mailto:jabedi@ucdavis.edu">jabedi@ucdavis.edu</a> (530) 754-9150	Expertise in Quantitative Methods and Educational Leadership
Dr. Marcela Cuellar	Associate Professor, UC Davis	<a href="mailto:marcuellar@ucdavis.edu">marcuellar@ucdavis.edu</a> (530) 752-5395	Diversity Issues for Educational Leaders; Special Topics: Higher Education Issues
Dr. Kevin Gee	Assistant Professor, UC Davis	<a href="mailto:kagee@ucdavis.edu">kagee@ucdavis.edu</a> (530) 752-9334	Research Design and Application for Educational Leaders; Problem-Based Learning
Dr. Cassandra Hart	Assistant Professor, UC Davis	<a href="mailto:cmdhart@ucdavis.edu">cmdhart@ucdavis.edu</a> (530) 752-5387	Quantitative Research for Educational Leaders
Dr. Paul Heckman	Professor, UC Davis	<a href="mailto:peheckman@ucdavis.edu">peheckman@ucdavis.edu</a> (530) 752-8309	Data-Driven Decision Making for Change; Problem-Based Learning
Dr. Michal Kurlaender	Associate Professor, UC Davis	<a href="mailto:mkurlaender@ucdavis.edu">mkurlaender@ucdavis.edu</a> (530) 752-3748	Research Design and Application for Educational Leaders; Problem-Based Learning; Data-Driven Decision Making for Change
Dr. Paco Martorell	Assistant Professor, UC Davis	<a href="mailto:pmartorell@ucdavis.edu">pmartorell@ucdavis.edu</a> (530) 752-3353	Policy: Formulating & Influencing Policy
Dr. Patricia Quijada	Associate Professor, UC Davis	<a href="mailto:pdquijada@ucdavis.edu">pdquijada@ucdavis.edu</a> (530) 752-9377	Problem-Based Learning; Leadership; Student Services
Dr. Gloria Rodriguez	Director, Associate Professor, UC Davis	<a href="mailto:gmrodriguez@ucdavis.edu">gmrodriguez@ucdavis.edu</a> (530) 754-6256	Contemporary Leadership; Diversity; Finance; Problem-Based Learning
Dr. Heather Rose	Associate Professor, UC Davis	<a href="mailto:hmrose@ucdavis.edu">hmrose@ucdavis.edu</a> (530) 752-1407	Educational Finance; Human Resources & Law
Dr. Tom Timar	Professor Emeritus, UC Davis	<a href="mailto:tbtimar@ucdavis.edu">tbtimar@ucdavis.edu</a> (530) 754-6654	Expertise in Educational Policy and Leadership

Most faculty vitae are found on the [CANDEL Faculty Website](#).

Staff	Title	Contact Information
Dr. Rosaisela Rodriguez	Associate Director	<a href="mailto:rrodr@ucdavis.edu">rrodr@ucdavis.edu</a> (530) 754-6664
Holly Snyder Thompson	Program Assistant	<a href="mailto:hasnyderthompson@ucdavis.edu">hasnyderthompson@ucdavis.edu</a> (530) 752-8847

For more information on the School of Education, please visit the [School of Education website](#) or call (530) 752-5887.

## V. 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 they 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 them 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 their program.

The Degree Requirements for Cohorts 1-6 are available by requesting them from the CANDEL Program office.

Please note that Cohorts 1-6 have a different Qualifying Exam (QE) procedure than Cohorts 7 and thereafter. If you have any questions regarding the QE process that is applicable to you, please check with the CANDEL Program office.

**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. Faculty representatives will screen all applications and will make recommendations for admission. 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 admission, which includes the following:
    - A personal history statement
    - A statement of purpose outlining the applicant's professional history, goals, and job aspirations and the applicant's interest in the CANDEL and how they expect 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 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.

- 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)
- 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 and II (72 units)

- EDU 282A: Beginning Issues and Practices: Contemporary Educational Leadership (4)
- EDU 284A: Policy: History and Theory of Educational Policy (4)
- EDU 282B: Beginning Issues and Practices: Diversity Issues for Educational Leaders (4)
- EDU 280A: Inquiry and Practice: Research Design and Application for Educational Leaders (4)
- EDU 280B: Inquiry and Practice: Qualitative Research for Educational Leaders (4)
- EDU 280C: Inquiry and Practice: Quantitative Research for Educational Leaders (4)
- EDU 282C: Beginning Issues and Practices: Ethical Leadership and Dilemmas in Complex Organizations (4)
- EDU 284B: Policy: Formulating and Influencing Policy (4)
- EDU 283A: Advanced Issues and Practices: Leadership Across Communities (4)
- EDU 286B: Organizational Structures and Change: Data-Driven Decision-Making for Educational Change (4)
- EDU 281A: Problem-Based Learning Course: Part 1 (4)
- EDU 281B: Problem-Based Learning Course: Part 2 (4)
- EDU 281C: Problem-Based Learning Course: Part 3 (4)
- EDU 286A: Organizational Structures and Change: Curriculum & Instruction Issues in Education (4)
- EDU 285A: Educational Finance, Human Resources, and Law: Human Resources and Legal Issues in Education (4)
- EDU 283B: Advanced Issues and Practices: Leadership and Student Services/Affairs (4)
- EDU 285B: Educational Finance, Human Resources, and Law: Integrated Seminar: Human and Financial Assets, Allocations and Budgets (4)
- EDU 284C: Policy: Possibilities & Limitations of Educational Policy in a Democracy (4)
- EDU 292: Special Topics: Issues in Educational Leadership  
*On occasion, to avail ourselves of relevant research and professional expertise of newly hired faculty that align with the CANDEL mission and required courses, we utilize the EDU 292 Special Topics courses.*

#### 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. EDU 287 and 287D may only be repeated nine (9) times each for credit.

#### 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 for the typical timeline of coursework.

#### **e) Evaluation**

[Campus policy](#) requires that every graduate adviser complete an annual report of each graduate student's progress. All unsatisfactory and marginal progress reports are forwarded to the appropriate Graduate Studies student affairs officer for follow up. At the end of Year I and II, each student will be evaluated by the CANDEL Director in their role as Graduate Advisor. Subsequently, students will be reviewed by their Dissertation Advisor. 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 Director 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 will again meet with the Director 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 Director will recommend for disqualification.

#### **4) Special Requirements**

None.

#### **5) Committees**

**Executive Committee:** The Executive Committee membership is composed of UC Davis CANDEL faculty members. The Executive Committee determines the structure of the program and any subsequent changes to this structure in accordance with the program's approved bylaws. To carry out this responsibility, the Executive Committee consults regularly with UC Davis CANDEL Faculty.

**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 Director and faculty members.

**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. Care will be taken to assure that the Qualifying Exam Committee is composed of members who can contribute substantive and/or methodological expertise applicable to student's 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. 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 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 Mentoring Guidelines](#).

## **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.

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.

### **a) Dissertation Prospectus/Proposal**

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/proposal will be distributed to the Qualifying Examination Committee no later than two weeks before oral exam.

### **b) Qualifying Examination**

During this 2-3 hour meeting the five-member Qualifying Examination Committee conducts an oral examination. 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.

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 their 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 their 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 CANDEL Program Associate Director 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 six 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 Exam 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. As stated in the [Graduate Studies Advisor Handbook](#), "in cases where the committee reports a Not Pass or Fail, the chair of the exam shall inform the student of the right to appeal the committee's decision for cause. The appeal should be directed to the Dean of Graduate Studies, who will then submit the matter to the Administrative Committee of the Graduate Council for review and recommendation."

## **8) The Dissertation**

The dissertation must be a major research-based project that is relevant to a current, real problem within an educational 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**

Required coursework normally concludes after Spring II, with the dissertation writing and seminars beginning in the Summer between Year II and Fall of Year III. The program utilizes the Dissertation Seminars to provide the 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 who need additional time may 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**

See timeline on following page

# CANDEL Program Benchmarks: Student and Advisor Worksheet

Key D=Department F=Faculty A=Advisor S=Student

<i>Target Date</i>	<i>√</i>	<i>Activity</i>	<i>Responsibility</i>
Summer Learning Institute			D/F/S
Fall – Year 1		<input type="checkbox"/> Coursework <input type="checkbox"/> Educational Leadership <input type="checkbox"/> Research Design <input type="checkbox"/> Formulating and Influencing Policy	S/F S/F S/F
Winter – Year 1		<input type="checkbox"/> Coursework <input type="checkbox"/> Issues in Higher Education <input type="checkbox"/> Curriculum and Instruction <input type="checkbox"/> Quantitative Methods	S/F S/F S/F
Spring – Year 1		<input type="checkbox"/> Coursework <input type="checkbox"/> Qualitative Methods <input type="checkbox"/> Diversity <input type="checkbox"/> Policy Formation <input type="checkbox"/> Student Assessment	S/F S/F S/F D/S/F
Summer Learning Institute			D/F/S
Fall – Year 2		<input type="checkbox"/> Coursework <input type="checkbox"/> Organizational Structures and Change <input type="checkbox"/> Leadership Across Communities <input type="checkbox"/> Problem Based 1	S/F S/F S/F
Winter – Year 2		<input type="checkbox"/> Coursework <input type="checkbox"/> Legal Issues in Education <input type="checkbox"/> Leadership in Student Services <input type="checkbox"/> Problem Based 2	S/F S/F S/F
Spring – Year 2		<input type="checkbox"/> Coursework <input type="checkbox"/> Literature Review <input type="checkbox"/> Educational Finance <input type="checkbox"/> Problem Based 3 <input type="checkbox"/> Student Assessment <input type="checkbox"/> In conjunction with CANDEL Faculty, identify a Dissertation Advisor and Committee members	S/F S/F S/F D/S/F D/S/F
Summer		<input type="checkbox"/> Prepare for Qualifying Exam <input type="checkbox"/> Finalize Dissertation Proposal <input type="checkbox"/> Finalize Synthesis of Learning	S/A S/A S/A
Fall – Year 3		<input type="checkbox"/> Coursework – EDU 287 <input type="checkbox"/> Milestones <input type="checkbox"/> Qualifying Examination – Synthesis of Learning and Dissertation Proposal <input type="checkbox"/> Citi Online Course (Human Subjects) <input type="checkbox"/> IRB <input type="checkbox"/> Advance to Candidacy	S/A S/A S S/A S/A
Winter – Year 3		<input type="checkbox"/> Coursework – EDU 287D <input type="checkbox"/> Milestones <input type="checkbox"/> Dissertation Data Collection <input type="checkbox"/> Dissertation Data Analysis	S/A S/A S/A
Spring – Year 3		<input type="checkbox"/> Coursework – EDU 287D <input type="checkbox"/> Milestones <input type="checkbox"/> Finalize Dissertation Work <input type="checkbox"/> Graduate <input type="checkbox"/> Student Assessment	S/A S/A S/A D/S/A
Year 4+*		<input type="checkbox"/> Coursework – EDU 287D <input type="checkbox"/> Completion of Remaining Milestones	S/A S/A

\* Additional quarters may be necessary based on student progress toward milestones

## 11) Sources of Funding

Eligible students may receive financial assistance in the form of student loans or program 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 the [FAFSA website](#) 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 their program 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 they return.

Students may PELP for 1 to 3 quarters at a minimal cost. Email the CANDEL [Associate Director](#) for question 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.

Information about the Planned Educational Leave Program can be found in the [Graduate Student Guide](#).

Application and time extension forms are available at the Office of Graduate Studies in 250 Mrak Hall, or on the [Graduate Studies Forms Website](#).

### In Absentia

In Absentia 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 in the [Graduate Student Guide](#).

### Filing Fee Status

With approval from **the student's Committee Chair**, a student is eligible for filing fee status once they have passed the Qualifying Examination, advanced to candidacy, and completed all research for the dissertation, with only minor edits remaining. This means that the student will pay a significantly lower rate than regular full-time students. 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. Guidelines describing eligibility for Filing Fee Status can be found in the [Graduate Student Guide](#).

## VI. CANDEL PROGRAM RESOURCES

For procedural information regarding the CANDEL program contact the [CANDEL Associate Director](#).

### Building Locations

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

### Copying

A copy machine is located in the UC Davis School of Education's student lounge, Room 264 SOEB and in the hall of Academic Surge near room 2377. These machines can be used through your ID Card and the copies will then be charged directly to your student account on a monthly basis.

### Keys

Students may obtain building keys to the School of Education Building through [Carlos Azevedo](#).

## 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 UC Davis Graduate Admission letter.**

### 2) Submit your Statement of Legal Residence

All students newly admitted to UC Davis, both in-state or out-of-state, are required to submit the [Statement of Legal Residence Form](#).

### 3) Set up your Student Account and Email

Each student will need to create a UC Davis Kerberos Login ID, passphrase, student ID and personal access code (PAC). These can be created through the [Information & Educational Technology page](#).

#### 4) Forward your Email to a Personal Address

If you wish, you may re-direct or forward your UC Davis email to a personal email of your choice by following the prompts given on the [Information & Educational Technology page](#).

#### 5) Check your UC Davis Email Address

All of our correspondence with you will happen via this email address *so please create it early and check it on a regular basis*. To streamline your email communications, you may wish to forward your UC Davis email to your personal or other address. However, we will **not** utilize your other addresses for CANDEL business. As a UC Davis student you will also be receiving emails from other campus resources.

#### 6) Set up your Library Privileges at UC Davis

As a UC Davis student, you have library privileges. 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 your UC Davis library account to access these resources before you need them. Davis has a large amount of on-line journals, and privileges, so having easy access will save you a great deal of time.

To see the UC Davis library's resources log onto the [Shields Library homepage](#) and choose "VPN" and type in your UC Davis Kerberos ID and 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.

#### 7) Register for Courses and Pay Fees

Before each quarter begins, you will be sent an email confirming your intent to register for the Quarter. The CANDEL program then registers you. IT is your responsibility to review and confirm that you are registered in the correct course. Once you have been registered for classes you can pay your fees online through the [Student Account website called MyBill](#). 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)

All graduate students are strongly 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](#).

## VIII. FREQUENTLY ASKED QUESTIONS

### 1) Program Cost & Financial Aid

**Is Financial Aid available?** Yes, financial aid is available in the form of grants, student loans, and scholarships. Students are encourage to complete a [Free Application for Federal Student Aid \(FAFSA\)](#) by March of each year, as eligibility for several funding sources are based on information reported in the FAFSA. This should also be done as early as possible to your beginning the program and by March 2<sup>nd</sup> 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 academic year, please refer to the [Student Fee Index](#) on the UC Davis Budget & Institutional Analysis webpage.

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 learning institute and for occasional special events.

### 2) Summer Learning Institute

**What is the Annual Summer Learning Institute? Is this mandatory?** The Annual Summer Learning Institute is an extraordinary intensive learning opportunity for first and second year students, and yes, **it is mandatory**. For first year students, the Institute 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 Institute is generally held offsite at a retreat/conference center 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 Institute includes an orientation to the second year of the program, and beginning coursework for the second year. All students pay additional fees for the Institute, which are collected prior to attendance. Historically costs associated with this event range from \$400-\$450 for the Summer Learning Institute.

### 3) Program Details and Procedures

**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.

**What happens in the third year and beyond of the program?** During the third year of the program, students who have completed all coursework are expected to identify a Dissertation Chair and finalize preparations, including the dissertation proposal and related work, for the Qualifying Exam. Once preparations are finalized and confirmed by the Dissertation Chair, the student is expected to communicate with the Associate Director to determine a Qualifying Exam date. More information on the process of the Qualifying Exam is available on SmartSite/CANVAS and on the School of Education's intranet. Until the student selects a Dissertation Chair, the CANDEL Director serves as the student's Graduate Advisor. Students are encouraged to stay in contact with the Graduate Advisors as they progress.

#### 4) Withdrawal

**What should I do if I wish to withdraw from the CANDEL program?** If you choose to leave the program, you will go through the process of Withdrawal. Please contact the CANDEL Associate Director **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.

#### 5) Classroom Absence

**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 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 the [SisWeb Student Portal](#).

**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, which may prevent a student from being able to complete the CANDEL program. Being proactive with “I” grades is **crucial**.

**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 UC Davis 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 the UC Davis bookstore or online. 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 a 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.

## **9) Institutional Review Board (IRB)**

**What is IRB?** IRB Administration 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.

Every student conducting research must submit an IRB. Your instructor in Problem-Based 3 will review the process with you.

**Who handles IRB and what do I need to do to begin the process?** The contact person for IRB in the School of Education is Lenora Bruce. She can be reached at [labruce@ucdavis.edu](mailto:labruce@ucdavis.edu) or at (530) 754-6847. The School of Education IRB instructions and training videos can be reviewed online at the [SOE Intranet IRB Information Page](#).

## 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 deadlines can be found on the [Graduate Studies Calendar Website](#).

**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 their expectations. See the Graduate Studies Website for the Office of Graduate Studies' [dissertation specifications](#).

**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 communication 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 Associate Director](#) updated on the progress of your dissertation as well. The CANDEL Associate Director 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 Associate Director 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 the Graduate Studies Website to make sure you have completed all requirements. Then, contact [Shelly Archer](#) in the Graduate Studies Office to coordinate receipt of your Dissertation and all necessary paperwork. You will then electronically [submit your Dissertation online](#).

**What is expected of me during the months of July and August?** For the first three weeks of July, there is no class. Our Annual Summer Learning Institute for first and second year students generally takes place at the end of July/beginning of August. Third year (dissertation) students usually start their work in the summer between Year II and Year III. 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 the 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 graduate in the Masters and Doctorate programs. Students may 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 another committee member, will be present to receive them. This needs to be completed in advance of the ceremony.

**How do I order a cap and gown?** The cap and gown may be pre-ordered online through the UC Davis Bookstore's [commencement website](#).

Please confirm that you are ordering a doctorate cap and gown.

**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. 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 University Registrar automatically orders diplomas once degrees are conferred by the Academic Senate and are available for pick up at the Registrar's Office (3100 Dutton Hall) at no charge, approximately four months after the end of the quarter for which you filed to graduate.

## IX. UNIVERSITY RESOURCES

### Financial Aid

#### [UC Davis Graduate Student Financial Aid](#)

**Graduate Student Window at Dutton Hall:** 10 a.m. to 2 p.m., Monday-Friday.

*Note: The window is exclusively for Graduate students during the first week of each quarter.*

Phone lines available: 530-752-9246; 9:00 a.m. to 4:00 p.m. Monday-Friday

#### [Signup for Direct Deposit for Financial Awards](#)

### Health Insurance Waiver (Student Health Insurance Program SHIP)

All UC Davis students are automatically enrolled into SHIP. If you have your own insurance provider, you may opt out of SHIP by submitting a [SHIP Waiver Form](#).

#### **Deadlines to submit waiver**

- Fall, Winter, & Spring Quarters **Sept. 10, 2016**
- Winter & Spring Quarters only Dec. 10, 2016
- Spring Quarter only Mar. 10, 2017

### AggieCard (Student ID)

New graduate students can upload their photo and pick up their AggieCard during the summer at their convenience at the AggieCard Office. For privileges, services and discounts with the AggieCard, please visit the [AggieCard website](#).

#### **To get your AggieCard**

1. You must have a UC Davis Kerberos ID and password, and submitted your Statement of Intent to Register (SIR).
2. **Upload\*\*** your picture meeting the photo requirements; see the acceptable and non-acceptable photo samples. The photo upload website opens on July 1<sup>st</sup> for Fall Quarter 2016.
3. Once you receive a confirmation e-mail (sent to your UC Davis e-mail address) indicating that your photo was approved, you can pick up your AggieCard at the AggieCard office in 1210 Dutton Hall, M, T, W, F, 8:30 a.m. to 4:30 p.m. (PST), Thursday, 9:30 a.m. to 4:30 p.m.

You will be asked to present a government-issued photo ID for verification; e.g., Driver's License, Passport, Military ID, etc.

\*\*If you are unable to produce a digital picture meeting the photo requirements, come to the AggieCard Office at the location and times listed above.

### Graduate Studies – General Information

The mission of the [Office of Graduate Studies](#) is to advocate on behalf of graduate students and postdoctoral scholars, to support the faculty and staff engaged in delivering graduate education, and to administer academic and administrative policies affecting

graduate students and postdoctoral scholars in ways that foster a culturally and intellectually diverse environment characterized by high academic standards.

### [Graduate Student Association](#)

#### **ED GSA (Graduate Student Association)**

The UC Davis School of Education also has a Graduate Student Association (ED GSA). If you would like further information about the ED GSA, please contact Mary Reid in the UC Davis School of Education Student Services office.

Mary Reid  
Phone: 530-752-7259  
Email: [mmreid@ucdavis.edu](mailto:mmreid@ucdavis.edu)

#### **IT Computer Resources**

For assistance regarding: e-mail, software, applications, password, etc.

**Phone: (530) 754-4375**

**E-mail: [ithelp@ucdavis.edu](mailto:ithelp@ucdavis.edu)**

**Website: <http://itexpress.ucdavis.edu/>**

#### **Writing Resources – University Writing Program**

The University Writing Program provides a range of writing resources, graduate courses and graduate student writing consultations. Additional information can be obtained from their [website](#).

#### **Academic Integrity**

[Integrity: An Essential Piece of the Puzzle](#)

[Avoiding Plagiarism: Mastering the Art of Scholarship](#)

- For additional information on Academic Integrity, please visit [Student Judicial Affairs](#).

#### **UC Davis Library**

The [University Library](#) provides courses, consultations and data resources to support graduate students and their research. Students can access on-campus books, publications, and data sources, utilize university subscriptions to electronic journals and databases, and receive resources from other UC campuses and off-campus libraries. Information on these services can be accessed at:

[Connect From Off Campus](#)

[Graduate Student Library Resources](#)

[Research Tools](#)

[Scholarly Communication](#)

#### **Transportation & Parking**



[On-Campus Parking \(TAPS\)](#)

[Unitrans – Public Transportation](#)

### **School of Education**

[SOE Intranet](#)

### **Social Media**

[CANDEL Facebook](#)

### **Student Affairs and Student Life Services**

As a graduate student, you are entitled to receive a full diversity of student services and participate in student life programs. These include health and wellness activities, academic support services, cultural and community programs and student life facilities. A list and description of these services can be found at the [Student Affairs Website](#).

### **Campus Student Services**

#### **Activities Recreation Center (ARC) – Gym**

Currently enrolled UC Davis students may use the Activities & Recreation Center (ARC), the state of the art Gym on campus at no additional cost.

#### **Cross Cultural Center**

#### **Internship and Career Center**

The Internship and Career Center, located in South Hall, provides comprehensive career advising services for UC Davis graduate students and postdoctoral scholars. Career coordinators can assist you with all aspects of finding a career within or beyond academia. Services include confidential one-on-one advising, individualized C.V., resume, and cover letter reviews, and a variety of workshops and symposia, including the annual Pathways Career Symposium specifically designed for advanced degree holders.

#### **LGBTQIA Resource Center**

#### **Student Health Services**

Student Health and Counseling Services (SHCS) provides UC Davis students with wellness, illness, and injury care. Services are available to all registered students, regardless of insurance. Students pay small fees for most services. All medical services are located at the Student Health and Wellness Center located on campus at La Rue Road between Hutchison Drive and Orchard Road, across the street from the Activities and Recreation Center (ARC).

#### **Women's Resource Center**