Capital Area North Doctorate in Educational Leadership (CANDEL)
Degree Requirements
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)**

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

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 UC Davis Co-Director in his/her role as Graduate Advisor. This evaluation will be made in consultation with the Sonoma State Co-Director. At this time, students not making adequate doctoral progress will be identified and will be notified by e-mail 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

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. The Qualifying Examination is taken during the fall quarter of Year III (7th quarter).

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

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 distributed to the Qualifying Examination Committee not later than two weeks before the oral exam.

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 should 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 and seminars 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 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

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<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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<tr>
<td><strong>Summer</strong></td>
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<td>Coursework commences</td>
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<td><strong>Fall</strong></td>
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<td>Edu 280B – Inquiry and Practice: Qualitative Research for Educational Leaders (4)</td>
<td>Edu 286A – Organizational Structures and Change: Data-Driven Decision-Making for Educational Change (4)</td>
<td>EDU 287 Qualifying Exam Advancement to Candidacy</td>
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<td><strong>Winter</strong></td>
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<td><strong>Spring</strong></td>
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<tr>
<td>First-Year evaluation</td>
<td>Dissertation prospectus submitted</td>
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*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](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/](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/](http://gradstudies.ucdavis.edu/forms/)

**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 at [http://www.gradstudies.ucdavis.edu/students/in_absentiaFAQs.html](http://www.gradstudies.ucdavis.edu/students/in_absentiaFAQs.html)

**Filing Fee Status:** 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. If the end of the filing fee timeline has lapsed and the dissertation is not complete, a time extension may be considered. 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/)