Proposal for Discontinuance
Capital Area North Doctorate in Educational Leadership (CANDEL)

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Proposal for Discontinuance

Capital Area North Doctorate in Educational Leadership (CANDEL)
Submitted November, 2014

Introduction and Background

The joint doctoral program between the CSU and UC was established in 2002 to increase the number of “well-qualified education leaders” by having the two university systems work together to capitalize on the differences in expertise and research traditions. With this in mind, the legislature passed California Senate Resolution 93 in 2002 and proposed the governance and funding structures for multiple joint CSU/UC programs across the state. These joint programs and their development was supported fiscally by both the UC and CSU systems. Initially, called DEL:CRA (Doctorate in Educational Leadership: Capital Region Alliance) the partnership included Sacramento State University, Sonoma State University and UC Davis. Course design and program structure were shared between the three institutions with the expectation that the teaching and advising responsibilities would be shared among the three institutions at 1/3 each. At the time SSU had three tenure track faculty in Educational Leadership who were a part of the program. The first cohort group began their course work in the fall of 2005. However, after the initial program launch the CA State Legislature gave the CSU campuses the authority to offer their own independent doctoral programs in Educational Leadership. This authorization led many CSU’s to pull out of the joint programs and start their own independent doctoral programs. In 2005 Sacramento State University decided to launch its own doctoral program and withdrew from the partnership. Sonoma State decided to continue in the partnership, rather than start its own program. The UCD/SSU program was renamed the Capital Area North Doctorate in Educational Leadership (CANDEL). The program recently admitted the 10th Cohort of students, who are educational leaders from throughout northern CA.

Initially and continuing, the partner institutions operate within a Memorandum of Understanding (MOU). The MOU outlines roles, responsibilities, governance structure, and resources. The MOU has been reviewed and revised periodically. The program operates under bylaws developed during the original proposal, which have been modified periodically as delineated in the bylaws. UC Davis serves as the fiscal and administrative home for the program. The MOU also specifies the resources provided to SSU to meet program responsibilities.

Faculty members from both institutions make up the CANDEL program faculty and CANDEL Executive Board. Co-Directors, a faculty member from each institution, are responsible for the day-to-day administration of the program.
The Ed. D. degree is granted by both institutions. UC Davis Office of Graduate Studies has provided oversight and infrastructure in processing program degree requirements. Students are held to CANDEL and UC Requirements. Program administrative duties were originally shared by SSU and UCD, with both institutions employing a student affairs administrator. In the fall of 2012, all administrative responsibilities were moved to UC Davis in order to better coordinate program activities and provide a consistent resource for students and faculty.

The CANDEL program is in the process of Program Review as established by University of CA Davis. The Executive Summary submitted this past summer for the UC Davis Program Review provides much of the information for this document. It is also included in full in Appendix A.

This is a proposal to discontinue SSU’s involvement in the CANDEL program and the partnership. Background and rationale will be provided here as established by the Discontinuance of Academic Programs policy.

**Rationale for Discontinuance**

Discontinuance of the CANDEL Program with UC Davis is recommended for fiscal and administrative reasons. Unlike majors or programs that are funded using Sonoma State resources, this program relies on resources that come from an outside agency to cover its expenses. A Memorandum of Understanding (MOU) is established between UC Davis and Sonoma State University to run the partnership program (Attached 2013-14 Budget and MOU). The remainder of the funding is provided to Sonoma State via the MOU with UC Davis. The rationale for discontinuance consists of three reasons.

The first reason for proposing discontinuance is that the fiscal model for the CANDEL program is a “fee for service” contract where a MOU is established for the services that SSU provides to the program for a specific amount of money. Funds provided to SSU via the MOU are administered by SSU. UC Davis does not hire SSU instructors or administrators, rather a lump sum of money is provided to SSU that is managed locally to provide program administration, instruction, dissertation chair and committee membership, and administrative support. The original MOU identified a MOU dollar figure based on the number of students in the program. As explained in the next paragraph, this funding model was changed in 2011. The MOU was altered to a fixed amount based on two occasions. The first change occurred to a fixed amount in the range of 225K. This fixed amount included co-directorship, administrative support (co-director and analyst salaries), instruction, committee membership, and advising. The second change occurred in 2011 when the amount was changed to 165K. In order to accommodate the declining budget and better coordinate student services, administrative support was consolidated at UC Davis. On the one hand this was a fiscally prudent and efficient move for UC Davis, on
the other hand for Sonoma State it was a significant loss of dedicated staff time and reductions in the resources for instruction and administrative support. Along with fiscal reductions there was a reduction in SSU responsibilities for teaching and dissertation advising. The current budget covers instruction and committee membership. The School of Education budget allocates 20K to the CANDEL budget to support program administration and instruction, when needed.

The second reason for proposing discontinuance is that the resources for running the program have diminished. At the beginning of the program, all responsibilities were shared equally among the three partners and that has changed. SSU was responsible for 1/3 of program responsibilities and each institution maintained an administrative support person for the program, who worked closely with UCD, as the administrative home for the program. When Sacramento State withdrew, the MOU was revised and SSU took on ½ of the program responsibilities being responsible for 9 of the 18 courses. When the MOU was up for renewal in 2011, budgetary constraints existed for both institutions and throughout the state. A new funding model was instituted at the UC Davis campus. The UCD central campus capped the number of students in the program. This reduced the amount of support for the program beyond the cap. At the time, SSU also had diminished faculty resources to commit to the program. This context was reflected in a revised MOU reducing SSU’s responsibilities in the program to 1/3 (6 courses) and consolidating administrative support at UC Davis. This reduction in responsibilities also reduced the amount of funding provided to SSU via the MOU from 225K to 165K. Furthermore, a “Professional Degree Supplemental Tuition” (PDST) of $4000 per student was initiated by UC Davis to sustain and enhance the quality of the academic programs and all of those funds are used to support CANDEL students. The decision to initiate the fee was made at UC Davis, albeit consultative with SSU. While program curriculum and faculty roles within the program remained the same, administrative support was consolidated at UC Davis for several reasons. One was to accommodate the budget cuts. This shift resulted in the loss of a SSU staff member and reduced direct SSU administrative support and funding provided to SSU for that support. SSU has maintained its involvement and fulfillment of the program curriculum and faculty roles by tapping into faculty expertise outside of the Educational Leadership program. This is further explained in Section 4 below: Program Faculty. Nonetheless, the demands on faculty from Educational Leadership to maintain our participation in the program are extensive.

Over the course of last several years there have two changes to the program that were unilateral, albeit consultative; the establishment of the student professional fee and the reduction in base funding for faculty and administrative support for program. The fiscal structure of the program is a “fee for service model.” In this model, UC Davis allocates money to SSU to cover faculty participation in the program, instruction and administrative support. In this model, the soft money cannot be guaranteed and as such it is difficult to
make the case for increased faculty hiring within the Education Leadership program at Sonoma State as is further explained in the following paragraph. The two Educational Leadership faculty in the program are often on overload each semester and during the summer to support the doctoral students and administer the program let alone run the Administrative Services Credential programs at SSU. The Administrative Services Credential programs are part of the core mission of SSU School of Education.

The third reason proposing this discontinuance is the lack of faculty in Educational Leadership and the unsustainable faculty workload in the Educational Leadership program. Given that this doctoral program is an Educational Leadership program, the priority for faculty to work in this program should be Educational Leadership faculty. This lack of faculty and faculty workload is due to a mismatching in the joint doctoral funding model with the CSU funding model. Within the CSU, the FTES model is the chief resource distribution for departments, schools and universities. There are no FTES attached to the CANDEL program because students register through UC Davis. Other than a 20K allocation provided by the School of Education using money that is rolled forward from one year’s savings to the next year’s budget, there are no permanent SSU resources allocated to the program. There are currently two Educational Leadership faculty in the School of Education. When the program began there were three tenure track faculty in Educational Leadership. Over the course of the program, the faculty involved in the program have been consistently been paid in overload situations to cover the costs of courses, dissertation chair and committee membership and as co-directors, as well as their work in our Administrative Credential and Master’s programs. This puts increased demands on two faculty members in running and being a part of two programs. SSU has sustained its participation in the program by tapping into faculty outside of Educational Leadership. These faculty have added greatly to the program and the perspective offered to students. Their participation has been a benefit to the program. However, these SSU faculty all have primary assignments in other programs. Participation in CANDEL is an added duty and responsibility. While Sonoma State faculty are split between Sonoma State programs and CANDEL, over the last several years, UC Davis has hired faculty who, as part of their regular assignment, have responsibilities in the CANDEL program.

Initially, the establishment of joint programs was supported financially by both the CSU and UC systems. When CSU was given the opportunity to launch its own independent doctoral programs, the financial support from the CSU was discontinued and resources were put into independent CSU programs. SSU receives no CSU funding for the program. This joint program is one of only two joint programs that remain in the state.

**Program Governance Structure**

A Memorandum of Understanding developed between both campuses outlines the program’s governance structure and campus responsibilities and rights. The MOU has been renewed and/or revised on two occasions via negotiations with administration of both campuses. The CANDEL MOU and Bylaws delineate the governance structure.
The current administrative structure of CANDEL consists of faculty in the program with SSU and UCD faculty, two co-directors (one from SSU another from UCD), one assistant dean at UCD and two deans (UCD and SSU). Almost all curricular program decisions are made by the co-directors and faculty. Administrative decisions are made by the administrators. The co-directors are primarily faculty positions—department chair like positions.

The two co-directors, one from each institution, are responsible for the day-to-day management of the program including student advising, scheduling, recruitment, admissions, student assessment, faculty assignments, program and curricular development in concert with program joint faculty.

The academic administration of CANDEL is the responsibility of the Executive Committee. The Executive Committee consists of four members who are all members of the joint CANDEL faculty. The four members are the two co-directors and two faculty members. Two faculty members, one from each institution, are elected by the joint doctoral faculty. The Executive Committee meets every other month and electronically as needed, but not less than four times per year.

Faculty meetings are held every other month during the school year. Faculty attend in person or via phone conference. In addition, a two day retreat has been held for the last three years at the end of July to explore program and curricular matters.

**Program Faculty and Roles/Responsibilities**

Membership in the joint doctoral faculty consists of faculty members from both SSU and UC Davis. The bylaws outline faculty requirements and responsibilities for initial and continuing membership. There are currently 21 faculty who make-up the CANDEL faculty. Eight are faculty members from SSU. Of the 8 SSU members, 7 teach or have taught courses in the program. They all serve as dissertation chairs or Dissertation Committee members. Seven are tenured faculty and one, an education lawyer, is an adjunct on continuing status.

At the beginning of the program, SSU faculty were drawn solely from the Educational Leadership program with some adjuncts hired for specialized courses. Attrition and budget issues resulted in reduced faculty at SSU in Educational Leadership. However, SSU has expanded faculty participation by utilizing applicable faculty expertise in other departments and schools. Current SSU CANDEL faculty come from three departments in the School of Education (Educational Leadership and Special Education, Curriculum Studies and Secondary Education, Literacy Studies and Elementary Education) and the School of Social Sciences, Political Science Department. One adjunct, an educational lawyer, continues to be hired to teach the specialized educational law course.
Faculty roles and responsibilities are outlined in the program’s bylaws. In addition to teaching and student advising, faculty chair dissertation committees, assist in program development, and serve on various committees such as admissions and qualifying exams.

See Section 6: Faculty in the Program Review Executive Report (Appendix A) for additional information.

**Program Curriculum**

**CANDEL Mission Statement**

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

—Mission Statement, CANDEL Student Handbook

This mission statement guides the program’s structure and curriculum. More information on the overall focus of the program can be found in the Program Review Executive Summary (Appendix A) and in the Student Handbook (pp.3-4, Appendix D). The curriculum is constructed around four overarching and inter-related themes that are seen as 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

**Courses**

The courses are tied to these themes and use problem-based, case study learning approaches to ground the program in the realities of schools and community colleges. For a complete list of program courses see Section 8. Curriculum and Courses (Program Review Executive Summary, p. 9-11, Appendix A).

**Program Structure**

The program is structured in a hybrid cohort-based model. Students are admitted annually as a part of a cohort. Coursework begins at a week long Summer Institute the last week of July. Following the Summer Institute, students take courses on Fridays and Saturdays about every three weeks until the end of June. The term “hybrid cohort-based” is used because in the first two years of work in the program, students take a series of courses with a cohort of students. During
the third year of the program, students begin to work more independently or in small study groups in preparation for their qualifying exams and dissertation proposals.

Program Outcomes
The program serves educational leaders throughout their educational life-span. The P-16 emphasis includes educators from school districts, community colleges, universities, educational policy institutions, religious organizations, non-profit organizations, and governmental agencies. Geographically, students come from over 24 counties throughout northern California.

A total of 154 students have been enrolled in the program. Of that number there have been 71 graduates. The graduates are in educational leadership positions in the CA Department of Education, community colleges, four-year higher education institutions, K-12 school districts, and non-profit agencies. They are in positions as district superintendents, community college presidents, deans, and other administrative positions and faculty leaders.

Currently, there are 80 active students in various stages of the program from coursework through dissertation completion. Three students are taking educational leave. Statistics on enrollment and diversity for the last five years can be found in Section 7 and Section 9 of the Program Review Executive Summary (Appendix A).

Program Evaluation
The program is currently going through its first program review. The Program Review Executive Summary was submitted in July. The Executive Summary is included in Appendix A. The program review process is conducted through UC Davis Graduate Studies. External evaluators will conduct a review and program visit winter 2015, with a report being submitted in fall 2015.

Resource Specification
Students enrolled in the program pay fees directly to UC Davis. Their registration fees are set by the UC System. In addition to regular graduate student fees, graduates in several professional schools in the UC system are also charged student a professional degree fee. The “Professional Degree Supplemental Tuition” (PDST) of $4410 per year was initiated by UC Davis to “sustain and enhance the quality of the academic programs.” The fee was initiated for CANDEL students in 2011-12 and is established and approved by the UC Regents. The PDST fee went through the UC process for approval. This fee is used to support program activities and student development within the CANDEL program at UC Davis. It provides financial awards to students based on need (FAFSA), assistance in writing and research, and supports program activities such as recruitment, orientation/graduation events, and the summer institute. In 2013-14, 75% of the students received some financial award from these funds. The average amount received by students was $5500. At the time of approval, the fee was to increase by 4% each year. However, due to the fiscal climate in the state, the UC Regents have not increased the fee since its inception.
The current model at 165K supports about 1/3 of instruction from SSU and 2/3 instruction from UCD. It also supports SSU’s responsibilities for dissertation work with students, with faculty taking on chair positions for up to 6 students per year and serving on up to 12 committees per year.

The current model of support for the SSU co-director consists of 12 units per year with additional summer support. Faculty teaching in the program receive their SSU faculty salaries. Any SSU faculty chairing a dissertation committee receives 3 units of compensation and any SSU faculty sitting as a member on a committee receives .5 unit. Chair units are taken one per semester as in-load or in overload or as stipend to support faculty work while the student is involved in dissertation work. Committee compensation can be taken any time after the student has advanced to candidacy.

UC Davis in the past two years has hired four additional faculty who now share responsibilities for teaching and advising in the CANDEL program. Since the CANDEL program does not generate FTES, there have been no faculty hires for the CANDEL program at SSU. If we hired more Educational Leadership faculty, there is no guarantee that there would be fiscal resources to support an additional faculty person here with School of Education courses alone. Faculty from across the University have taught in the program although the program is most closely affiliated with the Educational Leadership.

Impact on Service Area and Societal Needs
There will be little impact to our local area if the partnership is terminated. Students throughout the area do have other choices for doctoral programs. As we are going through this discontinuance process, UC Davis is concurrently going through their review process to convert the joint program into a stand-alone Ed. D. program. Students in our service area could continue to attend that program. Furthermore, there are other Ed. D. programs in our area. Ed. D. programs can be found at locally at institutions including SFSU, CSU-East Bay and SJSU, as well as some private institutions. One negative impact is that students who are ready to move beyond the master’s level would lose out on the opportunity to have SSU faculty serve as instructors in their doctoral programs or serve on doctoral committees. An additional loss is that SSU will lose its ability to directly influence the developing educational leadership throughout our service area.

Through the 2013-14 (Cohort 1-9) students came from a geographic area that included 24 counties in northern CA. Ten of the counties are considered “Bay Area” with 37% of the students coming from those counties. See CANDEL Geographic Data, Appendix E.

Impact on Other Majors and General Education
Discontinuing the CANDEL program will have limited impact on SSU majors or curriculum of other SSU majors and no impact on General Education courses. CANDEL courses are
only for doctoral students in the program. An argument can be made that SSU Educational Leadership students who are in the Educational Leadership master’s programs and who would be interested in a doctoral degree might be negatively impacted by not having the partnership program because there would no faculty overlap between the stand alone CANDEL program and SSU faculty. Of the 154 students who are currently enrolled or have graduated from the CANDEL program 24 are graduates of SSU undergraduate programs or credential programs. Nine of the current or former CANDEL students were SSU Educational Leadership students.

Appendix A: Budget
Appendix B: Program Review Executive Summary
Appendix C: Memorandum Of Understanding
Appendix D: CANDEL Student Handbook
Appendix E: CANDEL Geographic Data
Comments
# Joint Doctoral (Ed.D.) Program Budget

**Sonoma State University**

**2013-2014**

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<tr>
<th>REVENUE/BALANCE</th>
<th>Encumbrance</th>
<th>Actual Expenditures</th>
<th>Budget Total</th>
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<td>325,857.47</td>
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## Salaries & Benefits

### Faculty Salaries

- Co-Director 12 WTUs: 4,452.00, 16,892.00, 21,344.00
- Faculty Course Work: 2,637.20, 56,018.12, 58,655.32
- Dissertation Chair/Memberships: 96,704.00, 44,215.80, 140,919.80
- Subtotal: 103,793.20, 117,125.92, 220,919.12

### Co-Director Stipends

- SSU: 0.00, 5,000.00, 5,000.00
- Subtotal: 0.00, 5,000.00, 5,000.00

### Staff Salaries

- Administrative Assistant: 0.00, 253.79, 253.79
- Subtotal: 0.00, 253.79, 253.79

### Total Salaries

- Total Salaries: 103,793.20, 122,379.71, 226,172.91

### Benefits

- SSU
  - Faculty Benefits: 354.5, 30,670.13, 31,024.63
  - Staff Benefits: 0.00, 15.89, 15.89

### Total Benefits

- Total Benefits: 354.50, 30,686.02, 31,040.52

## Operating Expense

### SSU

- Supplies and Operations: 0.0, 8,072.65, 8,072.65
- Library Acquisitions: 3,000.00, 0.00, 3,000.00
- 10% Overhead for SOE Admin/Op: 16,300.00, 0.00, 16,300.00

### Total Operating Expense

- Total Operating Expense: 19,300.00, 8,072.65, 27,372.65

## Total Salaries & Expenses

- Total Salaries & Expenses: 123,447.70, 161,138.38, 284,586.08

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Reconciled as of June, 2014

- 164,719.09
- 41,271.39
The CANDEL program is designed to develop and promote educational leaders for schools, community colleges, and other educational sectors, who foster educational environments focused on equity and achievement for all students. By integrating educational theory and practice, with a real-world, problem-based curriculum, graduates of CANDEL are prepared to manage the complexities of educational organizations and effect school productive school reform.

1. Mission Statement

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

—Mission Statement, CANDEL Student Handbook

The mission statement for the CANDEL program is up-to-date and adequately reflects the program’s objectives, dispositions, and structure.

2. History of the Program

The joint doctoral program of the California State University and the University of California grew out of the recognition by California state legislators that “well-qualified education leaders are a key to successfully implementing improvements in California education.” With this in mind, the legislature passed California Senate Resolution 93 in 2002 and proposed the governance and funding structures for multiple joint CSU/UC programs across the state. The CANDEL Program (then called the Doctorate in Educational Leadership: Capital Region Alliance, or DEL: CRA) was established as a partnership among Sacramento State University, Sonoma State University, and UC Davis in response to this legislation. Teaching and advising responsibilities were shared among the three institutions, reflecting the unique expertise and research traditions of each partner.

The first cohort of students began coursework in Fall Quarter, 2005.

In September 2005, the California State Legislature gave the California State University system the authority to independently grant the Doctor of Education degree.

Accordingly, in 2007, Sacramento State University chose to pursue its own independent EdD program and withdrew from the DEL:CRA partnership. Sonoma State University and UC Davis elected to continue with the partnership. The program was renamed the Capital Area North Doctorate in Educational Leadership (CANDEL) and the collaboration continues today.
The partner institutions developed a Memorandum Of Understanding (MOU) outlining roles, responsibilities, governance structure, and resource responsibilities. It also delineates specific institutional responsibilities and funding approaches. This MOU is reviewed periodically.

The program’s operating bylaws and degree requirements reflect these partnerships and have been modified accordingly over the years. The bylaws were most recently updated in March 2009, and the degree requirements were updated in June 2010. The bylaws and degree requirements can both be found on the Graduate Studies website at http://gradstudies.ucdavis.edu/programs/program---detail.cfm?id=37.

For mentoring purposes, a student handbook is available at http://education.ucdavis.edu/edd---doctorate---educational---leadership.

Note on partnership with Sonoma State

In February 2014, the Dean of Sonoma State University recommended that SSU withdraw from the partnership because of resource allocation issues.

SSU will conduct a formal institutional and governance review this fall. The extent of SSU’s participation will be determined when the process is completed—no later than the end of spring quarter, 2015. If SSU does decide to withdraw from the partnership, a transition plan will be developed jointly by both institutions. UC Davis would continue to offer the Doctorate in Educational Leadership.

3. Standing in the Field

The CANDEL Program is the only joint doctoral program in Northern California. (There is a joint Doctorate of Educational Leadership program in Southern California, a partnership between California State University---San Marcos and the University of California, San Diego.) The other cohort---based EdD programs in Northern California are at Sacramento State, San Francisco State, Cal State---East Bay, and UC Berkeley.

Both the San Francisco State and Cal State---East Bay programs focus on leadership and social justice. UC Berkeley’s EdD program, Leadership for Education Equity (LEEP), focuses on cultivating superintendents for California’s public schools. Drexler University, based in Sacramento, offers a hybrid, cohort---based, online program, and offers an EdD in Educational Leadership and Management.

A unique feature of the program is that it serves educational leaders throughout the educational life---span (Preschool through Undergraduate education). This P---16 emphasis brings together educators to build common understandings and the cohesiveness of educational programs for all students.

The CANDEL program has been successful in creating a strong academic niche because the program is able to leverage the academic strengths of its partner institutions.
Students benefit from the research and theoretical frameworks of both institutions, and they are able to engage in the projects and leadership activities that both of these universities offer.

4. Strategic Plan

CANDEL’s mission statement (see Section 1) illustrates the program’s commitment to developing leaders who will make meaningful inquiries into the existing norms of schooling and who will work for transformation in our educational institutions. This ethic of service and emphasis on “transformation” has also been instrumental in CANDEL’s own development as a professional preparation program. Since its launch in 2005, we have modified our partnerships, enhanced our curriculum, and strengthened our program’s foundational tools and policies. Rather than using a traditional strategic plan to guide these changes, the program has chosen to “plan strategically,” emphasizing dynamism and continuous improvement as operating principles.

The program’s evolution is fundamentally guided by its original vision and mission, its bylaws and degree requirements, the Memorandum of Understanding between UC Davis and Sonoma State University, and ongoing faculty and student input. The program now serves almost 80 students, with an additional 74 alumni. To address the program’s growth and continue to build on its mission, we held our first faculty planning retreat in 2011. This event now occurs annually. It has been a source of substantive programmatic discussions and the launching pad for numerous program modifications.

Following is a brief description of key program developments.

1. CANDEL dispositions (developed in 2012): The CANDEL dispositions were developed to specifically articulate the “habits of mind” that faculty hope to engender and encourage among our students in their roles as educational leaders. These dispositions are used during the recruitment and admissions processes, orientation, coursework, and student assessment. The CANDEL Dispositions document can be made available on request.

2. Cohort orientation (instituted in 2013): In building on the mission statement and dispositions, a multi-phas ed program orientation was developed. An initial orientation session was added to the annual Deans’ Fall Welcome, an event open to all newly admitted School of Education students. During a new cohort’s first Summer Learning Retreat, the faculty and preceding cohort welcome the incoming students and offer reflections on the year ahead. The new students participate in a session with the Co---Directors, discussing the program’s dispositions and several articles on educational leadership programs. On the last day of the Summer Learning Retreat, the Co---Directors meet again with the new cohort to debrief about their course experiences up to that point and to discuss the process of inquiry for the students’ own engagement.

3. Qualifying exam process (changed in 2013): A new qualifying exam process was implemented during the 2013-14 school year. (Students admitted before the process changed will continue to follow the program requirements in place when they were
These changes generated new philosophic and procedural approaches that are still being refined. They will be one of the focuses of the summer 2014 faculty planning retreat.

4. Student assessment process (piloted in 2012): As the program grew to nearly 80 active students, it became essential to expand our student tracking and assessment processes. We developed a plan and process that engages students and faculty in ongoing assessment throughout their time in the program. The process began as a pilot program in 2012 and was then more fully implemented in Fall 2013. The Executive Committee and faculty formally approved the process in Spring 2014. A document detailing the process can be made available on request.

5. Course Closing Series (initiated in 2012): To address the need to provide students with a comprehensive experience in conducting research in their settings and to understand the nature of research proposal writing, three courses were merged into what is referred to as the “Closing Series.” Now in its second year, we will evaluate the efficacy of the Closing Series at the 2014 faculty planning retreat and determine the path forward. This curricular innovation is further discussed in Section 8: Courses and Curriculum.

6. Financial awards: CANDEL receives funding for need—based financial aid from a portion of the Professional Degree Supplemental Tuition (PDST) fee and from the University Student Aid Program (USAP). It uses these funds to offer grants to students to help defray the cost of graduate education. In the 2013—14 year, the program developed a set of guidelines that speak to the philosophy, eligibility criteria, and methodology for the financial award process. These guidelines were approved by the Executive Committee in Spring, 2014.

**Moving forward**

As the previous examples illustrate, each year we identify and addresses key areas that need special emphasis or improvement, thus continuing to develop the program in a strategic way. The faculty planning retreat serves as an effective setting for identifying these goals and launching our work for the coming year. After the retreat, the Co—Directors work with the Executive Committee and faculty to develop and implement processes and programs that address areas of focus identified at the retreat.

In addition, as mentioned previously, the future of the collaboration between Sonoma State University and UC Davis is undetermined. The UC Davis School of Education is committed to maintaining the CANDEL program independently, if necessary. UC Davis will therefore utilize this Program Review and a later proposal process (through Graduate Studies) to plan strategically for the future of the program. Regardless of the outcome, both institutions have made a commitment to all students admitted to the joint program, vowing to ensure that
they will continue to benefit from the collaborative nature of the program throughout their remaining time to degree. If needed in the future, a transition plan will be developed to provide the least amount of disruption for students, faculty, and the program as a whole.

5. Research

Because CANDEL faculty members maintain additional responsibilities in their respective schools and departments, their research agendas are not limited to the scope of the CANDEL Program. Both the Sonoma State University and UC Davis faculties are engaged in many collaborative and interdisciplinary research efforts, spanning issues related to school organization, policy and law, literacy and culture, social justice, and poverty, to name a few. Additionally, a new collaborative research center currently in planning stages at UC Davis will focus on the unique research interests related to community colleges. It is anticipated that the new center will provide opportunities for both CANDEL faculty and students to test their theories about the roles, functions and leadership challenges of California’s community colleges.

Faculty members publish and present their research regionally, nationally and internationally, and are annually featured at the national American Educational Research Association (AERA) conference.

6. Faculty

Composition of the faculty

The CANDEL faculty is composed of 21 faculty members from Sonoma State University and UC Davis. At present, eight are from the Sonoma State campus and 13 are from UC Davis. Both share the program’s teaching and advising workload, as specified in the program’s Memorandum of Understanding. Most faculty members are affiliated with their respective Schools of Education (though from a variety of departments or specializations within those schools) and the vast majority of them have ladder---rank faculty appointments. A limited number of faculty members have lecturer appointments and tend to teach more specialized courses (e.g., human resources, educational law). Faculty responsibilities are articulated in the program’s bylaws and appointments are recommended by the CANDEL Executive Committee.

CANDEL Program faculty members are prominent scholars nationally and internationally in such areas as literacy, second language acquisition, science and mathematics education, education policy & leadership, retention and persistence, educational policy and finance, and school reform. Faculty members regularly publish in peer---reviewed journals, such as Educational Researcher, the American Journal of Evaluation, American Behavioral Scientists, and the International Journal of Educational Research. Faculty are also actively engaged in prestigious institutional, national, and international research centers; committees and commissions that address issues of poverty, equity, and access, such as the UC Davis Center for Poverty Research; the California Commission on Teacher Credentialing; and the Comparative International Education Society. Faculty members are the recipients of numerous grants coming from federal and state government agencies, as well as private research foundations.
Markers of quality: Honors, awards and grants

Many faculty members are recognized by their institutions as well—regarded teachers, mentors, leaders, researchers, and speakers. The following examples provide a glimpse into the quality of the CANDEL faculty:

- Associate Professor Michal Kurlaender (UCD) was recently named a Chancellor’s Fellow, one of the most prestigious honors bestowed on UC Davis faculty members. There are almost 2,500 faculty members on the UC Davis campus. Dr. Kurlaender was one of only ten selected for this honor for the 2013--14 academic year.

- Dr. Kerry Enright (UCD) received the Award for Excellence in Service to Graduate Students, given by the Graduate Student Association at UC Davis in 2011.

- Dr. David McCuan (SSU) was awarded a Fulbright Teaching Scholar award in 2009--2010, working in the Department of International Relations and European Studies, Masaryk University, Czech Republic, where he taught courses in US National Security Policy, Terrorism, and US Foreign Policy.

- Dr. Cassandra Hart (UCD) received a 2013--2015 Spencer Foundation award for her research on “Teacher Quality in Online Schools,” as well as a 2014--2016 American Education Research Association award for her work entitled “Passing the Baton: Does a Parent’s ‘Head Start’ Affect Their Children’s Outcomes?”

- Drs. Jamal Abedi and Paul Heckman (UCD) received a five-year, $3.2 million dollar grant from the National Science Foundation for their research on “Formative Assessment in Mathematics: Current Status and Guidelines for Future Developments.” Dr. Abedi also received a 2014 Distinguished Scholarly Public Service Award from the UC Davis Academic Senate. The award recognizes significant contributions to the world, nation, state and/or local community through distinguished public service.

- Drs. Paula Lane and Karen Grady (SSU) led the stewardship of the Redwood Area Academic Literacy Initiative (RAALI) in collaboration with Humboldt State University and Sonoma State University.

7. Students

The CANDEL program is organized by cohorts. This fall we will be admitting our 10th cohort. Table 7.1 presents the total enrollment across cohorts for each given year. As indicated in Table 7.1, the majority of students who are admitted do end up enrolling in the program. Table 7.2 provides information on enrolled students.

Table 7.1: Admissions and Take Rate
<table>
<thead>
<tr>
<th>Year</th>
<th>Applied</th>
<th>Admitted</th>
<th>Enrolled</th>
<th>% Admitted</th>
<th>% Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009---2010</td>
<td>33</td>
<td>20</td>
<td>18</td>
<td>60.61%</td>
<td>90.00%</td>
</tr>
<tr>
<td>2010---2011</td>
<td>32</td>
<td>22</td>
<td>19</td>
<td>68.75%</td>
<td>86.36%</td>
</tr>
<tr>
<td>2011---2012</td>
<td>41</td>
<td>22</td>
<td>17</td>
<td>53.66%</td>
<td>77.27%</td>
</tr>
<tr>
<td>2012---2013</td>
<td>22</td>
<td>14</td>
<td>9</td>
<td>63.64%</td>
<td>64.29%</td>
</tr>
<tr>
<td>2013---2014</td>
<td>36</td>
<td>20</td>
<td>18</td>
<td>55.56%</td>
<td>90.00%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Enrolled: New + Continuing</th>
<th>Withdrawn</th>
<th>Total Domestic</th>
<th>Total International</th>
<th>Number of Graduates</th>
<th>Time to Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009---2010</td>
<td>70</td>
<td>5</td>
<td>70</td>
<td>0</td>
<td>7</td>
<td>3.4 Years</td>
</tr>
<tr>
<td>2010---2011</td>
<td>76</td>
<td>3</td>
<td>76</td>
<td>0</td>
<td>11</td>
<td>4.1 Years</td>
</tr>
<tr>
<td>2011---2012</td>
<td>74</td>
<td>1</td>
<td>74</td>
<td>0</td>
<td>13</td>
<td>4.2 Years</td>
</tr>
<tr>
<td>2012---2013</td>
<td>69</td>
<td>0</td>
<td>69</td>
<td>0</td>
<td>9</td>
<td>4.64 Years</td>
</tr>
<tr>
<td>2013---2014</td>
<td>78</td>
<td>0</td>
<td>78</td>
<td>0</td>
<td>19 anticipated</td>
<td>Not yet determined</td>
</tr>
</tbody>
</table>

As indicated by Table 7.2, there are no international students currently enrolled in the program. CANDEL is designed for working professionals and requires that students have years of experience working in educational settings. It is therefore not always the best match for international applicants.

Also noted in Table 7.2, we anticipate that we will have 19 graduates for the 2013---14 academic year—our largest graduating class yet. Students have until late August to submit their dissertations.

Summary of student financial support for the 2013---14 academic year

Student funding comes from two sources: Professional Degree Supplemental Tuition (PDST) monies and University Student Aid Program (USAP) funds. Financial awards are based on FAFSA eligibility. For the academic year 2013---14, 75% of our students received a financial award. The average amount received was $5,500. The CANDEL financial award process has been guided by the broad concepts of access to and equity in educational opportunity.

Student representation and involvement in the graduate program and on committees

The Education Graduate Student Association (EdGSA) serves as the student government organization for all Education graduate and credential students. The EdGSA also assists
students in mediating conflicts, raising concerns at faculty meetings, and addressing programmatic concerns through an annual student survey. Several CANDEL students are active members of the EdGSA. In addition, every faculty search committee includes a student representative whose perspective is considered essential to deliberations.

CANDEL students have served in this capacity during the UC Davis School of Education’s several faculty recruitments in the last few years.

8. Courses and Curriculum

All courses for the CANDEL program are offered yearly in this hybrid, cohort—based program for working professionals. The term “hybrid cohort—based” is used because in the first two years of work in the program, students take a series of courses with a cohort of students. During the third year of the program, students begin to work more independently or in small study groups in preparation for their qualifying exams and dissertation proposals. Once students have a dissertation chair, they primarily work with that chair.

The following is a list of courses in this annual cycle. This annual cycle has not changed for the last five years, although there have been some changes to the courses themselves that will be discussed here. Classes are held on Fridays and Saturdays roughly every three weeks. This sequence starts with a one—week intensive learning institute in late July.

First Year

280A. Inquiry and Practice: Qualitative Research for Educational Leaders (4 units). Prepares students to understand the nature/assumptions/logic of qualitative methodology as applied to educational settings, focusing on issues of design, conceptualization, interpretation, application of qualitative research procedures.

280B. Inquiry and Practice: Quantitative Research for Educational Leaders (4 units). Field—based and general quantitative research methods in education.

280C. Inquiry and Practice: Research Design and Application for Educational Leaders (4 units). Educational leaders are introduced to qualitative, quantitative, and mixed—methods educational research methods.

282A. Beginning Issues and Practices: Contemporary Leadership (4 units). In this seminar, students explore the history and emergent relationships among leadership theories/practice.

282B. Beginning Issues and Practices: Diversity Issues for Educational Leaders (4 units). Explores the diversity of stakeholders and community issues in California schools and colleges.

284A. Policy: History and Theory of Educational Policy (4 units). Students learn/analyze the history/theory of educational policy.

284B. Organizational Structures and Change: Curriculum & Instruction Issues in Education (4 units). This course addresses the historical development of various curriculum and instructional methodologies found in public and private schools and colleges.

284B. Policy: Formulating and Influencing Policy (4 units). Students will conduct critical analyses of policy at the federal, judicial, state, regional, and local levels.
285C. Educational Finance, Human Resources and Law: Human Resources and Personnel (4 units). Human resources management research and theory; applying human resource techniques in the educational setting.

Second Year

281A. Problem---Based Learning Courses, Part 1 (4 units). Students identify problems from their educational settings, engage in data collection/analysis, write up the process/results, and present to class.

281B. Problem---Based Learning Courses, Part 2 (4 units). Continuation of Part 1; extensive writing or discussion; fieldwork.

281C. Problem---Based Learning Courses, Part 3 (4 units). Continuation of Part 2; extensive writing or discussion; fieldwork.

284C. Policy: Possibilities and Limitations of Educational Policy in a Democracy (4 units). Students will critically examine the democratic purposes of education in light of existing national, state and local policy reform efforts.


283B. Advanced Issues and Practices: Leadership and Student Services (4 units). Provides students with both the practical and theoretical perspectives for building a sense of vision to lead the profession of student affairs.


286A. Organizational Structures and Change: Data---Driven Decision---Making for Change (4 units). Students use and examine multiple sources of information and data and trends found in making quality decisions to improve P---12/community college settings.

Third Year

287. CANDEL Dissertation Seminars (12 units). In their third year, students enter the qualifying exam and dissertation stage. Students meet in small groups and with individual faculty to work toward advancement to candidacy. In the early years of the program, dissertation seminars were scheduled; however, this format was not successful and we have gone to an independent model.

287D. CANDEL Dissertation (12 units). Prerequisite: Passing qualifying examination and advancement to candidacy. Students enroll in this course while working on their dissertation studies.

Electives

Due to the nature of this cohort model, if students desire to take elective courses to further expand their understanding in a particular area, they do so in addition to and
outside of their required coursework.

**Changes to Curriculum**

The following changes have been made to the curriculum since the program’s inception:

1. 286B, the curriculum course, was moved from Year 2 to Year 1. 283A, the community leadership course, was moved from Year 1 to Year 2. We made these changes to bring curricular issues to the forefront of students’ learning during the first year of the program. Students now begin their program focusing on individual leadership theories in 282A (Contemporary Leadership). Then, during the second year, they move to broader concepts of leadership within communities and organizations in 283A (Leadership across Communities).

2. Enhancement to the Problem---Based/Closing Series: In 2012---13, in order to provide students with a stronger sequencing of courses in preparation for the dissertation stage, faculty developed what has become known as the Closing Series. This series consists of the three Problem---Based courses (280A, B, and C).

3. Beginning in 2013, we implemented a revised Qualifying Examination process. This change was made at the direction of the UC Davis Graduate Council and is in effect for students admitted in 2011 (Cohort 7) and after. This change was primarily intended to align all doctoral---level qualifying examination processes across the campus.

**9. Diversity**

A commitment to diversity is embedded deeply in the mission, curricular themes, and dispositions of the CANDEL Program. This commitment is reinforced by the encouragement of critical discourse within coursework, in the range of educational sectors and experiences present in each student cohort, by the diversity of research interests of the faculty, and by the demographic composition of the overall student and alumni base. These factors are integral to the academic rigor of the program and the engagement of its participants.

CANDEL’s commitment to excellence and diversity begins with the admissions process. CANDEL recruits across a broad geographic region (covering all of Northern California, including traditionally underserved rural areas), and draws individuals from varied educational sectors, including P---12 schools/districts, community colleges, four---year higher educational institutions, vocational and military programs, governmental entities, and nonprofit organizations. Multiple information sessions are held annually and program information is sent to all Northern California school superintendents, county and district offices of education, parochial schools, community colleges, and higher education institutions. Current students, faculty, and alumni are enlisted in outreach efforts. Website visibility, social media, and advertisements with professional associations are playing a growing role. Collectively, these efforts have resulted in a diverse applicant pool that then influences the demographic diversity of admitted students.
The diversity of the program can be seen in statistical comparisons with the enrolled student pool for all UC Davis graduate and professional students. Tables 9.1 and 9.2 represent this comparison, showing that the CANDEL program is more diverse, by measures of gender and ethnicity, than the larger pool of graduate students enrolled at UC Davis.

**Table 9.1:**
Comparison of Enrolled Students by Gender, Fall 2013

<table>
<thead>
<tr>
<th>All UC Davis Graduate and Professional Schools</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>Male</td>
<td>Total Enrollment</td>
</tr>
<tr>
<td>3,460</td>
<td>3,314</td>
<td>6,774</td>
</tr>
<tr>
<td>51%</td>
<td>49%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CANDEL Program</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>Male</td>
<td>Total Enrollment</td>
</tr>
<tr>
<td>50</td>
<td>32</td>
<td>82</td>
</tr>
<tr>
<td>61%</td>
<td>39%</td>
<td></td>
</tr>
</tbody>
</table>

**Table 9.2:**
Comparison of Enrolled Students by Ethnicity, Fall 2013

| All UC Davis Graduate and Professional Schools | | | | | | | | |
|---|---|---|---|---|---|---|---|
| African-American | Native American | Asian | Pacific Islander | Hispanic | White | Other | Total |
| 163 | 92 | 1,129 | 21 | 520 | 3,156 | 494 | 5,575 |
| 3% | 1.5% | 20% | 0.5% | 9% | 57% | 9% | |

| CANDEL Program | | | | | | | | |
|---|---|---|---|---|---|---|---|
| African-American | Native American | Asian | Pacific Islander | Hispanic | White | Other | Total |
| 11 | 2 | 11 | 1 | 14 | 39 | 4 | 82 |
| 13% | 3% | 13% | 1% | 17% | 48% | 5% | |

Separate from our recruitment efforts, our faculty members’ expertise and research agendas commonly focus on the disparate effects that race, ethnicity, gender, educational background, and socio-economic status have upon our educational systems, practices, and policies.

CANDEL courses commonly address the contemporary leadership challenges inherent in a diverse society—especially in California, and especially through the unique lens of public education. Access and equity, the “achievement gap,” differential learning expectations, poverty and school underfunding, and the persistence and college-going patterns of underrepresented groups are some examples. In studying these issues, CANDEL students are prompted to understand the related complexities of effective advocacy, policymaking, and educational reform—all with an eye toward social justice.
Several CANDEL courses focus specifically on diversity, including “Leadership Across Communities” (EDU 283A) and “Diversity Issues for Educational Leaders” (EDU 282B). These courses allow students the opportunity to bring the real-world challenges they experience in their professional settings into the classroom, where they can explore related theoretical frameworks and data that will then further inform their work.

Students enrolled in the CANDEL program also actively participate in the School of Education’s Graduate Student Association (EdGSA). One of EdGSA’s major commitments is to ensure that the School of Education fosters a supportive environment for its diverse student population. One way the EdGSA accomplishes this is through its Critical Consciousness Series, in which invited guests speak to the student body regarding issues of race, ethnicity, socioeconomic status, and other critical issues.

**10. Alumni**

Students in Cohort 1 first became eligible to graduate in June 2008. Since then, 74 students have received their doctoral degrees and joined the ranks of CANDEL alumni.

The overwhelming majority of those 74 alumni hold leadership positions in educational settings. Positions that our alumni currently hold include:

- President, Folsom Lake College
- President, Cosumnes River College
- Assistant Dean of Students & Director of Veterans Support Services, University of Illinois at Urbana-Champaign
- Dean, Liberal Arts & Sciences, Santa Rosa Junior College
- Dean of Academic Development, Rudolf Steiner College
- Superintendent, Twin Hills Union School District
- Vice President of Academic Affairs, Grossmont College
- Director of Clinical Education, Practice and Informatics at Kaiser Permanente Medical Center, Vallejo, CA
- Vice Chair, Enterprise Department & Director, Education, Health & Policy, UC Davis Extension
- Vice President of Business & Financial Affairs, Southwestern Community College
- Director, California Interscholastic Federation
- Assistant Superintendent, HR/EER, Napa Valley Unified School District
- Dean of Business, Applied Academics & Physical Education, Sierra College
- Associate Superintendent, Educational Services, El Dorado County Office of Education
- Vice President for Instruction & Institutional Research, Foothill College
- Administrator of College Preparation and Postsecondary Programs at the California Department of Education
- Dean of Student Affairs, The Art Institute of San Antonio
- Superintendent, Piner---Olivet Union School District

**11. Status Report**
This is the first review of the CANDEL program since its inception in 1995. There are therefore no prior recommendations to address. However, we can outline how the program has evolved since 2005.

Changes in partnership

In 2007, when it received the authorization of the state legislature to grant its own doctorate of education, CSU---Sacramento withdrew from the joint program. UC Davis and Sonoma State University continued to administer the program as partners. The program’s bylaws and degree requirements were updated to reflect the change in partnership.

Professional Degree Supplemental Tuition

Beginning in 2011---12, CANDEL students were assessed a “Professional Degree Supplemental Tuition” (PDST) fee of roughly $4,000, in accordance with campus and the Regents’ policies. In 2012---13, the fee was increased to $4,200. At the time, a plan was developed to increase the fee over five years. However, due to budgetary constraints, the UC Regents did not increase the fee in 2013---14. The fee and a possible increase will be under review this coming year.

The revenue from this fee is specifically intended to sustain and enhance the quality of the academic programs and services provided to students.

Faculty growth

In the early years of the program, SSU faculty was drawn solely from Educational Leadership program in SSU’s School of Education. However, budget issues resulted in reduced faculty hiring at SSU. SSU has expanded faculty participation by tapping into applicable faculty expertise in other departments, such as Curriculum and Policy studies.

For the past two years, UC Davis has conducted successful recruitments that have resulted in the hiring of four additional faculty members who now share teaching and advising responsibilities in CANDEL and other School of Education programs.

Currently, SSU teaches six of the 18 courses (one third), with UCD responsible for the remaining nine (two---thirds). The assignment of these courses is determined each year by the Co-Directors in conjunction with the UCD Associate Dean.

Administrative home

Since 2007, the leadership for the program has been entrusted to two co---directors (one from each institution), with guidance from the program’s Executive Committee and faculty, as prescribed in the bylaws.

Program administration was originally shared by both institutions, with each university employing a student affairs officer to support the program. In Fall 2012, all administrative
responsibilities were moved to UC Davis in order to better coordinate program activities and provide a consistent resource for students and faculty. We are still assessing the results and impacts of this change.

Curriculum

Specific institutional responsibilities and CANDEL’s curricular structure and course offerings have remained fairly consistent over the years. However, there have been some modifications to the course sequence, as mentioned in Section 8.

In addition, for the first seven years of the program, the two Co-Directors taught the Problem-Based Learning series (EDU281 A–C). Since then, other faculty began to share teaching responsibilities for this sequence. We are still assessing these instructional changes.

Qualifying exam format

In 2013, the format of the qualifying exam was modified to adhere to evolving UC Davis Graduate Council requirements. The changes to the qualifying exam process were described in Section 4.

Student Advising and Assessment

During the first two years of the program, the two Co-Directors served as Graduate Program Advisors. Once a student finishes coursework and selects a dissertation chair, the chair serves as the student’s main advisor.

As student enrollment increased, we identified a need to expand and formalize our student advising and assessment processes. To address this need, we developed a comprehensive, year-by-year process for assessing student progress. The student assessment process is outlined in handouts that can be made available to the review committee on request.

Ongoing evaluation of the program

As CANDEL evolves, we have taken the following steps to ensure ongoing program evaluation:

• Course and instructor evaluations are conducted in every course. These evaluations are shared with faculty and program directors and are used to make course and program modifications.

• Individual student assessments occur at the conclusion of a cohort’s first year, both to review and give feedback about their progress, as well as to receive student feedback about the program itself.

• Opportunities for individual student meetings are available at the end of a student’s second year in the program. These meetings again serve to provide
feedback, as well as to understand students’ impressions and needs as they prepare to enter year three.

- The program’s Co-Directors have begun using an end-of-year culminating activity as an informal time to meet with students as a group and talk about application of their learning in the program and again how the program is meeting their goals and needs.

- On an annual basis, we provide an updated Student Handbook and additional academic and student-service resources.

Considerations for the Program’s Future

As mentioned previously in this document, Dean of the Sonoma State School of Education Dean has recommended that SSU discontinue its participation in the CANDEL program. This recommendation is under review. This fall, the formal Program Discontinuance Process, as outlined in SSU’s governance policies, will commence. The outcome of this process will have implications for the CANDEL program. Regardless of the outcome, UC Davis is committed to continuing the program.
Appendix C

Third Amendment to the Memorandum of Understanding (MOU) by and between THE REGENTS OF THE UNIVERSITY OF CALIFORNIA on behalf of the School of Education at its Davis campus (UCD) and THE TRUSTEES OF THE CALIFORNIA STATE UNIVERSITY on behalf of the School of Education at its Sonoma campus (SSU) for the joint doctoral program in educational leadership entitled "Capital Area North Doctorate in Educational Leadership".

The parties to the above-referenced agreement agree as follows:

1. Extended Term. The ten years of this agreement is hereby extended by adding the period of July 1, 2014 through June 30, 2015 (Extended Term).
2. Additional Funding. UCD shall provide $163,000.00 to SSU for Extended Term.
3. Other Terms. All other terms and conditions of the agreement shall remain the same.

IN WITNESS WHEREOF, the parties have executed this amendment on the dates set forth below.

THE TRUSTEES OF THE CALIFORNIA STATE UNIVERSITY

by: ___________ --I--
Managing Director of Contracts and Accounts Payable
Sonoma State University
date: ___________

THE REGENTS OF THE UNIVERSITY OF CALIFORNIA

by: bx, (_) mg
Director Contracting Services
UC Davis
date: ___________
Capital Area North Doctorate in Educational Leadership

Student Handbook

Revised November 20, 2014
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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 Guide available on the Office of Graduate Studies website: http://gradstudies.ucdavis.edu/faculty--staff/reports--publications/guides--handbooks
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.

1) 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.

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 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 Faculty,
which is updated annually. Courses taught also vary from year to year.

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

Dr. Chiara Bacigalupa  
Professor, Sonoma State  
(bacigalu@sonoma.edu, 707.664.2104)

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Dr. Tom Timar  Professor, UC Davis
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Dr. John Wagner  Professor Emeritus, UC Davis – Qualitative Research for Educational Leaders

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

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

2) Faculty Vitae

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

3) Staff Contact

Rosaisela Rodriguez  Associate Director, CANDEL CANDEL
Holly Snyder Thompson  Program Assistant, UC Davis

For More information on the Schools of Education for
UC Davis, please visit: http://education.ucdavis.edu or call (530) 752-5887
Sonoma State, please visit: http://www.sonoma.edu/education/ or call (707) 664-3115

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—6 are available by requesting them from the CANDEL Program Office.

Please note that Cohorts 1—6 have a different 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. 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)
- **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)
- **EDU286A:** 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)
- **EDU286B:** Organizational Structures and Change: Curriculum & Instruction Issues in Education (4)
- **EDU285A:** Educational Finance, Human Resources, and Law: Human Resources and Legal 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. EDU 287 and 287D may only be repeated nine (9) times 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 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 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://gradstudies.ucdavis.edu/sites/default/files/upload/files/grad--council/mentoring.pdf](http://gradstudies.ucdavis.edu/sites/default/files/upload/files/grad--council/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 no later than two weeks before oral exam.

b) **Qualifying Examination** *

This 2–3 hour the five—member Qualifying Examination Committee conducts 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.

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 maintainfull---time status.

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

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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<tbody>
<tr>
<td><strong>Summer</strong></td>
<td><strong>Fall</strong></td>
<td><strong>Year 2</strong></td>
</tr>
<tr>
<td>Coursework commences</td>
<td>Edu 280B – Inquiry and Practice: Qualitative Research for Educational Leaders (4)</td>
<td>Dissertation prospectus submitted</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Edu 285B – Beginning Issues and Practices: Ethical Leadership and Dilemmas in Complex Organizations (4)</td>
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<tr>
<td></td>
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<td>EDU 287 Qualifying Exam</td>
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<td></td>
<td></td>
<td>Advancement to Candidacy</td>
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</tbody>
</table>
### Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>First---Year evaluation</td>
<td>EDU 287D* -- CANDEL Dissertation</td>
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</table>

### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>Edu 280A – Inquiry and Practice: Research Design and Application for Educational Leaders (4)</td>
<td>Edu 281C – Problem---Based Learning Course: Part 3 (4)</td>
</tr>
<tr>
<td>First---Year evaluation</td>
<td>Dissertation prospectus submitted</td>
</tr>
</tbody>
</table>

*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/

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 http://gradstudies.ucdavis.edu/students/handbook/

**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. If the end of the filing fee timeline has lapsed and the dissertation is not complete. Information about Filing Fee Status can be found in the Graduate Student Guide: 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, Room 264 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) **Keys**
Students may obtain building keys to the School of Education Building through Kerry Hasa, (klhasa@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://registrar.ucdavis.edu/tuition/residence/processes/slr---basics.cfm

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

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

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---mials 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/ 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 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 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. https://SmartSite.ucdavis.edu/xsl---portal

VIII. FREQUENTLY ASKED QUESTIONS (FAQ’S)

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 encouraged to complete a Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov 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 1st 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, click on (academic year) proposed fees and then CANDEL (Educational Leadership) on the UC Davis Budget & Institutional Analysis webpage. [http://budget.ucdavis.edu/](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 [vlmontera@sonoma.edu](mailto:vlmontera@sonoma.edu))

3) **Summer Learning Retreat Activities**

**What is the Annual Summer Learning Retreat? Is this mandatory?** The Annual Summer Learning 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 $400--$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
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 http://gradstudies.ucdavis.edu/sites/default/files/upload/files/current--students/gs305--filing--fee--app.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? The Problem---Based course series during the second year of the program are designed to launch students into the third year. 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 and on the School of Education’s intranet. Until the student selects a Dissertation Chair, the CANDEL Co---Directors serve as the student’s Graduate Advisor. Students are encouraged to stay in contact with the Graduate Advisors as they progress.

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. Lenora Bruce  labruce@ucdavis.edu
phone: (530) 754---6847 is the contact person in the School of Education who can answer your
IRB questions.

What Do I need to do to begin the IRB Process?
1: Review the School of Education process: https://edu.ucdavis.edu/node/2227
2. Take the required on---line tutorial: http://www.research.ucdavis.edu/c/cs/hrp/res/roe

2: Select an IRB application (Exempt, Expedited, Full). This will depend on what type of
study you are doing http://www.research.ucdavis.edu/f/f#Forms---IRBAdmin
You will need to complete (at minimum)
* HRP--211 Application for Initial Review
* HRP--503 Protocol
* HRP--226 Administrative approvals

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

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

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://ucdavisstores.com/SiteText.aspx?id=20000

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. 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

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## CANDEL Geographic Data
### Cohorts 1-9
#### Current Students and Alumni January, 2014

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<tbody>
<tr>
<td>Sacramento</td>
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<tr>
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<td>Placer</td>
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</tr>
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<td>Nevada</td>
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<tr>
<td>El Dorado</td>
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<tr>
<td>Butte</td>
<td>2</td>
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<td>Fresno</td>
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<tr>
<td>San Joaquin</td>
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<td>Stanislaus</td>
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<td>Sutter</td>
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<tr>
<td><strong>Total</strong></td>
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<td>Marin</td>
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<td>Napa</td>
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<td>Santa Cruz</td>
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<td>Shasta</td>
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<td>Siskiyou</td>
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<tr>
<td>Mendocino</td>
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<tr>
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<tr>
<td><strong>Percentage</strong></td>
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</table>
Dear Carlos,

I wanted to provide my input about the discontinuation of the CANDEL program. As chair of the department that houses the Educational Leadership program and faculty, I have no direct role in the CANDEL program, but I do facilitate the work of the SSU faculty who divide their time between the SSU Educational Leadership programs and CANDEL. My perspective here, then, is more about the impact CANDEL has had on the SSU programs than it is about the CANDEL joint doctoral program. As well, I write only about my own perspective. My comments should not be taken to reflect the views of the faculty in my department.

In the three years that I have been chair of the department, I’ve seen the EDEL faculty members working on overloads of 3 units each semester, plus getting paid for work they have done during intersessions and breaks. It is appropriate for faculty members to be paid for the work they do, however, I often wonder about the sustainability of doing so much work without any break. In my observation, the EDEL faculty members have been stretched quite thin trying to meet the needs of their students in CANDEL, two SSU advanced credential programs, and a robust SSU master’s degree program.

Furthermore, there are only 2 tenure line faculty members in the EDEL program here at SSU. One of them is assigned as co-director of the CANDEL program for 6 units each semester. Each of these faculty members also generally teaches 3 units of coursework at CANDEL each quarter. For SSU to have meaningful participation in CANDEL, these assignments are vital. However, they also cause our faculty to be less available to our own students here. Indeed, the co-director of the CANDEL program had 11 of her 12 unit load devoted to CANDEL during the fall, 2014. She taught no SSU students at all.

Finally, I have been concerned about the inequities of the CANDEL partnership. At no time that I am aware of has a CANDEL class been held on the SSU campus. This means that any SSU based students who are interested in the program must drive to UCD to participate. SSU faculty members must also teach their classes at UCD. The CANDEL graduates are recognized on SSU Commencement programs, and even mentioned, but they do not come to our campus for recognition or hooding. Perhaps it is because all CANDEL activities occur at such a distance that I, as chair of the department housing Educational Leadership, feel so removed from the partnership. It is a shame that the program was not run more equitably and that we are losing the UCD-SSU collaboration. Still, I believe that discontinuance is the best option for the SSU faculty members in my department.

If I can offer any further comments or clarify my position, I will be happy to do so. Jennifer

--
Jennifer N. Mahdavi, Ph.D., BCBA-D Professor
Chair, Department of Educational Leadership and Special Education Sonoma State University
Hi Carlos,

Please see below comments from Emiliano and myself about the proposed discontinuance of the CANDEL program at SSU. Let me know if you want this typed as a Word document.

Karen Grady, PhD  
Curriculum Studies and Secondary Education  
Sonoma State University  
karen.grady@sonoma.edu

Begin forwarded message:

Date: December 12, 2014 1:01:04 PM PST
To: Emiliano Ayala <emiliano.ayala@sonoma.edu>  
Cc: Susan Campbell <se.campbell@sonoma.edu>  
Subject: Re: CANDEL notes

Here are the comments I have:

1. I want to reiterate the significant loss to SSU School of Education and our P-14 partners if the program is discontinued. This loss is in the following areas:
   
   SSU contributing to the field of public education at ALL levels of professional preparation  
   Visibility for the School of Education  
   Association with another outstanding institution in the field of education  
   The possible attraction of the SSU SOE to future hires because of the joint doctoral program   
   The renewal to faculty that the program offers in working with doctoral candidates and in teaching in the program  
   The influence/leadership SSU faculty have had beyond our service area because of our association with the program  
   The loss of funds that we do receive even if they have been reduced from the initial funding  
   Little capacity, if any, for our own doctoral program that would be of the same quality

2. I also want to be reassured that a transition plan that supports the current cohorts is in place.
Hi,

Per our meeting here are some comments I would share:

1. In reading the discontinuance proposal it seems like both UCD and SSU are in agreement that, fiscally and structurally, this is in the best interest for their respective campuses.
2. I’d encourage SSU and UCD to specify how they will address the transition of student support needs (committee membership/faculty participation; campus degree affiliation) for those candidates who were admitted as joint doctoral students. Fortunately, there appears to be no curricular implications for students that will come as a result of this proposal.
3. Within the discontinuance proposal there appear to be no curricular issues impacting the SSU Administrative Services credentials or SoE M.A./Graduate Programs. There are no interconnected links between these two programs and the CANDEL program.
4. This discontinuance will be a loss for SSU Education faculty and P-12 partners from our local community who have valued the opportunity to continue their affiliation with SSU as they pursue higher educational opportunities.

Thanks, Emiliano

Emiliano C. Ayala, PhD Professor of Education Sonoma State University
emiliano.ayala@sonoma.edu (707) 664-3490

CANDEL Discontinuance

As the founding SSU Co-Director of the CANDEL program I am disappointed that the program must be discontinued but am totally in support of the discontinuance decision.

The primary reasons for needing to discontinue SSU’s participation in the CANDEL Program is that with the massive decrease in financial support from UC Davis to SSU, we do not have the resources to operate this program and, at the same time, adequately run our credential and masters programs in Educational Leadership.

SSU’s current annual commitment to the CANDEL program expressed in units is:

- 12 units for program coordination
- 24 units for program teaching (6 courses @ 4 units)
- 21 units for dissertation Chairs (7 Chairs, based on a cohort of 21 students, SSU does 1/3)
- 5 units of dissertation membership (14 committees @ 1/3 unit per committee)
Total: 62 units annually

This does not include administrative expenses, library support and other operating expenses.

Current allocation $165,000.

As can readily be seen, this allocation will support approximately one faculty member with benefits and some support services. The program needs of 62 units annually call for at least 2.0 FTE faculty plus many more support services.

The other reason for discontinuance lies in the unilateral nature of the UC Davis operation of a program that was designed to be collaborative. It is worth noting that SSU is the third SSU to withdraw its participation with UC Davis in this program. This statement does not imply any negative comment about the talented and scholarly UCD faculty.

I am disappointed that SSU needs to discontinue its participation in this program, but it is necessary to best serve our SSU students with very limited resources.

Dr. Paul Porter Professor

Carlos Ayala

Subject: FW: Candel Distinuance

From: Perry Marker
Sent: Tuesday, January 13, 2015 9:07 AM
To: Carlos Ayala
Cc: Chiara Bacigalupa; Karen Grady; David McCuan; Paula Lane; Dr. Paul Porter;
edwards@girardedwards.com; Viki Montera
Subject: Re: Candel Distinuance

All:

The CANDEL program presents a unique opportunity for the SOE and its faculty to make a significant difference in educating future administrators in Northern California. We need strong educational leaders who can provide sound, critical, and inspired leadership in these times of educational "reform." We need administrators who can critically question and not just blindly follow the current and future mandates of "reform," and who can inform the direction of how the educational landscape will look for decades into the future. If we discontinue this program we will have lost this opportunity to shape the nature of educational leadership now and into the future. And, I know how much hard work went into the creation of this program; it will be exceedingly difficult to restart another doctoral program once this program closes. Also, this program discontinuation comes at a time when the CANDEL faculty was being expanded to utilize outstanding faculty resources in schools and departments from across the University.

After reading the document, the rationale and reasoning for discontinuation remain fuzzy. Frankly, I fail to understand why this program is being discontinued. The faculty were never
given an opportunity to provide input for improving the program, rather we were informed that the program was ending.

I find it deeply ironic we are ending the program as SSU will be holding a conference on doctoral education in April (see message below).

It will be a sad day for the SOE when this program ends. We will have given up on the opportunity to shape the direction of educational leadership across the region and state at a time when high quality leaders are greatly needed. As a result, the School of Education will have given up an important part of its mission of influencing and providing educational leadership to our region, and perhaps ceding the education of leaders to the "for profit" institutions on our area.

I strongly urge reconsideration of this decision by Dean Ayala and Professor Porter.

Respectfully,

pmm

February 4, 2015

Statement Regarding the Discontinuance of the CANDEL Program

Dear Colleagues,

A decision to discontinue a program is as serious as one to develop a program. When the CANDEL program was developed, a great deal of support and work from many, across both universities, went into this effort. Throughout its ten years, it has become stronger with 75 graduates and currently 79 enrolled students. The partnership with UCD has undergone transitions, as does any partnership. The blending of two institutions with varying calendars, policies, and perspectives has been a challenge for those of us directly involved in supporting and delivering the program. However, these differences have also added to the strength of the program and the awareness of all involved.

Therefore, it is with dismay that I write this letter to you regarding the recommendation to discontinue the program. As I have made clear throughout the process, I have mixed feelings about this recommendation. I believe CANDEL is still a needed and viable program. However, institutional and administrative support for the effort is, also, needed to continue to build the program. This program may be one of the casualties of the recent funding crisis we have experienced. It is ironic that as we seem to be emerging from this crisis, we find ourselves at this point.

When CANDEL was launched, there were three tenure/tenure track faculty in Educational Leadership. Two faculty members left SSU in 2007. I was hired in Fall, 2008 to be a part of the
CANDEL program and the Educational Leadership MA/Credential program. At the time of my hiring, there were two vacancies for Educational Leadership faculty, but only one was filled. Like so many programs at SSU, there has not been another hire since then and we are told there is not likely to be an additional hire for several more years. As a junior faculty member, I found myself often on overload, feeling that it was important to be involved in both the MA/Credential and CANDEL programs. I know many of us have found ourselves in a similar situation these past few years in order to maintain our programs and commitment to students.

Two and half years ago, I agreed to take on the role of the Co-Director of the CANDEL program, while at the same time I took on the role of Interim Department Chair and the Chair of FSAC. (The stars were aligned?) These various roles, along with teaching were quite a handful. Nonetheless, I began to see some opportunities in the CANDEL program that had not been explored. I felt the SSU footprint in the program needed to be expanded. Our faculty hiring had been stagnant, while UCD had added faculty that were available to be a part of the program. In addition, I felt that the CANDEL program could also have a greater presence and role at SSU. The first year, I was successful in expanding our faculty involvement in the program by going outside of Educational Leadership to other departments and disciplines. These additional faculty members from SSU have added strength to the CANDEL faculty and are now involved in the program. CANDEL is not a department-based program. It is governed by its own set of by-laws, which opens the opportunity to see the program in a broader sense. I have often stated that it would be great to see CANDEL, not as an Educational Leadership program, but as an SSU program. I still believe, somewhat late, that there is that potential. I also made connections with other CSU Ed.D. programs and became involved in this network to promote educational leadership throughout the northern CA region. Last year, we were a part of an Ed.D. research symposium featuring the research of doctoral graduates from six northern CA CSU’s and faculty moderating these sessions. The connection continues, although I have been less able to devote time to it this year given several family challenges.

During my second year as Co-Director (last year), I began to address the second goal of increasing CANDEL’s presence and contributions here at SSU. However, that effort was slowed when discussions regarding discontinuing the program began. Nonetheless, several gains were made. CANDEL students were invited to be contributors to our Educational Leadership courses, CANDEL graduates were identified in the graduation program (attending graduation was to be the next step), all CANDEL graduates were hooded with an SSU stole during the graduation ceremony in Davis. I was honored that Provost Rogerson were an important part of the CANDEL stage-party and receiving line at the UC Davis graduation ceremony last June. For the first time, CANDEL graduates were given, not just an alumni package from UCD, but also one from SSU to remind them of this alma mater. Symbolic gestures and small gains to raise SSU’s presence.

These efforts could be built upon in more substantive ways. Here are just two examples. CANDEL students are now serving as field supervisors in our Educational Leadership MA/Credential program. In the future, they could well be excellent instructors and even faculty members when they finish their program. Secondly, as we discuss the importance of undergraduate research, our CANDEL students and alumni, who are current educational leaders in the field, could be resources in creating research and internship opportunities for our undergraduates.
I provide these points to show that there remains a strong potential for this program to grow, knowing, however, that without institutional support this will be difficult. This year, we have experienced obstacles in scheduling courses on campus and gaining access for our CANDEL students to SSU library services. Dr. Mahdavi’s letter, while written out of concern, illustrates a disconcerting view when she states that I am not teaching SSU students. CANDEL students are SSU students. As graduates of CANDEL, they are also graduates of SSU with Sonoma State University on their diploma. Yet, they do not register at SSU, which does create a whole host of barriers that contribute to questions about the viability and sustainability of this program. We do not get FTE credit for these students, but perhaps conversations with others could find a way to remedy this.

Thus, this letter expresses mixed sentiments from a Co-Director committed to doing the best job for the position I now hold and the students with whom I now work. I know the program’s life is limited. However, I have deliberately chosen to hold to a perspective of growth and development throughout this difficult discontinuance process, not because I am a dreamer, but because I believe it is our job as faculty to always put forward a view of development for our current programs and students.

Two other CSU’s have left their partnerships with UC Davis. Both programs (Sacramento State and Fresno State) left to start their own independent programs once the legislature allowed this to happen. If we have limited capacity to sustain this partnership, our capacity to develop an independent program is significantly less. The partnership with UC Davis offers a well-established infrastructure and culture for doctoral programs. This is something my colleagues at other CSU’s are working to develop within their respective institutions and it is an on-going process for each of them. The recognition and consideration of doctoral programs within the CSU is one that is still being fostered.

At a time when higher educational institutions across this state are promoting interdisciplinary and cross-university partnerships, it seems counter to discontinue one that is both interdisciplinary and cross-university. I recognize my views are counter to some of my colleagues, however, I put these forward for the record. SSU and the School of Education have much to contribute to Educational Leadership throughout our community, I am confident we will find ways to continue our efforts beyond CANDEL. Nonetheless, I am saddened.

As this discontinuance process unfolds here at SSU, the CANDEL program is going through the periodic Program Review process at UCD. No doubt both institutions will learn about the strengths and challenges in such a program.

Respectfully Submitted,

Viki L. Montera, Ed.D. Associate Professor

Comments from the Graduate Studies Committee of SSU

The Graduate Studies Subcommittee, via majority vote (one opposed and one abstention) at its most recent meeting (2/19/15), has agreed to move the proposal to discontinue the CANDEL program forward. Two readings of the proposal occurred (2--5--15;2--19--15), involving discussion with Dean Carlos Ayala and one of CANDEL’s original founding members, Dr.
Paul Porter. The following information contains the summary points from each of these sessions:

2/5/15:
Dean Carlos Ayala presented background information which outlined the need for CANDEL’s discontinuation, and GSS was made aware of the facts that follow:

In 2002, legislation was passed that permitted UC and CSU campuses to offer joint Ed.D. programs designed for superintendents, community college administrators and other leaders in higher education. Grant funding supported the development of SSU’s joint Ed.D. program, which initially involved UC Davis, SSU, and Sac State.

Legislation passed in 2005 allowed CSU campus to offer independent Ed.D. programs. Sacramento state opted to withdraw from the joint program to develop their own, which resulted in SSU assuming half of the leadership and support for the joint program.

It was clear that CANDEL has been valuable to students, and several local examples of success stories were made apparent to the committee. Serious changes in the structure and funding of the program, however, necessitated a re-examination of SSU’s involvement. UC Davis made two unilateral decisions: The first was to reduce SSU’s original allocation of $225,000 to $165,000. The second was to initiate a notable professional fee for each student. These changes appeared to have led to the first SSU program director stepping down. Since then, all administrative functions have been handled by UCD.

Additional factors pointed out the imbalances in the program structure. No FTEs are associated with teaching load, so Ed Leadership faculty worked on overload. To lessen the burden, Viki Montera successfully recruited faculty from other departments to teach classes in the program. Ayala also noted that no CANDEL classes were ever taught on the SSU campus.

2/19/15
Dr. Paul Porter started by saying that he loves the CANDEL program, having been the founding SSU faculty co-director. He is disappointed that the program is being considered for discontinuation, but acknowledged that, in light of reduced funding from UC Davis, the two full-time faculty in Ed Leadership cannot support the CANDEL program in addition to the credential and MA programs. Their involvement has been equivalent to 12 units of coordination, 24 units of course work, and 18-20 units of dissertation advising.

Dr. Porter and Dean Ayala had tried to convince UCD not to reduce the financial allocation, but were unsuccessful. Porter is hopeful that someday the School of Education might be in a position to mount its own program, if funding were to come from the CSU. It was further emphasized that the discontinuation of the program is in no way a statement about the quality of the faculty involvement; it is simply a workload issue.

Discussion points from GSS members echoed the same sentiments that the proposal was not a question of faculty involvement, quality of work, nor unanimous desire to dissolve the program; but it was also seen that dissolution of the program would not disadvantage any students already enrolled in CANDEL, and that resources would be uncertain at best for its future sustainability. Faculty workload has also increased since the original number of three full-time faculty members at the time of the program’s inception has been reduced to two, and that CANDEL responsibilities were being conducted by the two current faculty members in addition to carrying a workload of
2.5 faculty. Other examples of program discontinuations in previous years also appeared to appropriately parallel the rationale and concepts being brought forward for the present discontinuation proposal; thus, GSS reached the decision to move the proposal forward.