



School of Education

LA SIERRA UNIVERSITY

GRADUATE HANDBOOK

School of Education
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Table of Contents

Introduction.....	4
Our Mission and Goals	
Our History	
Accreditations	
Administration and Faculty	
C & I Department Policies	
Master of Arts (MA).....	10
Culminating Project	
Comprehensive Examinations	
Education Specialist (Ed.S.).....	13
Doctor of Education (Ed.D.).....	16
Acknowledgement Form.....	20

All candidates must complete, initial and sign the Acknowledgement Form (page 20) and submit a paper copy to the C & I Office.

Introduction

Our Mission and Goals

The mission of the School of Education is to promote, model and support exemplary teaching, influential leadership, responsible research, and social and educational service that fosters lifelong learning and enhances quality of life in our community and our world.

Our goal is to prepare individuals for exemplary service in the various fields of education so that their students may realize their fullest potential in service to God and humanity. To that end, we take seriously the goals we have set for the school in serving our students. We are committed to:

- Assisting pre-service and in-service educational personnel in building a sound philosophy of education that reflects Christian values and ethical principles.
- Enabling Students to implement basic principles of education that reflect sound theories and practices.
- Motivating investigative curiosity and a desire to participate in the advancement of knowledge.
- Helping develop skill in educational research.

Our History

La Sierra University is a Seventh-day Adventist coeducational institution located in southern California and is part of the Seventh-day Adventist system of higher education.

La Sierra University began as La Sierra Academy in 1922, on acreage that had been part of an 1846 Mexican land grant known as Rancho La Sierra, and is now part of the city of Riverside. In 1923, with the addition of coursework in preparation for teaching, the school became La Sierra Academy and Normal School. As the offerings continued to grow, it became Southern California Junior College in 1927 and La Sierra College in 1939. Accreditation as a four-year liberal arts college was received in 1946.

The School of Education was organized in 1968 followed in 1986 by the School of Business and Management, and the Center for Lifelong Learning. The school of Religion followed these in 1987.

The Loma Linda and La Sierra campuses of Loma Linda University were reorganized into separate institutions in 1990, and these four schools (the College of Arts and Sciences, the School of Education, the School of Business and Management, and the School of Religion) together with the Center for Lifelong Learning, became La Sierra University.

Accreditations

The University is authorized to prepare teachers for the California TK-12 public education system and for the Adventist Education school system. La Sierra's Teacher Education Program (TEP) is approved by the California Commission on Teacher Credentialing (CTC). The University is accredited by the Western Association of Schools and Colleges (WASC) and by the Adventist Accreditation Association (AAA).

La Sierra University School of Education offers additional CTC-approved credential programs in:

Preliminary Multiple Subject and Preliminary Single Subject
Professional Pupil Personnel Services (PPS), School Psychology
Professional Pupil Personnel Services (PPS), School Counseling
Preliminary Administrative Services (PASC)

Graduate Programs

Curricula are offered for the degrees: Master of Arts in Teaching, Master of Arts, Master of Education (Canada extended campus only), Specialist in Education, and Doctor of Education. Post baccalaureate (or “fifth-year”) credential programs and a certificate program are also available. The credential programs are structured to fulfill requirements for teaching and service credentials prescribed by the North American Division of Seventh-day Adventists Department of Education and/or the California Commission on Teacher Credentialing.

La Sierra University Western Association of Schools and Colleges Accredited Degrees:

Master of Arts in Teaching (MAT)

Master of Arts (MA) in;

- Administration and Leadership
- Curriculum and Instruction
- Educational Psychology
- School Psychology

Education Specialist (EdS) in;

- Administration and Leadership
- Curriculum and Instruction
- Educational Psychology
- School Psychology

Doctor of Education (EdD) in;

- Administration and Leadership
- Curriculum and Instruction
- Educational Psychology
- School Psychology and Measurement

Doctor of Philosophy (PhD) in Educational Leadership, with a focus on

- Administration and Leadership
- Instructional Leadership
- Educational Psychology

School of Education Administration and Faculty

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The purpose of this handbook to inform students of the procedures and requirements to achieve a graduate degree

La Sierra University Graduation Requirements

Minimum Requirements

On the recommendation of the faculty of the school granting the degree, the University awards graduate degrees at the end of the term when the student has completed the following minimum requirements:

- Completed all requirements for the degree in his/her Bulletin of Graduation with no required course receiving below a B- (minimum 3.00 GPA) for an academic degree program.
- Satisfactorily completed a comprehensive examination(s) as designated by the department of specialization.
- For a master's degree, both an overall grade point average including transfer courses (if any) and an overall grade point average of courses taken at La Sierra University of B (3.00).
- Maintained continuous registration from advancement to candidacy to the awarding of the degree.

Students must have met the full-time graduate enrollment requirements of no less than two academic quarters. A year of full-time enrollment is defined as three quarters of full-time academic work. A full-time quarter of graduate enrollment is defined as the completion of at least 8 units of course work. (Graduate Bulletin, p. 51)

Minimum GPA Standards for the School of Education, Department of Curriculum and Instruction

MAT: Minimum GPA 3.0 (Graduate Bulletin p. 96)

MA: Minimum 3.0 GPA (see above)

EdS: Minimum GPA 3.3, no grade lower than B (Graduate Bulletin p. 100)

EdD: Minimum GPA 3.5, no grade lower than B (Graduate Bulletin p. 105)

Candidates in the MAT program must earn at least a grade of B- or better in all course work. Coursework with less than a B- must be repeated to earn the MAT degree.

A cumulative minimum GPA of at least 2.75 is required for admission to the undergraduate or graduate MAT credential program and must be maintained until the program is completed. If at any time during the program a student's cumulative GPA falls below the requirement, s/he will need to seek advisement from the department chair until they raise the GPA to the required level.

Acceptable Academic Progress

Failure to make Acceptable Academic Progress may include, but are not limited to;

-Academic Probation: A student whose grade point average for any term falls below 3.00 is placed on academic probation the next quarter and is subject to a restricted course load.

-Academic Disqualification: A student on academic probation who fails to raise the current quarter grade point average to 3.00 is placed on academic disqualification, the Office of Admissions is so notified, and the student is not allowed to register the next quarter. To be readmitted after a period of academic disqualification, the student must reapply through the Office of Admissions.

This readmission process will include the following;

- submission of two letters of recommendation attesting to the student's ability to be successful in the program if readmitted
- a check with the Student Life Office to determine if there are any other concerns about the student's conduct

A student who is academically disqualified a second time will not be readmitted to the University. Students failing comprehensive exams for a second time are academically disqualified, they are not readmitted to the program, and the Records Office is so notified. (Graduate Bulletin, p. 53)

Incomplete "I" Grade and "IP" (In Progress)

A grade of Incomplete ("I") is issued for circumstances beyond a student's control, and only if at least 75% of the coursework has been completed. A grade of Incomplete will not be issued for the following reasons:

1. as a remedy for overload
2. failure of the final examination or signature assignment
3. absence from final exam for any reason other than an emergency situation
4. low course grade to be raised with extra work

Students requesting a grade of Incomplete must complete a Petition;

(<https://lasierra.edu/fileadmin/documents/records/petition-to-receive-incomplete-grade-form.pdf>). Students must state in detail the reason for the request. The student then needs to obtain the signature of the Department Chair and submit this form to the instructor.

If approved, the instructor will then record the incomplete grade via online Grade Submission, then sign and send the completed petition to the Records Office along with keeping a copy for their records. Upon evaluation of the additional required work, instructor will submit the corresponding final grade on a Change of Grade Request form to the Records Office no later than the succeeding term.

Time Limits for Coursework

MA/MAT- you must complete all of your coursework toward the degree 5 years.

EdS/EdD- You must complete all of your coursework toward the degree within 7 years. Any coursework older than 7 years will need to be updated or repeated, with the decision made by the department.

Transferring Units

Classes taken from another WASC accredited university must have been completed within 7 years in order to be considered for transfer. You must use the Petition Form, and include a bulletin copy of the class description with your petition. A maximum of 9 quarter units may be transferred to your La Sierra program.

Program Completion Deadlines

It is expected that all requirements for the credential program will be completed as quickly as possible.

Seven years of continuous progress is the maximum time limit for completing the program; a much quicker completion period is highly recommended. The seven-year period will begin with the date of admission to the program. Once the seven-year limit is reached, the student will be dropped from the program. Courses which are older than 7 years will have to be updated or repeated, with the decision to be made by department.

LiveText

An active LiveText membership is a required because all signature assignments must be uploaded using this online platform. LiveText is used by the university to demonstrate the quality of our academic programs, improve the teaching and learning process, and maintain accreditation. The student teacher candidate has the opportunity to use the account for secure online storage of all of academic work and to create digital documents such as electronic portfolios or reflective journals, which can be shared with prospective employers or other parties. The student teacher candidate can purchase that membership through a La Sierra University fee that will be attached to his/her student account. The student teacher candidate will receive an agreement form that will authorize the fee. LiveText is required throughout the program, and the candidate can use the same account for up to seven years, so the candidate only needs to purchase the account one time. If the candidate already has an active LiveText membership, s/he does not need to purchase another one. After seven years, the candidate can choose to extend the membership if needed for additional coursework or would like to maintain it for personal and/or professional use.

Due Process

Step 1: If repeated low grades in education courses, repeated poor performance in clinical practice/field experiences, or any other concerns occur, the faculty involved will initiate a conference with the student. During this conference, the problem is explained and appropriate solutions considered. A written summary of the problem shall be given to the student and a copy sent to the Chair of the C & I department chair.

Step 2: When continuation in the C & I department is in question, the department Chair shall inform the student of his/her status. At this time, the student shall have an opportunity to request an appearance before the C & I faculty. The purpose of this meeting is to clarify the nature of the problem and to give the student an opportunity to explain his/her views, to clarify uncertainties, and to bring group judgment for a solution to the problem.

Step 3: After this hearing, written communication shall occur within two weeks informing the student of the action of the C & I department faculty.

Grievance Procedures

A grievance is defined as any real or perceived injustice, unfair treatment or wrong that is personal or professional in nature. A grievance may not be formally processed unless an informal effort has been made to resolve it.

Both informal and formal grievance processes must begin with the directly- involved parties. The parties to the grievance should try to resolve the problems between themselves, or in the following sequence; first, the candidate will attempt to resolve the grievance with the professor. If the issue is not resolved, the candidate may then take the issue to the C & I Department Chair. Finally, if the grievance is not resolved by the Department Chair, the candidate may attempt to resolve the issue with the Dean, School of Education.

A student in the Education Department who has a grievance may also appeal following the procedures established for La Sierra University which are outlined in the Student Handbook. These procedures are available in the Office of Student Services.

Requests for Exceptions to Policy

Students who desire an exception to department policy must submit a Variance Request in writing. This form must explain in detail the reasons for the request. The faculty will review the request, make a decision, and notify the candidate in writing of the decision.

Academic Integrity

For full information on the academic integrity policy at La Sierra University, please go to this link;
<https://lasierra.edu/academic-integrity/>

Resource Page

All forms and required documents can be found on the Department Resource Page;
<https://lasierra.edu/education/curriculum-instruction/resources/>

Hard copy (paper) versions are available in the C & I Office. All candidates will need to sign a form acknowledging that this graduate handbook has been read and understood. This form is available on the last page of this handbook. Please complete, initial, sign and submit to the C & I Office.

Master of Arts (MA)

Introduction

General Information: Program Completion Sequence

Steps in the sequence toward completion of the master's degree program are the same, regardless of the department in which the degree is taken.

1. Program Approval: Develop a program of study with an advisor in the department of degree specialization. The program must be approved by department committee.
2. Satisfactorily complete all coursework in the approved program of study, with a grade point average not less than 3.00, and no course grade lower than a B-. A maximum of two repeats of courses is permitted.
3. Petition for Graduation: Submit a petition for graduation two quarters prior to completion of the program.
4. Departmental Comprehensive Examination: Pass a departmental comprehensive examination prior to beginning the Masters Project (if required by the program).
5. Portfolio completion (if required by the program).
6. Graduation.

Residence and Time Requirements

Policies on academic residence and time limits are found in the Academic Policies and Practices section of this bulletin. Full-time students usually complete the master's degree in four to five quarters. Since most courses are offered in late afternoons, evenings, and summers, it is often possible for part-time students to continue regular employment while extending the time period for program completion. Some fieldwork and class assignments may require occasional activities during regular school hours. Course units become obsolete after seven years.

Second Master's Degree

A second master's degree from La Sierra University requires a minimum of 30 quarter units. For information about other requirements, see a faculty advisor.

Program of Study

The Master of Arts degree in the School of Education is comprised of a minimum of 45 quarter units beyond an approved baccalaureate degree, plus all prerequisites.

Core Requirements (12 units):

Masters Thesis/Project (3 units)

See specific programs for details.

Content Specialization (24 units, minimum):

Courses will vary depending on the discipline and the inclusion of credential requirements.

Electives (9 units):

In consultation with the advisor, courses may be selected from other specializations.

MA Degree Total 45 units (minimum)

Curriculum & Instruction

The Master of Arts in Curriculum and Instruction builds on the baccalaureate degree. The program is designed to cover a combination of theory, practical skills and research, which meets the needs of the professional educator. All MA candidates should request an academic advisor upon receiving acceptance to a graduate program.

Student Learning Outcomes

The three essential points of the University Mission Statement that apply to the Master of Arts degree are to seek, to know, to serve. The goals, objectives, and learning outcomes for this degree are based on the mission of the university and the mission of the department. The student learning outcomes are listed below.

Upon completing this program, the candidate will:

- Exhibit an increased knowledge in the field of Curriculum and Instruction in order to improve instructional practice.
- Participate in analytical discussions with increasing skill in order to develop critical thinking regarding effectiveness at professional sites/classrooms.
- Demonstrate ability to write in a scholarly style and with critical thinking in order to write for professional journals or for curriculum leadership tasks in school settings.
- Demonstrate ability to discuss course content and to reflect on professional literature in order to develop a strong sense of scholarly content.
- Be able to articulate values and worldviews in order to develop a framework for thinking about moral responsibility in educational practices.
- Exhibit professional behavior in order to model effectively for students, to carry out educational responsibilities, to treat students and colleagues with dignity and respect, and to be mindful of the limits of one's own knowledge.
- Conduct educational research and/or develop programs and projects in order to contribute to the body of knowledge in educational research or program development.
- Develop a research project, or thesis in order to practice the research/writing process.
- Develop a knowledge of the science of learning in order to better understand and articulate how people learn.
- Complete successfully the comprehensive examination in order to demonstrate the knowledge and skills gained in the program.

Required

- Core requirements (12 units):
 RSCH 504 Methods and Materials of Research (3)
 EDFO 512 Perspectives on Faith & Learning (3)
 EDAD 524 Educational Organization & Leadership (3)
 EDPC 561 Counseling Theory & Techniques (3)
- Content Specialization (24 units minimum) or Content Concentration (15 units minimum)
- Electives (selected in consultation with the advisor; Note that these electives may consist of additional coursework to obtain certification and/or licensure.)
- Written Comprehensive Examination
 EDCI 597 Master's Thesis/Project (3)
 MA Degree Total 45 units (minimum)

Content Specializations

One of the content specializations below may be chosen along with electives, or 21 units of coursework may be chosen from the available content specializations in consultation with a faculty advisor. A minimum of 45 units is required for the degree.

Neuroscience, and Education

- EDCI 514 Foundations of Curriculum & Pedagogy (3)
- EDCI 545 Neuroscience & Learning (3)
- EDCI 664 Emotional/Social Intelligence (3)
- EDCI 655 Critical Issues in Neuroscience & Pedagogy (3)
- EDCI 711 Biological Foundations of Education I (3)
- EDCI 712 Biological Foundations of Education II (3)

• Plus a minimum of 3 additional units from the list below to be selected in consultation with Neuroscience and Education program coordinator:

EDCI 565 Advanced Special Education in the General Classroom (3)

EDCI 550 Instructional Models & Origins of Learning (3)

EDPC 524 Lifespan Development (3)

EDPC 650 Mental Exceptionality (3)

Curriculum and Instruction

EDCI 504 Philosophical Aspect of Christian Education (3)

EDCI 506 Learning & Assessment (3)

EDCI 514 Foundations of Curriculum & Pedagogy (3)

EDCI 545 Neuroscience and Learning (3)

EDCI 550 Instructional Models & Origins of Learning (3)

EDCI 552 Analysis of Curricular Alternatives (3)

EDCI 565 Advanced Special Education in the General Classroom (3)

EDCI 580 Cooperative Learning (3)

EDCI 598 Seminar in Current Trends (3)

Instructional Systems Design

The Instructional Systems Design content concentration below may be chosen along with electives selected in consultation with a faculty advisor. A minimum of 45 units comprising the core, concentration and electives is required for the degree.

EDCI 507 Psychological Theories of Education (3)

EDCI 570 Introduction to Instructional Design (3)

EDCI 572 Web Design: Communication Principles (3)

EDCI 605 Trends & Issues in Instructional Design (3)

EDCI 615 Change, Creativity and Innovation in Instructional Design (3)

Optional: EDCI 595 Field Experience (3)

Culminating Project

Comprehensive Examinations

Students must arrange with the Department of Curriculum and Instruction to take the comprehensive examination prior to registering for EDCI 597 Masters Project. Successful completion of the examination is required for degree completion. Unsatisfactory performance on one or more portions of the examination will necessitate retaking those sections of the examination. Unsatisfactory performance on the entire examination will result in the student being assigned a program of additional study as approved by the Department of Curriculum and Instruction. Unsuccessful completion of any portion of the qualifying exam on the second attempt may result in the student being dropped from the program.

Specialist in Education (Ed.S.)

Specialist in Education (EdS) degree General Requirements:

Two options are available in achieving the Specialist in Education degree:

- Option 1: Prior completion of a Master of Arts degree, followed by a minimum of 45 units of post-MA education-related coursework.

- Option 2: Completion of 90 units of post baccalaureate education-related coursework with a grade point average no less than 3.3.

Program completion sequence

Steps in the sequence toward completion of the education specialist degree program are the same regardless of the option chosen or the department in which the degree is taken. Steps are as follows:

1. Program approval—develop a program of study with an advisor in the department of degree specialization. The program must be approved by department committee.
2. Satisfactorily complete all coursework in the approved program of study, with a grade point average not less than 3.30, and no course grade lower a B-. A maximum of one repeat of a course is permitted.
3. Petition for graduation—submit a petition for graduation two quarters prior to the date of anticipated completion of the program.
4. Portfolio completion (if required by the program).
5. Comprehensive Examination-- Successfully pass a written and oral comprehensive examination (if required by department). Continuation toward a doctorate degree (if acceptance is granted) is contingent on successfully passing this comprehensive examination.
6. Graduation

Residence and Time Requirements

Policies on academic residence and time limits are explained in the Academic Policies and Practices section of this bulletin. The Option 1 program requires that 36 of the 45 units for the EdS degree must be taken at La Sierra University, while the Option 2 program specifies 72 units in residence. Full-time students can usually complete Option 1 in four to five quarters and Option 2 in eight to ten quarters. Since most courses are offered in late afternoon, evenings, and summers, it is possible for part-time students to continue their employment while extending the time period for program completion. Course units become obsolete after seven years.

Program of Study

The Specialist in Education degree in the School of Education requires a minimum of 90 quarter units beyond an approved baccalaureate degree or 45 units beyond the Master of Arts degree.

Specialist in Education Curriculum & Instruction

The Specialist in Education degree for Curriculum and Instruction contributes to the development of professional personnel for service in a variety of educational settings, including professional teacher (K-16), supervisory functions, and other central office functions involving curriculum leadership. For further information about this degree contact the Department of Curriculum and Instruction.

Benchmarks at the end of the EdS program determine whether the student will be allowed to progress toward the doctoral degree. These include but are not limited to a written qualifying examination with an oral defense of the written examination, and successful completion of courses with a minimum GPA of 3.3. Candidates successful at completing these benchmarks are eligible to apply for candidacy in the doctoral program.

Program Learning Outcomes

Upon completion of this program students will:

- Exhibit an in-depth understanding of Curriculum and Instruction in order to be leaders in public school districts or Seventh-day Adventist conferences.

- Demonstrate understanding of the sociology of education including race, class, gender, and religious issues in order to be prepared to teach and lead with equity.
- Develop an in-depth interest in a particular area of study in preparation for success in doctoral studies.
- Articulate knowledge of the theories that relate to education in order to relate theory and practice. • Acquire knowledge of the science of learning in order to better understand how people learn.
- Present a successful thesis based on original research with an in-depth interpretation in order to demonstrate the ability to do research and write in a scholarly manner.
- Demonstrate an in-depth understanding of qualitative and/or quantitative research methodologies in order to do original research.
- Exhibit skill in the understanding and use of statistics in order to do research and to read and understand other scholarly research in the field of Curriculum and Instruction.
- Demonstrate moral reasoning and leadership in order to lead in curricular areas of schools.
- Demonstrate the ability to analyze and synthesize in order to exhibit one's ability to think clearly. • Demonstrate the ability to analyze programs, theories, philosophies, and practices that relate to Curriculum and Instruction in order to be well prepared for further graduate studies and to successfully practice as an educator.
- Synthesize the theories that relate to education in order to read, write, research, and analyze scholarly educational work.
- Demonstrate a high level of writing, critical thinking, and analysis in order to clearly communicate in a scholarly way.

The Education Specialist degree for Curriculum and Instruction is comprised of all prerequisites and a minimum of 45 units beyond the master's degree in a field related to education. Candidates should request an advisor to aid in selection of an area of specialization or to select a variety of Curriculum and Instruction courses from the 3 concentrations listed below.

Core Courses (12 units):

EDAD 687 Organizational Behavior and Leadership (3)

EDCI 606 Sociology of Education (3)

EDFO 688 Moral Leadership (3)

EDPC 607 Dynamics of Personality (3)

Research Core Courses (6 units):

RSCH 604 Educational Statistics I (3)

RSCH 605 Qualitative Research I (3)

Specialization Courses (21 units):

Neuroscience and Education

EDCI 545 Neuroscience & Learning (3)

EDCI 655 Critical Issues in Neuroscience & Pedagogy (3)

EDCI 664 Social & Emotional Intelligence (3)

EDCI/EDPC 711 Biological Foundations of Education I (3)

EDCI/EDPC 712 Biological Foundations of Education II (3)

Plus a minimum of 6 additional units from the list below to be selected in consultation with Neuroscience and Education program coordinator.

EDCI 565 Advanced Special Education in the General Classroom (3)

EDCI 550 Instructional Models & Origins of Learning (3)

EDPC 524 Lifespan Development (3)

EDPC 650 Mental Exceptionality (3)

EDPC 653 Neuropsychological Assessment and Intervention (3)

Higher Education

EDCI 628 History of Curriculum Design (3)

EDCI 630 Pedagogy & Practice in Higher Education (3)

EDFO 645 History of Educational Thought (3)

EDFO 647 History & Philosophy of Higher Education (3)

EDCI 651 Curriculum Development in Higher Education (3)

EDCI 664 Social & Emotional Intelligence (3)

EDCI 655 Critical Issues in Neuroscience & Pedagogy (3)

Elective Courses (6-9 units)

Consult with advisor to select units from School of Education electives.

Additional Education Specialist Requirements Comprehensive Examination. Required for program completion and advancement toward Ed.D.

Doctor of Education (Ed.D.)

General Requirements:

Admission to Doctoral Program

Official admission to the doctoral program and full approval of the program of study takes place as part of the process of admission to the university and the School of Education. (See Graduate Admission Information section of this bulletin.)

Residency Requirements

A minimum of 42 credits of a doctoral program must be earned in residency. In the case of specified departmental prerequisites, a student not having completed the necessary components of the MA or EdS levels is required to complete the deficiencies. Furthermore, the School of Education Graduate Committee may determine that additional coursework or directed study is needed to update knowledge in important and relevant areas in which the student has not kept current by continuing professional experience and/or study.

Candidates entering full-time residency should typically expect two academic years of study beyond the master's degree, whereas one full academic year of 42 units is required beyond the EdS level. The completion of prerequisites and the capstone thesis or dissertation may extend the time beyond these estimates. All 42 units must be taken in residence at La Sierra University following admission to the doctoral program and must be completed within seven years.

Transfer Credits

Students may transfer a maximum of 18 units (post-masters degree) from other accredited graduate studies programs where courses are similar in content to those required. All transfer credits must be approved by the department as part of the student's plan of study.

Advancement to Candidacy

The purpose of the application for advancement to candidacy is for the department to review the student's eligibility and progress for completing the program. The following criteria must be met for advancement to candidacy:

1. Completion of all required coursework, other than the dissertation, with a grade point average not less than 3.50;
2. Successful completion of qualifying examinations administered by the department in the area of specialization. Students must be accepted into candidacy prior to requesting a dissertation committee and preparing a capstone project proposal or dissertation proposal.

Qualifying Examination

During the final quarter of coursework, students must arrange with the department to take a qualifying examination. Successful completion of the examination will qualify the student to petition for advancement to candidacy and to proceed to the capstone project or dissertation stage of the program. Unsatisfactory performance on the examination may result in the student's discontinuance from the doctoral program.

Degree Completion and Petition for Graduation

Toward the end of the dissertation study, the candidate will petition the School of Education Graduate Committee for permission to graduate with a Doctor of Education degree based on fulfillment of the following requirements:

1. Completion of an approved program of study with no less than 132 quarter units post baccalaureate, including a minimum 87 units beyond the master's degree, and fulfillment of all prerequisite and specialization requirements.
2. Completion of 42 units beyond the EdS level with no grade below B-, and a grade point average not less than 3.50. A maximum of two repeats of courses is permitted.
3. Successful completion of the qualifying examination.

4. Satisfactory oral defense of the capstone or dissertation not later than one month prior to graduation.
School of Education
5. Submission of the approved and signed capstone thesis or dissertation to the Office of the Dean of the School of Education in its final form ready for binding prior to graduation.
6. Recommendations for the conferral of the degree by the departmental faculty and by the Graduate Committee of the School of Education.

The Capstone

Students in the Doctor of Education program are required to complete either a traditional dissertation or a capstone thesis as the culmination of their professional educational experience.

The capstone for the Ed.D. program begins with a research based experience in which students address an education problem through an action research project, program development project or product outcome project. Students pursuing the capstone are guided in identifying and selecting a real-world problem in an educational setting and proposing an intervention, based on a thorough review of the literature, to solve the selected issue. The project may develop into a clinical research paper, a school-based project, program or policy development, or other product outcome depending on the target problem selected in consultation with the student's project committee chairperson.

The doctoral capstone offers students the ability to connect research to practice and results in a formal thesis and presentation summarizing the project in four parts: the problem; the literature review; the project/intervention and methodology; and the findings, reflections and conclusions.

Students completing the Capstone must register for at least one unit of RSCH 798 each quarter, up to 12 units minimum.

If the student has been advanced to candidacy, has completed all course requirements, and has registered for, but not completed, the capstone and thesis, maintenance of continuous registration is required until the thesis has been accepted. This may be accomplished by registering for SECE 910 Dissertation/Capstone Continuation (1) each quarter (excluding summer) until the capstone is completed.

Detailed requirements and procedures for the capstone and thesis are described in the Capstone Project Handbook, available online at the School of Education website. A publication fee is charged for binding and final processing of the thesis.

The Dissertation

The student is responsible for meeting dissertation requirements and procedures as described in the Dissertation Handbook available online at the School of Education website. A dissertation publication fee is charged for binding and final processing. Students writing a dissertation must register for at least one unit of RSCH 798 each quarter, up to 12 units minimum. Research and dissertation preparation are under the direction of the student's dissertation committee chair. The student should secure the committee's approval of the topic and research design as early as possible.

If the student has been advanced to candidacy, has completed all course requirements, and has registered for, but not completed, the research and dissertation, maintenance of continuous registration is required until the manuscript has been accepted. This may be accomplished by registering for SECE 910 Dissertation/Capstone Continuation (1) each quarter (excluding summer) until the dissertation is completed.

Timelines

The following is the required program sequence for the Doctor of Education degree:

1. Admission to the doctoral program. This occurs at the completion of EdS level work and prior to beginning the 42 units of doctoral residency.

2. Program approval. Develop a program of study with an advisor in the department of specialization during the first quarter in residence. The program must be approved by the School of Education Graduate Committee.
3. Portfolio completion (if required by the student's program of study).
4. Successful completion of the qualifying examination.
5. Application for advancement to candidacy. Occurs after passing the qualifying examination, immediately following coursework completion. The application for advancement to candidacy provides an opportunity for the department to review the student's eligibility and progress for completing the program.
6. Dissertation or capstone. Must be submitted in final form, ready for binding, prior to graduation.
7. Oral defense of dissertation or capstone. Must take place no later than four weeks prior to date of graduation.
8. Petition for graduation. Must be submitted upon final approval of dissertation/capstone by the student's committee.
9. Program completion. All degree requirements must be completed within seven years after admission to the doctoral program.

Program of Study

The curriculum for a Doctor of Education degree in the School of Education is comprised of all prerequisites and a minimum of 132 quarter units beyond an approved baccalaureate degree, or 87 units beyond the Master's degree, or 42 units beyond the Specialist in Education degree.

Previous Credits

The degree may be earned via either of the following two options:

Option 1:

Prior completion of an Educational Specialist (or equivalent) degree followed by a minimum of 42 units of post-EdS coursework. Credits from the previous degrees are expected to include the following:

- Masters degree in Education and
- EdS core requirements or equivalent

Contingent on approval by department of specialization, any deficiencies in credits will be included in the EdD program of studies.

Option 2:

Prior completion of a master's degree in any area. In this case, the EdD program will consist of a minimum of 87 post-master's coursework units to include the EdS requirements. The department or specialization may require a comprehensive exam after completion of 45 units beyond the MA completion.

Core Requirements (9 units):

EDFO 791 Contemporary Issues in Education (3)

RSCH 604 Educational Statistics I (3)

RSCH 605 Qualitative Research I (3)

Capstone Track (18 units):

RSCH 752 Action Research (3)

RSCH 753 Capstone Project Design (3)

RSCH 798 Doctoral Dissertation/Capstone (12)

Dissertation Track (18 units):

RSCH 754 Quantitative Research Design (3)

or

RSCH 755 Qualitative Research Design (3)

RSCH 775 Research Project (3)

RSCH 798 Doctoral Dissertation/Capstone (12)

Content Specialization (21 units, minimum):

- Courses will vary depending on the discipline and whether specific credential requirements are desired.

EdD Degree Total: 42 units minimum (beyond EdS)

A student may earn a general Doctor of Education or may choose an emphasis. Additional requirements specific to the more common emphases are listed below



GRADUATE HANDBOOK
Acknowledgement of Receipt

Name: _____ LSU ID Number: _____

I have received and read the Graduate Handbook concerning my participation in the program I have selected at La Sierra University.

(Please initial each line below.)

_____ **I WILL** familiarize myself with the entire handbook. I understand and will comply with all requirements expected of me to participate in the selected graduate program at La Sierra University.

_____ **I WILL** adhere to and enact the department policies and procedures outlined in the handbook. I understand that I may be removed from the program should I violate these policies, or if I demonstrate an inability or unwillingness to meet all the professional requirements, standards and dispositions.

_____ **I UNDERSTAND** that La Sierra University and the Curriculum and Instruction Department reserve the right to modify or revoke any of the policies/procedures within the handbook, in whole or in part, at any time, with or without advance notice.

A current version of this handbook may be accessed on the Curriculum and Instruction Department forms and handbooks page of the La Sierra University website.

Signature: _____

Date: _____