



Educational Foundations and Leadership Department

Doctor of Education Cohort program Student Guide

2008 - 2009

This guide is provided for help in course selection, program planning, and program completion. While every effort is made to ensure accuracy of the information in this Guide, in no sense is it to be considered a binding contract, and it may be changed by action of appropriate bodies within the University. Courses listed in this Guide are subject to change through normal academic process. New courses and changes in existing course work are initiated by faculty members in the Educational Foundations and Leadership department, confirmed by the School of Education, and approved by Curriculum Review Committee, the Office of Academic Affairs and the University faculty. Changes to the curriculum are published in the Program Outlines and Schedule of Classes. This Guide supercedes previous issues of this publication.

This guide supplements the George Fox University 2008-2009 Graduate and Professional Studies Catalog. For a full description of University policies, see that catalog <http://www.georgefox.edu/catalog>.

FOREWORD

Welcome to the George Fox University School of Education, the Educational Foundations and Leadership Department, and most importantly to the doctor of education program! In the seven years I have served as a faculty member of this department and specifically teaching and guiding dissertations in the EdD program, the program has grown from infancy, celebrated it's first four graduates in 2002, and now in the ninth year of the program we have had more than 30 graduates walk across the stage and receive their diplomas. In the 2008-09 school year we currently have more than 100 students enrolled in the program with about 30 currently working on dissertations.

The goal of this *Guide* is to clarify the requirements of the doctoral program and answer many of the questions that you may have about your doctoral study. It outlines the rules, procedures, and policies of the George Fox University Doctorate of Education program.

The Doctor of Education Student Guide is meant to be your companion as you make your way through the doctoral program here at George Fox University. It is ordered chronologically beginning with the coursework stage and ending with submitting your dissertation.

Your first contact in the program should be your academic advisor who will serve you with choosing your elective courses, transfer credits and in your third year prepare you for comprehensive exams and choosing a dissertation committee. An academic advisor will be assigned to you at admission for your entire cohort. For the 2006-07 school year there are four EdD faculty that serve as EdD advisors. They are Scot Headley, Terry Huffman, Suzanne Harrison, and Ken Badley.

Julie Green, our Administrative Assistant in the Educational Foundations and Leadership (EDFL) department, is available to assist you with any questions or concerns as you proceed through your doctoral program. She can be reached at 503-554-2850 or jgreen@georgefox.edu. I also encourage you to visit or contact me with any questions that you may have about the contents of this *Guide*. We are all here to help you fulfill your dreams and goals.

May the Lord bless you as your begin your doctoral work at George Fox.

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INTRODUCTION

George Fox University offers a high quality doctoral program that prepares educators to be leaders in their chosen specialties at the K-20 levels. The Doctor of Education (EdD) program focuses on qualities of cultural, moral and organizational leadership as the basis for leading complex education organizations. This professionally-oriented program is designed to maximize accessibility for full-time educators. Starting with the January 2007 the EdD program has implemented a cohort program that will have you enrolled in 4-5 semester hours during both fall and spring semester and 6 hours each summer in a three week residency program for the first three summers. In addition to the core requirements offered in the cohort program you will have the opportunity to take electives at the George Fox University Newberg campus, classroom-centered sessions at George Fox University's Portland Center, Redmond Center and Salem Center and Internet-based courses during fall and spring semesters, or an independent study.

This program assumes that leadership is: (1) a conceptual art, building on the power of theory and ideas; (2) a moral art, depending upon core values; and (3) a performing art, perfecting the integration of theory and values in practice and experience.

Further, the program aligns with the following National Standards for School Leaders. An educational leader promotes the success of all students by:

- Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- Acting with integrity, fairness, and in an ethical manner.
- Understanding, responding to and influencing the larger political, social, economic, legal and cultural context.

CONCEPTUAL FRAMEWORK OF THE SCHOOL OF EDUCATION

In alignment with our institutional mission, the School of Education emphasizes a Transformative Model that focuses on the integration of faith, learning, and living based on a Christ-centered worldview. We believe that this theoretical learning perspective provides a conceptual framework from which we can achieve the goal of our programs: *to support and develop professionals who think critically, transform practice, and promote justice.*

Think Critically

Doctor of Education program candidates in the SOE should have the ability to think critically about subject area knowledge and knowledge that informs their practice. *Think critically* includes but is not limited to the following examples: Candidates seek multiple perspectives, imagine possibilities, formulate wise decisions, anticipate paradigm shifts, love learning, and make inferences based on evidence.

Transform Practice

Doctor of Education program candidates in the SOE should have the ability to reflectively use a variety of research tools, cognitive strategies, and professional practices to take the lead in reforming their institutions. *Transform practice* includes the following components: Candidates use technology, research, subject knowledge, and effective oral and written communication to enhance student and client learning; analyze, debrief, and abstract from their own experiences for the purpose of transforming practice; and take the lead in reforming practice at their institutions.

Promote Justice

Doctor of Education program candidates in the SOE should have the ability to advocate for the needs of **all** students and clients in a caring manner by actively promoting justice. *Promote justice* includes the following components: Candidates act to ensure that all students and clients have the opportunity to learn; they advocate for the needs of all students and clients by promoting justice; and they widen students' and clients' understandings by teaching about and modeling ethics and what it means to "love one's neighbor."

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

NCATE

In Spring of 2008, the George Fox University School of Education received full NCATE accreditation. NCATE provides a national performance-based evaluation of education programs. GFU is one of 652 universities and college in the United States that are accredited by NCATE.

ADMISSION

Admission Policies

George Fox University seeks to enroll qualified applicants for the Doctorate of Education (EdD). Admissions are guided by the following University policy that complies with federal laws and regulations:

- George Fox University does not discriminate in its educational programs or activities, including employment, on the basis of age, sex, handicap/disability, race, color, national or ethnic origin, or other statuses protected by applicable nondiscrimination laws. The University also is in compliance with the Family Educational Rights and Privacy Act of 1974.
- The faculty of the Department of Educational Foundations and Leadership (within the School of Education) controls admission to doctoral study through the department's EdD Admission Committee.
- Admission is competitive and openings are limited. Applicants are admitted if there is consensus by the Department of Educational Foundations and Leadership (EDFL) Admissions Committee that:
- The applicant's interests and needs can be reasonably satisfied with the Education Foundations and Leadership Department's existing resources and areas of focus.
- The applicant's aptitude, attitude and motivation are adequate for successful completion of doctoral study.
- The applicant has demonstrated successful performance in scholarly or applied roles developmentally related to his or her present goals and interests.

Students admitted to doctoral study will be classified either as fully admitted or conditionally admitted students. Conditional admission is applied by the EDFL Admissions Committee when warranted, and the conditions applying to the student will be specified by the committee and made known to the student.

Application Procedure

Applicants for admission to the Doctor of Education program must submit:

- The doctor of education application form and fee.
- Evidence of an approved, regionally accredited master's degree in education or a related field, with a GPA of at least 3.25 on a 4.0 scale.
- Evidence of scholarly work (master's thesis, term paper, publication, etc.) and/or other writing sample as requested by the faculty.
- Three letters of recommendation from people who can comment on your intellectual ability, creativity, initiative, sensitivity to others, and leadership potential.
- A personal statement describing present goals and academic interests and showing their connection to your prior experiences. Include in this essay a self-assessment stating your leadership strengths and areas of future growth.

- Evidence of at least three years of relevant professional experience.
- Scores from either the Graduate Record Exam (GRE) or the Millers Analogies Test (MAT) dated within the last seven years. Minimum standard for the GRE: score 500 or above on any two of the three subsections. Minimum standard for the MAT: 60th percentile level or above.
- Applicants whose native language is not English or whose baccalaureate is from a college or university where English is not the language of instruction must submit results from the Test of English as Foreign Language (TOEFL) and Test of Written English (TWE). A minimum score of 600 on TOEFL and 5 on TWE, proof of financial responsibility, and certification of graduation from a four-year university is required.
- A current professional résumé.
- An essay that responds to this statement: "George Fox University is a Christian liberal arts university committed to intellectual and academic excellence with an emphasis on the integration of faith and learning. While the EdD program does not require applicants to adhere to the faith statement of the university, we do want to insure that you are aware of our mission and Christian Worldview. We would like you to review the University mission statement found in the graduate catalog and write an essay about how this mission and a doctoral program focused on a Christian worldview would be appropriate for your long term professional and personal goals."

Once all the application materials are submitted to and reviewed by the Graduate Admissions Office they will be forwarded to the EDFL Admissions Committee for consideration. A two-tiered procedure is used in admitting students to the doctoral program. First, the faculty members on the EDFL Admissions Committee review the application materials submitted by the candidate. Second, the EDFL Admissions Committee contacts the applicant to schedule an interview. Applicants should be prepared to discuss the following topics during the formal interview:

- Previous work experience, particularly experience in education; academic background.
- Reasons for seeking admission to the doctoral program in education.
- Anticipated career goals.
- To the extent possible, areas of personal research interest.
- The relationship between their personal and professional goals and the Christian worldview of the program.
- An anticipated time frame for completing the doctoral program of study.

Based on a review of the application materials and an assessment interview, the Doctor of Education Admissions Committee makes an admission recommendation.

DOCTORAL PROGRAM REVIEW AND APPROVAL

The purpose of program review and approval procedures is to ensure that students have access to advice before designing their courses of study and that their programs are comprehensive and conform to requirements.

Policies

The faculty controls the review of each student's program through advising and departmental program review. The program advisor guides the development of the student's program of study, including coursework, practica, internships, independent study and research.

Procedures

Upon entry to the Doctor of Education program, the student is assigned a program advisor. The advisor serves to guide the student through the process of designing a planned program. In the third year of the program each student will need to select a chair for the comprehensive examination and dissertation committees. The program advisor may serve as the chair of either of these committees, or they may choose other EdD faculty members to chair these two committees.

Changing Advisors

Students may change advisors during the first year of the program. Students must submit a Change of Advisor form to the Doctor of Education program director stating the reasons for the request. Students will be notified of the change in writing.

COURSE OF STUDY

The doctor of education program comprises 55 semester units of course work and a minimum of eight semester units of dissertation for a total of 63 hours. Students will fulfill these requirements by:

- Taking 36 core semester hours from the following perspective areas: ethics, foundational, teaching and learning, leading and managing, and research.
- Taking 15 elective hours (through transfer or course work) in their chosen specialties.
- Transferring up to 17 semester units appropriate to the curriculum past the master's degree (limited to recent graduate work from a regionally accredited institution).

Students that are graduates of the George Fox MED or MAT programs may include a maximum of 6 hours from one of these programs to meet the elective requirements in the EdD.

Elements

The George Fox University doctoral program in education has four elements:

1. A 36-semester-hour core curriculum that emphasizes leaders as those who seek just, effective, and reasoned solutions to problems encountered in the process of meeting valued institutional and community goals.

This curriculum provides a comprehensive framework from ethical, legal, social, political, and historical perspectives within a Christian worldview. Students will be well prepared in using qualitative and quantitative research tools to solve organizational problems.

2. Elective courses that allow students to focus on a specialized interest.
3. A comprehensive qualifying exam that reveals students' breadth of knowledge.
4. A doctoral dissertation that reveals the ability to use research tools to shed light on important problems.

Competency Strands

Integrated into the courses are five competency strands:

1. Effective use of writing to communicate ideas;
2. The ability to use technology to enhance organizational efficiency;
3. The ability to communicate orally to large and small audiences;
4. The ability to use research tools to investigate questions and to solve problems; and,
5. The ability to integrate faith and learning into professional practice.

Program Requirements

The curriculum is designed so that students are required to take core course hours in the following perspective areas: ethics; foundations; teaching and learning; leading and managing; and research. Students will be provided direction for course sequencing to meet the minimum requirements within the three areas of Foundations, Leading and Managing and Teaching and Learning. The areas of ethics and research will also be completed in the cohort schedule. Issues of cultural diversity are woven into courses within each perspective area.

Ethical Perspectives (6 hours required)

EDFL 670 Ethical Foundations of Education -	3 semester hours
or	
EDFL 671 Ethical Perspectives on Educational Leadership	3 semester hours
EDFL685 Ethics and Culture (included in Cohort starting January 2007)	3 semester hours
EDFL 675 Faith and Learning Seminars (Three one-semester-hour seminars)	3 semester hours

Foundations Perspectives (6 hours required)

EDFL 680 Philosophical Perspectives on Education	3 semester hours
EDFL 682 Legal Perspectives on Educational Policy and Finance	3 semester hours
EDFL 685 Special Topics in Foundational Perspectives	1-3 semester hours
EDFL 686 Political and Social Perspectives on Education	3 semester hours
EDFL 687 Critical Issues in Higher Education	3 semester hours

EDFL 690 International Perspectives on Education	3 semester hours
EDFL 692 Historical Perspectives on American Education	3 semester hours
EDFL 694 History of American Higher Education	3 semester hours

Teaching and Learning Perspectives (6 hours required)

EDFL 500 Instructional Supervision	3 semester hours
EDFL 505 Trends and Issues in Education	3 semester hours
EDFL 506 Research in Effective Teaching	3 semester hours
EDFL 508 Learning and Cognition	3 semester hours
EDFL 515 Special Topics in Curriculum and Instruction	1- 3 semester hours
EDFL 624 Developing Curriculum with New Technologies	2 semester hours
EDFL 630 Advanced Developmental Psychology	2 semester hours
EDFL 631 Implementing Inclusion in the Regular Classroom	2 semester hours
EDFL 634 Adult Development in Educational Organizations	2 semester hours
EDFL 638 Testing and Measurement	2 semester hours

Leading and Managing Perspectives (6 hours required)

EDFL 626 Implementing Technology in Educational Organizations	2 semester hours
EDFL 640 Leadership in Education	3 semester hours
EDFL 642 Student Life: Issues, Policy, and Planning	2 semester hours
EDFL 643 Enrollment Issues: Marketing and Retention	2 semester hours
EDFL 644 Advancing the Organization: Fund Raising	2 semester hours
EDFL 650 Managing Organizational Resources	3 semester hours
EDFL 651 Strategic Planning	2 semester hours
EDFL 653 Organizational Change and Decision Making	2 semester hours
EDFL 654 Program Evaluation for Organizational Success	3 semester hours
EDFL 655 Special Topics in Leading and Managing	1-3 semester hours
EDFL 660 School District Leadership	3 semester hours
EDFL 661 Administration of Specialized Programs	3 semester hours
EDFL 662 Superintendency for the 21st Century	3 semester hours

Research Perspectives (15 hours minimum, see below)

EDFL 703 Bibliographic Research and Writing	2 semester hours
EDFL 704 Survey of Qualitative and Quantitative Educational Research	3 semester hours

Students must take both of the following courses:

EDFL 701 Quantitative Research Methods	3 semester hours
EDFL 702 Qualitative Research Methods	3 semester hours

Students must take two of the following research design courses:

EDFL 706 Experimental Research Designs	2 semester hours
EDFL 707 Survey Research Designs	2 semester hours
EDFL 708 Program Evaluation Designs	2 semester hours
EDFL 709 Ethnographic Research Designs	2 semester hours
EDFL 710 Historical Research Designs	2 semester hours

Electives (15 hours required)

Students may take additional courses beyond the minimum in the perspective areas to complete a specialization, take additional courses in other EDFL perspective areas, transfer up to 17 semester hours into their programs from other regionally accredited graduate institutions, or complete practica from teaching endorsements, teaching licenses, and administrator licenses.

In addition to the courses offered through the EDFL department, students may also select courses from George Fox University graduate programs in psychology, business, counseling, Christian education, and religion to meet their specific professional goals.

Dissertation (8 hours required)

EDFL 720 Dissertation Research	2 semester hours
EDFL 721 Dissertation Research	2 semester hours
EDFL 722 Dissertation Research	2 semester hours
EDFL 723 Dissertation Research	2 semester hours
EDFL 725 Dissertation Research	2-4** semester hours

** Doctoral students may take a maximum of 4 hours of doctoral dissertation research hours in any semester. EDFL 725 is for students who do not finish their dissertation research within the minimum 8 hours and is repeatable until the dissertation is finished. Students who make satisfactory progress each semester on their dissertation will receive a Pass grade until the dissertation is completed.

EDFL COURSE DESCRIPTIONS

The following graduate course offerings comprise all of the courses offered by the School of Education through the Department of Educational Foundations and Leadership. These course offerings include those available to students who are seeking TSPC-approved endorsements and licenses, and are available to doctoral students as electives upon the approval of a student’s curriculum plan. **Please note: not all courses are offered every semester. Consult the EDFL website (http://www.georgefox.edu/soe/edfl/current_students/index.html) for the most current course information.**

Teaching And Learning Perspectives (EDFL 500-509, EDFL 630-639)

EDFL 500 Instructional Supervision

3 hours. Format: online and/or classroom centered. This course is designed to help educational leaders understand key ideas central to ongoing research on teaching and learning to establish educational policy and transform educational practice at their institutions. The course emphasizes ways in which cultural, social, and organizational contexts influence learning. Students will learn to use the clinical supervision model and other tools for supervising and evaluating teacher performance based on best practices. The course will examine the leader’s role in establishing and maintaining an environment that is conducive to student and adult learning. (Required for Initial Administrative License Program)

EDFL 501 Curriculum Development

2 hours. Format: classroom centered. Teachers learn to apply curriculum development and planning procedures as they create curriculum for their own classroom/school settings and subject areas. May be repeated.

EDFL 502 Classroom Management

3 hours. Format: classroom centered. Classroom teachers learn innovations in classroom organization and management and are encouraged to apply classroom management methods in the classroom setting.

EDFL 503 Classroom Assessment

3 hours. Format: online or classroom centered. Classroom teachers become acquainted with a wide variety of methods for assessing student progress at the classroom and individual level. Students will develop assessment instruments and procedures that relate to their own disciplines. Current methods of assessment - including portfolios, rubrics, and other forms of authentic assessment - will be covered.

EDFL 504 Classroom Teaching and Learning

3 hours. Format: classroom centered. Students participate in discussions and/or activities dealing with site-based management, decision-making, mentoring, management of human resources, and issues dealing with professional leadership in education. Note: This course is designed for students in the teaching license-only and school counselor programs.

EDFL 505 Trends and Issues in Education

3 hours. Format: online. A variety of trends and issues affecting educators based on psychological and sociological research are addressed. Topics to be covered include school reform, assessment, classroom management, curriculum innovations, technology in education, and topics selected by the students.

EDFL 506 Research in Effective Teaching

3 hours. Format: online. Analysis and investigation of current research in effective teaching methods as related to specific subject areas, learning styles, and current school reform will be applied.

EDFL 508 Learning and Cognition

3 hours. Format: online. This course considers major topics dealing with the theories of cognition and learning. Topics include the human as a processor of information, memory, schema theory, network models of cognition, meaningful learning, transfer of learning, situated cognition, perceptual control theory, and a biblical view of cognition and learning.

EDFL 630 Advanced Developmental Psychology

2 hours. Format: classroom centered. Principles of human development - infancy through adolescence - will be discussed in relation to classroom application, with a focus on practice that is appropriate for the developmental level of the student.

EDFL 631 Implementing Inclusion in the Regular Classroom

2 hours. Format: classroom centered. This course builds upon foundational knowledge of exceptionalities introduced in preservice teacher education programs and includes an update of recent legal cases and reauthorization of Special Education laws, with an emphasis on providing strategies and resources for educational services to exceptional learners in regular classrooms.

EDFL 633 Classroom Guidance

3 hours. Format: classroom centered.

Explore the guidance methods used by classroom teachers. The coordination of the work of agencies outside the school with those of the support programs in the school will be covered. Interactions with parents and parent groups will be emphasized. Classroom teachers will also explore the roles of all student services programs within the school setting, including those programs that deal with exceptionality. Ethics and confidentiality of the teacher-student relationship will be covered.

EDFL 634 Adult Development in Educational Organizations

2 hours. Format: online. This course explores ways for shaping an educational organization as a healthy place for everyone's growth and development, with special attention to adult students, faculty, administrators, and support staff. The course will approach the field of adult growth with a variety of theoretical and practical questions, such as: What are the implications of various theories of adulthood for how we define "development," "maturity," and "wisdom"? Are there common features of the adult trajectory that apply across the diversities of gender, class, and ethnicity? Can we, and should we, intentionally seek to foster development in adulthood? How can leaders smoothly handle a ceaseless flow of problems and at the same time provide a climate for each member's ongoing growth and change? How can "staff development" really be about development and not just training, about transformation as well as information? How can conflict be a resource for development? What provisions should leaders make for their own growth as they develop their concepts of leadership?

EDFL 635 Mentoring Seminar

1 hour. Format: classroom centered. Mentoring provides group support and faculty assistance to teachers focusing on mentoring student teachers, new teachers, or other peers.

EDFL 636 Mentoring Leadership in the School

3 hours. Format: classroom centered. Emphasis is placed on application of methods covered in the following areas: supervision techniques, leadership in site-based management, action research management, and methods for mentoring new teachers, student teachers, and peers. Prerequisite: EDFL 640 Leadership in Education or teacher's permission.

EDFL 638 Testing and Measurement

2 hours. Format: classroom centered. A foundation course in which students review the principles of educational testing. Standardized testing instruments, including individual and group tests, will be explored. Students will also learn and apply basic statistical procedures and software used in educational testing. Required for students who have chosen the thesis option.

<h2>Curriculum And Instruction Perspectives (EDFL 510-529)</h2>

EDFL 511 Hands-On Math

2 hours. Format: classroom centered. A variety of hands-on activities that address state and national math content standards for grades K-8 will be shared through active participation. This is an opportunity for educators to collect and share ideas and materials that encourage the construction of mathematical understanding.

EDFL 512 Hands-On Science

2 hours. Format: classroom centered. This course is intended to enhance an educator's skills, knowledge, and confidence in basic science instruction in the elementary/middle school classroom. Qualitative and quantitative science projects will be presented that consider a child's natural curiosity and propensity to ask questions.

EDFL 514 Work Sample Seminar

2 hours. Format: classroom centered. This course is designed to introduce students to the work sample requirement for the Initial Teaching License programs in the state of Oregon. Students are required to teach a 10-day unit, evaluate student learning during the unit, and submit written reflection on their teaching of the unit. Students will also be observed and evaluated during the teaching unit. Prerequisite: EDFL 519 Practicum or simultaneous enrollment.

EDFL 515 Special Topics in Curriculum and Instruction

1-3 hours. Format: independent research under the direction of a faculty member.

These courses are developed to provide the teacher with in-depth knowledge in the content of subject matter taught. Content-specific courses will be offered as needed in, but not limited to, the following areas: advanced mathematics, basic mathematics, biology, chemistry, drama, elementary education, health, family and consumer sciences, language arts, music, health and human performance, social studies, and speech.

EDFL 516 Curriculum and Methods in Christian Schools

3 hours. Format: classroom centered. Focus on the curriculum needs and issues of teachers in Christian school settings. An emphasis on the integrations of faith and learning will be made. This course will also deal with issues related to Christian teachers in the public school setting.

EDFL 518 Oregon Teaching License Portfolio

1 hour. Offered fall, spring, and summer. Format: classroom centered. This course teaches candidates the process for submitting a portfolio of past teaching experiences; required test scores; and knowledge, competencies, and skills needed for a Teachers Standards and Practices Commission (TSPC)-approved licensure program. At the end of the course the portfolio is evaluated by faculty for determining the candidate's specific program. Pass/No Pass

EDFL 519 Practicum

1-10 hours. Must be approved by advisor. A supervised practicum for students adding a content area endorsement, age authorization level, the higher education specialization, or student teaching to complete the Initial Teaching License in the license-only program. Students teach and evaluate lessons, assess student achievement, and evaluate themselves. Work samples are implemented/evaluated. Prerequisite: Approval of the M.Ed. director.

EDFL 520 Early Childhood Education

2 hours. Format: online. An overview of young children's development, early developmental theories, and types of early childhood programs followed by a comprehensive study of young children's acquisition of the language arts: listening, speaking, reading, and writing. Includes approaches to encourage young children's development in language, with special emphasis on young children with unique needs.

EDFL 521 Early Childhood Methods

2 hours. Format: classroom centered. This course focuses upon Developmentally Appropriate Practice (DAP) to teach young children through all developmental domains in an integrated approach. Includes specific methods and development of teaching materials for social studies, math, science, health, language arts, music, and art. Additional topics include discipline and transitions for young children and observation and teaching at Head Start program.

EDFL 522 Middle-Level Education

2 hours. Format: online. This course introduces the student to the organization, curriculum, and unique aspects of a middle-level program. This course is required for teachers desiring to add the Oregon middle-level authorization to their teaching license.

EDFL 523 Middle-Level Methods

2 hours. Format: classroom centered. This course introduces the student to effective teaching strategies at the middle school. This course is required for teachers desiring to add the Oregon middle-level authorization to their teaching license.

<p>Reading And Literacy Perspectives (EDFL 530- 549)</p>

For information on the reading endorsement program contact Dr. Doreen Blackburn.

EDFL 530 History and Foundations of Literacy Learning

2 hours. Format: classroom centered. Spring and summer semesters. Thoughtful classroom practice depends on sound theory. This course examines some current competing theories, looks at the implications of various literacy theories as they impact classroom decision making, and, through reading and discussion, develop a personal understanding of literacy processes. The linguistic framework of reading and its place in the language arts will also be explored.

EDFL 531 Analysis of Reading and Writing Assessments

2 hours. Format: classroom centered. Offered fall and summer semesters. Classroom teachers become acquainted with a wide variety of methods for assessing student progress in reading and writing. Administration and scoring of these tests will be explored. Information about how testing results can facilitate teaching and learning is the goal.

EDFL 532 Advanced Strategies in Literacy Instruction: Assessment & Remediation

2 hours. Format: classroom centered. Offered summer semester. This course focuses on current methods and materials for reading/literacy instruction. The strategies used by proficient readers will be explored and teaching methods will be modeled and implemented. Methods of assessment and strategies for remediation will also be explored.

EDFL 533 Advanced Studies in Children's and Adolescent Literature

2 hours. Format: classroom centered. Offered summer. This course focuses on a critical examination of children's literature as literature, considers curriculum development based on children's literature, and on a further development of a broad understanding of literacy learning issues.

EDFL 534 Issues and Application of Literacy Instruction

2 hours. Format: classroom centered. This course focuses on the issues related to public and school-based concerns about literacy learning. The discussion of issues will lead to research based applications that can be translated into the classroom practice at the elementary, middle, or high school level.

EDFL 536 Reading and Writing in the Content Areas

2 hours. Format: classroom centered. Offered fall semester. This course focuses on the reading and writing needs of the student at the middle level and in the high school. The teaching of critical reading and writing strategies will be included as well as assessment tools. This course is required for those pursuing the middle-level and high school authorizations of the reading endorsement, but is appropriate for teachers of all levels.

EDFL 537 Emergent Literacy

2 hours. Offered summer. This course explores theoretical principles and practices based on current research. Emphasis is on strategies for coming to print, print conventions, and reading aloud. Shared, guided, and independent reading and writing is also explored. These strategies are based on theoretical assumptions from the psychology of language and cognition development and linguistics.

EDFL 538 Organization of Reading Programs

3 hours. Format: classroom centered. Offered fall. The content of this course includes the organization of reading programs within the context of state and federal regulation and within the structure of the schoolwide program, the types of testing used to diagnose and monitor student progress, the methods that can be used to involve parents, paraprofessionals, and volunteers, and the methods available to assess program effectiveness. Observations in a variety of school settings will be organized.

EDFL 539 Early Childhood/Elementary Reading Practicum

2 hours. Format: must be approved by advisor. The reading practicum will provide a context in which to apply methods, assessment techniques and teaching strategies in a school setting. It will also provide opportunity for an observation of a reading program in application. The practicum setting must include assessment, teaching, and evaluation of students at the two levels of authorization. Prerequisites: EDFL 530 Reading Theory, EDFL 538 Organization of Reading Programs, EDFL 532 Advanced Strategies in Literacy Instruction or EDFL 536 Reading and Writing in the Content Areas, or by permission.

EDFL 540 Elementary/Middle Level Reading Practicum

2 hours. Format: must be approved by advisor. The reading practicum will provide a context in which to apply methods, assessment techniques and teaching strategies in a school setting. It will also provide opportunity for an observation of a reading program in application. The practicum setting must include assessment, teaching, and evaluation of students at the two levels of authorization. Prerequisites: EDFL 530 Reading Theory, EDFL 538 Organization of Reading Programs, EDFL 532 Advanced Strategies in Literacy Instruction or EDFL 536 Reading and Writing in the Content Areas, or by permission.

EDFL 541 Middle Level/High School Reading Practicum

2 hours. Format: must be approved by advisor. The reading practicum will provide a context in which to apply methods, assessment techniques and teaching strategies in a school setting. It will also provide opportunity for an observation of a reading program in application. The practicum setting must include assessment, teaching, and evaluation of students at the two levels of authorization. Prerequisites: EDFL 530 Reading Theory, EDFL 538 Organization of Reading Programs, EDFL 532 Advanced Strategies in Literacy Instruction or EDFL 536 Reading and Writing in the Content Areas, or by permission.

Library Media Perspectives (EDFL 550-569)

For specific information on the Library Media endorsement program contact Karen Wedeking.

EDFL 550 The Dynamic School Library Media Program

3 hours. Format: classroom centered.

This course introduces the student to all aspects of program administration, including the role of the media center, development of goals, both short- and long-term, human, physical, and financial resources.

EDFL 552 Information Literacy in the K-12 Curriculum

3 hours. Format: classroom centered with an online component. This course introduces library media specialists to aspects of learning and teaching, including the development for designing units of study integrating information literacy skills with classroom content.

EDFL 554 Core Collection Development

3 hours. Format classroom centered with an online component. This course introduces the library media specialist to information access and delivery, including the development of information resources, learning characteristics of students and staff, and methods for matching student needs with appropriate materials. The course will also emphasize reference and information sources and services in the school media center.

EDFL 556 Resource Management

3 hours. Format: classroom centered. This course provides the media specialist with resources and knowledge about the organization, cataloging, classification, and arrangement of resources in the media center.

EDFL 558 Collaborative Instructional Strategies

2 hours. Development of collaborative skills for working with teachers and students.

EDFL 560 Information Access and Delivery

2 hours. The examination of internet search engine methodologies; identification, location and retrieval of authoritative resources, organization and presentation of information using various software applications, and the definitions of copyright and intellectual property law, and software law.

EDFL 562 Multimedia Design and Production

2 hours. Examination and practice of effective design concepts for content delivery. Design and production of lessons and student projects keyed to standards using various multimedia software programs.

EDFL 567 Library Media Practicum I - Early Childhood/Elementary Experience

2 hours. Format: must be approved by advisor. A supervised practicum in an approved elementary school demonstrating knowledge and strategies developed in the library media courses. Students can take either practicum first depending upon their employment position and course scheduling. A practicum could also be arranged in the summer semester at a school offering at least half-day sessions. Prerequisite: Successful completion of all required library media courses and approval of the faculty advisor.

EDFL 569 Library Media Practicum II- Middle/High School Experience

2 hours. Format: must be approved by advisor. A supervised practicum in an approved middle school or high school, demonstrating knowledge and strategies developed in the library media courses. Students can take either practicum first depending upon their employment position and course scheduling. A practicum could also be arranged in the summer semester at a school offering at least half-day sessions. Prerequisite: Successful completion of all required library media courses and approval of the faculty advisor.

English As A Second Language Perspectives (EDFL 570-579)

Beginning fall semester 2006 the EDFL department will no longer be admitting new students to this endorsement program. Contact Dr. Scot Headley for specific information on the program.

EDFL 570 Applied English Linguistics: Oral and Literacy Focus

3 hours. Format: classroom centered. Examines the fundamental elements, processes, and patterns of oral and written language for the teacher of English to speakers of other languages. Topics include phonetics, phonology, sociolinguistics, pragmatics, morphology, orthography and writing conventions, syntax, semantics, and discourse analysis. English is the primary focus of the course, with reference to other languages commonly spoken by students in Oregon classrooms.

EDFL 571 Second Language Acquisition and Development

2 hours. Format: classroom centered. Examines various factors, concepts, and theories about first and second language acquisition processes and their interrelationships. The course also focuses on the application of this knowledge in ESOL classes for maximizing ESOL students' language development and academic achievement. Prerequisite or concurrent enrollment: EDFL 570.

EDFL 572 Intercultural Communication in the ESOL/Bilingual Context

2 hours. Format: classroom centered. Examines the diverse and dynamic role of culture in the ESOL students' language development and academic achievement. The course also emphasizes the application of this knowledge for instruction and the involvement of community and its resources for maximizing ESOL students' academic achievement.

EDFL 573 Planning and Managing ESOL/Bilingual Curriculum and Instruction

3 hours. Format: classroom centered. Examines strategies for planning, managing, and teaching English as a second language and discipline-focused content to ESOL students. Emphasis is placed on curriculum, teaching, and learning approaches that accommodate a diverse population within the classroom. This course also focuses on strategies for collaborating with educators and community members in order to provide comprehensive, challenging educational opportunities for ESOL students.

EDFL 574 Assessing ESOL/Bilingual Student Learning and Language Proficiency

3 hours. Format: classroom centered. Examines principles, issues, and approaches useful for assessing the English competencies of ESOL students. Emphases are placed on developing appropriate assessment tools for the ESOL classroom and on properly interpreting tests that are used for program placement.

EDFL 578 ESOL/Bilingual Practicum - Early Childhood/Elementary

2 hours. Format: must be approved by advisor. A supervised practicum in an approved early childhood and elementary school demonstrating knowledge and strategies developed in the ESOL/bilingual courses. Candidates set goals for professional growth in the English-language teaching field. Prerequisites: successful completion of all required ESOL/bilingual courses (or their equivalent) and approval of the faculty advisor.

EDFL 579 ESOL/Bilingual Practicum - Middle/High School

2 hours. Format: must be approved by advisor.

A supervised practicum in an approved middle school and high school demonstrating knowledge and strategies developed in the ESOL/bilingual courses. Candidates set goals for professional growth in the English-language teaching field. Prerequisites: successful completion of all required ESOL/bilingual courses (or their equivalent) and approval of the faculty advisor.

<p style="text-align: center;">Technology Perspectives (EDFL 620-629)</p>
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EDFL 620 Technology in the Classroom I

2 hours. Format: classroom centered. Introduces students to the use of basic computer hardware and software that may be encountered in the classroom. The classroom teacher will learn to use appropriate integrated software programs. In addition, the teacher will be able to use software for record keeping and basic desktop publishing.

EDFL 624 Developing Curriculum with New Technologies

2 hours. Format: online. Can new technologies significantly improve teaching and learning? Too often new tools are introduced as a panacea for helping struggling learners reach higher levels of cognition yet are found wanting. This course addresses how new technologies can be used to meet a teacher's main learning agenda and increase students' understanding. Students will learn how to develop curriculum that effectively integrates educational software, the Internet, and other new technologies. Students will analyze and design technology-enhanced units that clarify learning goals, enhance student performances, and incorporate ongoing assessment. Readings will address theories of teaching and learning and the contribution of new technologies to teaching for understanding. The course is designed for teachers at all levels and others who wish to support the improvement of educational practice with new technologies.

EDFL 625 Technology in the Classroom II

1 hour. Focus on learning and applying advanced educational technology in the classroom emphasizing one or more software programs as assigned. May be repeated.

EDFL 626 Implementing Technology in Educational Organizations

2 hours. Format: online. This course focuses on the complex issues of implementing, sustaining, and institutionalizing the use of technology for teaching and learning throughout an educational organization. The course will focus on the following: (1) approaches to defining the goals and priorities for the use of technology throughout an education system; (2) how technology can be incorporated into the educational system and how it affects organizational culture and communications; (3) strategies for integrating technology into the curriculum; (4) approaches to preparing and supporting teachers to use technology successfully; (5) planning a technology infrastructure that is cost-effective and sustainable and that can be upgraded to avoid becoming obsolete; and (6) developing technology implementation plans. A plan for a real or hypothetical education organization would be a final project for the course.

Leading And Managing Perspectives (EDFL 640-669)

EDFL 640 Leadership in Education

3 hours. Format: classroom centered. Offered spring and summer. Students participate in discussions and/or activities dealing with site-based management, decision making, mentoring, management of human resources, and issues dealing with professional leadership in education. (Required for initial administrative license program)

EDFL 642 Student Life: Issues, Policy, and Planning

2 hours. Format: classroom centered. Offered summer semester (odd years) This seminar examines the historical and philosophical rationale regarding student issues, policy, and planning at the K-20 levels. Issues include residence life, safety, staffing and supervision, and program development for student emotional and social growth. The course emphasizes translating student life policy and planning into enhanced student learning within current educational contexts.

EDFL 643 Enrollment Issues: Marketing and Retention

2 hours. Format: classroom centered. Offered summer semester (even years). This seminar examines the theoretical and practical basis for providing support to academic departments in marketing, recruiting, advising, and retaining students in K-20 educational organizations.

EDFL 644 Advancing the Organization: Fund Raising

2 hours. Format: classroom centered. Offered summer semester (even years). This seminar focuses on developing a fund-raising plan for private or public nonprofit institutions. This practical outcome is developed within the theoretical context of planned giving and institutional purpose.

EDFL 648 Initial Administrator Practicum I

2 hours. *Must have permission from advisor.* Practicum experiences are carried out at a building level of responsibility by working concurrently in two different authorization level sites. Initial Administrator license candidates will begin a 360-hour practicum in elementary AND in middle level/high schools under the direct supervision of a University supervisor and a licensed school administrator. A minimum of 90 hours is required at each level. Assignments will require candidates to learn about issues at the site, work with mentors to resolve the issues, and evaluate how they are being handled. These experiences will be supplemented by online administrative academic projects that focus on school governance and partnerships along with school management topics. The University supervisor and candidates will communicate via the Internet providing feedback to colleagues on various projects. Two Saturday Seminars are required and will focus on current topics of administrative competencies.

EDFL 649 Initial Administrator Practicum II

2 hours. *Must have permission from advisor.* Practicum experiences continue at a building level of responsibility. Initial Administrator license candidates will complete a 360-hour practicum in elementary AND in middle level/high school under the direct supervision of a University supervisor and a licensed school administrator. Practicum experiences are supplemented by online administrative academic projects that focus on curriculum and staff development.

EDFL 650 Managing Organizational Resources

3 hours. Format: Online with executive weekend seminar. This is a core requirement of the Continuing Administrator Program and requires admission to the Doctoral Program, the Continuing Administrator Program, or specific advisor approval. Educational leaders must balance the allocation of scarce resources among competing interests while managing the organizational structure and empowering those who support the organizational mission. This course prepares educators to address the value tensions inherent in the allocation of resources and the educational consequences linked to those fiscal decisions. Issues of efficiency, equity, adequacy, and control in educational finance will be specifically addressed from historical, economic, moral, legal, political and perspectives. The course also provides a critical analysis of organizations, how they function, why people in organizations behave as they do, and examines the formal and informal decision-making structures that affect educational organizations.

EDFL 651 Strategic Planning for Education Systems

2 hours. Format: online. Offered spring semester. Planning is one of the methods persons and organizations use to increase the likelihood of positive outcomes from change. Most often, leaders react to changes in the organization's environment. Effective planning allows for proactive responses, even anticipating outside influences. The methods and issues of planning are therefore both political and technical. The course provides training in methods of goal clarification, performance auditing, design of strategies, scenario writing, and stakeholder analysis. Students will apply these strategic planning tools to an organization while identifying its strengths, weaknesses, opportunities, and threats.

EDFL 653 Organizational Change and Decision Making

2 hours. Fall semester. Format: online. This course examines the principles of organizational decision-making and policy formation, implementation, and analysis within in the context of organizational change. Educators often turn to research when faced with a policy decision. Whether using existing literature, hiring a consultant, or conducting one's own research, decision-makers must pay close attention to the quality of research design. This course addresses several questions when examining research quality: How can we turn broad policy concerns into questions that are answerable from evidence? What different kinds of evidence can be brought to bear on these questions? How can we gather this evidence? How do we know that this evidence can be trusted? How do we write good organizational policy? Topics include: models for effective decision making; analysis of the influence of psychological, societal, and institutional factors in organizational decisions; and communicating decisions effectively to organizational stakeholders.

EDFL 654 Program Evaluation for Organizational Success

3 hours. Fall semester. Format: online. This course surveys the principles and practices useful to the evaluation of organizational programs and policies. Participants examine the models and tools used in informing educational and other leaders as to evaluation purpose, design, and methods for understanding the role of evaluation in program planning, implementation, and accountability. The course focuses on understanding: the purposes of evaluation; the role of the evaluator; evaluation designs and analysis; presentation of evaluation results; and the role of evaluation conclusions in organizational decision making.

EDFL 655 Special Topics in Leading and Managing

1-3 hours. Format: classroom centered.

These courses are developed to provide administrators and educational leaders access to courses that focus on topics relevant to faculty research or that deal with current issues in leading and managing educational organizations.

EDFL 660 School District Leadership

3 hours. Format: Online with executive weekend seminar. This is a core requirement of the Continuing Administrator Program and requires admission to the Doctoral Program, the Continuing Administrator Program, or specific advisor approval. This course focuses on district-level leadership roles and the importance of shared vision. Participants will assess their management styles in light of the requirements of various upper level management positions in a variety of educational organizations. The class will examine how education districts of various sizes organize to maximize learning and to perform necessary functions as required by state and national mandates. Topics include establishing a vision for the organization, empowering others to lead, human resource selection and development, working with other leaders, making public presentations, and dealing with hostile constituents.

EDFL 661 Administration of Specialized Programs

3 hours. Format: classroom centered. This course focuses on leadership responsibilities of specialized programs. The class will examine how educators can navigate federal mandates for special programs using Oregon’s statutes, administrative rules, and agencies as a model. Participants will be involved through discussions, simulations, and presentations utilizing materials and personnel from a variety of educational organizations. Course topics include: administrating special programs (e.g., special education, talented & gifted, English as a Second Language); dealing with curricular and legal issues encountered in delivering these services to children; and developing strategies to improve the academic performance of students through special programs. Additional emphasis will be placed on emerging leadership strategies to address the needs of alternative education students.

EDFL 662 Superintendency for the 21st Century

3 hours. Format: Online with executive weekend seminar. This is a core requirement of the Continuing Administrator Program and requires admission to the Continuing Administrator Program or specific advisor approval. The role of the school superintendent is increasingly challenging and requires specialized knowledge and skills to avoid common pitfalls. This course provides practical knowledge and skills needed to succeed in the superintendent role focusing on school board relations and communication, facility development, collective bargaining, grievance resolution, board meeting management, board member development, and advanced personnel issues such as dismissal and sexual harassment investigation.

Ethical Perspectives (EDFL 670-679)
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EDFL 670 Ethical Foundations of Education

3 hours. Format: classroom centered. Fall and summer semesters. Students learn a perspective on human relations in education that includes issues such as problem solving, consensus building, conflict resolution, ethics, and building relevant community connections.

EDFL 671 Ethical Perspectives on Educational Leadership

3 hours. Format: classroom centered. Spring and summer semesters. This course examines how belief structures undergird the methods educators use to motivate people to learn. Through the light of ethical theory, students examine how organizational leaders respond to the situations they face. Students also reflect on and apply their own values and ethical understanding to shed light on case studies that represent situations they often face as educational leaders. (Required for the Initial administrative license program)

EDFL 675 Faith and Learning Seminars

1 hour. Format: classroom centered and online.

Seminars integrating a Christian perspective on life with aspects of learning, leading, and believing. Examples of possible seminars include:

- Believing and Learning: Developing One's Faith
- Believing and Learning: Developmental Stages of Faith
- Integrating Faith: Educational Theory and Practice
- Biblical Foundations: Moving Towards an Integrative Christian Understanding
- Integrating Faith: Understanding Gender and Race
- Biblical Foundations: Issues of Peace, Equality, and Justice

Foundational Perspectives (EDFL 680-689)

EDFL 680 Philosophical Perspectives on Education

3 hours. Format: classroom centered. Fall semester (even years). Systematic introduction to the field, indicating ways in which philosophy serves to elucidate educational aims, content, methods, and values. The course investigates the interplay of theories of knowing and models of learning within the context of K-20 educational organizations. Specifically, students examine some of the major philosophic systems that have served as the foundation for Western higher education. A practical project and final paper that brings into relationship the philosophical study of education and educational practice are required.

EDFL 682 Legal Perspectives on Educational Policy and Finance

3 hours. Format: classroom centered/online. Fall semester online and summer semester classroom-centered format. This course focuses on legal issues that arise in elementary, secondary, and collegiate institutions. The course provides educators with knowledge and analytic skills needed to apply legal frameworks to educational policy including the statutes regulating financial policy. The course investigates creative ways in which law can be used to help address current problems in schools and helps educators think through questions of ethics and policy that legal disputes raise but do not resolve.

EDFL 685 Special Topics in Foundations

1 to 3 hours. Format: classroom centered or online.

These courses are developed to provide the educator with in-depth knowledge on specific issues that affect organizational success. Examples of possible courses include:

- Minority Education in Cross-Cultural Perspective
- Biography: Portraits of Teaching, Learning, and Culture
- Professional Learning Group
- Writing for Research Publications

EDFL 685 Counseling in Higher Education

2 hours. Format: classroom centered. Summer semester (odd years). This course examines and invites the student to experience issues, topics, and foundational skill building in counseling and advising at the college campus for administrative staff in student personnel settings. The focus is primarily on principles, techniques, and a personal introspective process, and stresses the boundaries of peer and advisor counseling and the relationship to professional counselors on campus and other mental health organizations.

EDFL 686 Political and Social Perspectives on Education

3 hours. Format: classroom centered. Spring semester (odd years). Educators operate in a complex web of political relationships - within schools and universities, between educational institutions and their communities, and across levels of government. This course is designed to enable educators to become more effective and responsible actors within this web of political and social relationships in order to improve, restructure, and transform educational institutions. The following questions are examined: What is power? How is political consciousness formed in children and adults? How do social problems become political issues? How is the political decision-making agenda set? How are policy issues decided? How do policy decisions affect and are affected by the organizational structure of institutions? How can educational leaders use political power to transform schools? The issues of change, desegregation, decentralization, equality of educational opportunity, structure of educational organization, teacher/student relationships, reform in education at elementary, secondary, postsecondary levels, and multiculturalism are also examined.

EDFL 687 Critical Issues in Higher Education

3 hours. Format: online. Spring semester online. This course examines contemporary trends and issues in American higher education design to orient students to issues, ideas, and literature that constitute the study of higher education, with emphasis on underlying social and political issues that shape higher education and organizational change.

EDFL 690 International Perspectives on Education

3 hours. Format: classroom centered. Fall semester (odd years). Education is ever on the agenda of national governments. What role is education expected to play in national development? In this course students will examine the varied ways by which different nations tackle issues such as equity, efficiency, and quality in education. The course will also examine the conceptual and methodological questions underlying the field of comparative education. Particular attention is given to types of social and political analysis that may be applied to comparative and cross-national studies in education.

EDFL 692 Historical Perspectives on American Education

3 hours. Format: online. Spring semester (even years). This course is designed to help educational leaders understand current educational policy from a historical perspective. If we examine the whole of culture - its institutions, texts, rituals, and techniques - what can we learn that will help us meet current challenges in educating citizens to continue supporting our democratic values? In this course we explore that question from several different perspectives and periods in history. We look at education in the lives of individuals, in the struggle of families, in the work of teachers, in the reform of school systems, in the content of textbooks, and in the ideas of leading educators. The course will also look at how educators, politicians, and social reformers have attempted to use education to influence the social structure of American life.

EDFL 694 History of American Higher Education

3 hours. Offered spring semester (odd years) Format: Online. This course examines the development of postsecondary education in the United States with attention to social context and to scope and variety of institutions. It aims to help students understand the origins of contemporary practices and problems in higher education. Major themes include the creation of diverse institutions, such as land-grant colleges, research universities, liberal arts colleges, women's colleges, community colleges, and historically black colleges and universities; the expansion and limitations of access to higher education; debates about the purposes of higher education; and the changing experiences of students. Particular emphasis is placed on the development and issues of Christian higher education.

Special Study (EDFL 695)

EDFL 695 Special Study

2-3 hours. Format: independent research upon the direction of a faculty member.

These courses are developed to provide the student with in-depth knowledge in the content of subject matter taught. Content-specific courses will be offered as needed in, but not limited to, the following areas: advanced mathematics, basic mathematics, biology, chemistry, drama, elementary education, health, family and consumer sciences, language arts, health and human performance, social studies, and speech. Prerequisite: approval from the doctor of education or the master of education director and the EDFL department chair.

Research Perspectives (EDFL 701-730)

EDFL 701 Quantitative Research Methods

3 hours. Format: classroom centered. Summer semester. Those who make organizational decisions often request quantitative research data to help them solve organizational problems. When the research data is flawed, organizations produce bad social policy. This course helps beginning educational researchers balance the competing demands of formal experimental and survey design principles with the ever-present practical constraints of the real world so that they can conduct sound quantitative research. Emphasis will be placed on formulating research questions, identifying relevant target populations, selecting respondents for study, refining definitions of the effects of interest, identifying relevant comparisons, selecting appropriate measures, determining how many subjects to study, taking advantage of the results of previous research and pilot studies, and anticipating the unanticipated. Prerequisite: EDFL 703 and 704 or 704 competency test.

EDFL 702 Qualitative Research Methods

3 hours. Format: classroom centered. Summer semester. Qualitative research does not just mean using words instead of numbers. This research tradition is increasingly being used in education to answer questions for which experimental and quantitative methods are inappropriate or incomplete. This course introduces the basic issues of theory and method in qualitative research and provides a structured, supportive environment for learning the essential skills of qualitative research. These skills include negotiating a research relationship with those studied, identifying and critiquing one's own assumptions about the people and issues studied, developing research questions, conducting observations and interviews, confronting ethical issues, analyzing qualitative data, and communicating the results of research. Prerequisite: EDFL 703 and 704 or 704 competency test.

EDFL 703 Bibliographic Research and Writing

2 hours. Format: classroom centered/online. Offered fall and summer classroom, spring online. Students will learn the elements of educational research and writing appropriate graduate education programs. Research methods include bibliographic searches using electronic databases, interlibrary loan, and electronic card catalog. The writing emphasis will include writing syntheses of research findings, writing term papers and research proposals. The course will also emphasize the citation style required in education and psychology research writing and the use of electronic resource software. Advising note: Students are encouraged to take EDFL 703 in their first or second semester of enrollment and prior to or concurrent with EDFL 704 for M.Ed. students; or EDFL 701 or 702 for EdD students.

EDFL 704 Survey of Qualitative and Quantitative Research

3 hours. Format: classroom centered and online. Offered fall and summer classroom centered, spring online. This course introduces the student to both qualitative and quantitative research conducted in schools and colleges. Students learn to critically read and evaluate research in both qualitative and quantitative research paradigms, and begin to develop a literature review for their research project. Prerequisite: EDFL 703 or concurrent enrollment.

EDFL 706 Experimental Research Designs

2 hours. Format: classroom centered. Offered summer. Designed to develop conceptual and technical skills needed for designing and executing experimental and quasi-experimental designs that can be implemented in classrooms, schools, and other educational settings. Focuses on the translation of research questions into research design, and how each aspect of the research design subtly shapes and reshapes the questions asked, and the "answers" obtained. By the end of the course, students should be capable of designing a study - or a series of experimental/quasi-experimental studies - to examine a research issue or question of interest to them or those they work with. This includes an evaluation of the pros and cons of various designs, determining a reasonable sample, selecting or designing a set of valid measures, and other related issues. Prerequisite: EDFL 701.

EDFL 707 Survey Research Designs

2 hours. Format: classroom centered and online. Offered fall and summer. This presents the techniques of processing and analyzing nonexperimental and quasiexperimental quantitative data. Focuses on problems of conceptualization, organization, and gathering nonexperimental and quasiexperimental quantitative and qualitative data. Includes relationships between data, predictions, questionnaire construction, correlation and regression analysis, and sample selection. Prerequisite: EDFL 704 and 701 for doctoral students.

EDFL 708 Program Evaluation Research Designs

2 hours. Format: online. Offered spring. This course teaches the tools needed to evaluate the effectiveness of educational programs and policies. It assumes a basic familiarity with social science research methods and applies those methods to program evaluation. This course informs educational leaders in evaluation purpose, design, and methods for understanding the role of evaluation in program planning, implementation, and accountability. The course focuses on understanding the purposes of evaluation; the role of the evaluator; identification of questions; experimental, quasi-experimental, descriptive, and exploratory designs; indicators of effectiveness; qualitative and quantitative data sources; modes of analysis; presentation of evaluation results; and the role of evaluation conclusions in organizational decision making. Prerequisites: EDFL 704, EDFL 701 or EDFL 702.

EDFL 709 Ethnographic and Case Study Research Designs

2 hours. Format: classroom centered and online. Offered spring and summer. This course is designed to develop conceptual and technical skills needed for designing and executing ethnographic research designs that can be implemented in classrooms, schools, and other educational settings. Focuses on the following skills: observing and recording behavior in natural settings; problem definition and focus; sampling; controlled comparisons and meaningful variation; designing single and multiple case studies; data storage and retrieval systems; and, trustworthiness (reliability/validity) of ethnographic research. Topics may include classroom ethnography, advanced ethnographic writing and/or multimedia design, discourse analysis, and microethnography of social interaction. Prerequisite: EDFL 702.

EDFL 710 Historical Research Designs

2 hours. Format: classroom centered. Offered summer. This course prepares students to use historical research tools for examining educational issues. History as a mode of inquiry will be a central element. While scholars in other fields can create their own evidence through experiment and observation, those who use historical research tools must

rely upon clues left by others. The historian's challenge lies in unearthing evidence and knowing what questions to ask of the evidence. This course teaches students to identify and locate historical sources, to formulate historical claims on the basis of that evidence, and to interpret the possible significance of such claims in relation to existing historical knowledge. Focuses on both written and oral history. Prerequisite: EDFL 702.

EDFL 720 Dissertation Research

2 hours. Research for and preparation of doctoral dissertation. Prerequisites: EDFL 701, 702, and two research design courses.

EDFL 721 Dissertation Research

2 hours. Research for and preparation of doctoral dissertation. Prerequisite: EDFL 720. Can be enrolled concurrently in EDFL 720 with the permission of the Doctor of Education Program director.

EDFL 722 Dissertation Research

2 hours. Research for and preparation of doctoral dissertation. Prerequisite: EDFL 721. Can be enrolled concurrently in EDFL 720 with the permission of the Doctor of Education Program director.

EDFL 723 Dissertation Research

2 hours. Research for and preparation of doctoral dissertation. Prerequisite: EDFL 722. Can be enrolled concurrently in EDFL 722 with the permission of the Doctor of Education Program director.

EDFL 725 Dissertation Research

2 hours. Required of doctoral students who did not complete their dissertation research in EDFL 720-724. This course may be repeated as necessary.

Electives

In addition to the courses offered through the Department of Educational Foundations and Leadership, students may also select courses from George Fox University graduate programs in psychology, business, counseling, Christian education, and religion to meet their specific professional goals.

Research Methods

Doctoral students must provide evidence of satisfactory accomplishments in research methods. Students must show competency in quantitative and qualitative research methodology. Students are required to take EDFL 703, EDFL 701, and EDFL 702, and then two of the research design courses (706 – 710). Once passing the comprehensive exam and advancing to candidacy, doctoral candidates are required to enroll for a minimum of 8 dissertation semester-credits at George Fox University. All research courses must be enrolled for a grade and students must have a GPA of 3.0.

Although students must demonstrate proficiency in quantitative and qualitative research methodology in the dissertation, they also must develop a general literacy in contemporary research methods. Candidates, in consultation with their advisors and the Doctoral Program Review Committee, should choose research courses most appropriate to their intended dissertation research. The candidate is responsible for acquiring the in-depth knowledge of the research method(s) suited to the dissertation.

Students are encouraged to complete research requirements early in their programs of study and must satisfy the core research requirements before submitting a dissertation proposal.

ACADEMIC REGULATIONS

Course registration

George Fox University utilizes a web-based course management system called “Bruindata.” Students are responsible for their own registration for courses and for dropping out of courses they no longer intend to complete. Students should consult the registrar’s and financial aid department websites for important deadlines for each semester.

Academic Integrity

We assume that students at George Fox University will endeavor to be honest and of high integrity in all University matters. A lack of respect and integrity is evidenced by cheating, fabricating, plagiarizing, misuse of keys and facilities, removing books and other property not one’s own, defacing and altering, and disrupting classes.

Cheating is defined as “intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.” We assume that whatever is submitted by a student is the work of that student and is new work for that course. Fabrication is “intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form.” Plagiarism is “intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise.” One who facilitates any of the above is equally responsible with the primary violator.

Penalties may include restitution, an F on any individual paper or exam, loss of campus position or employment, and F on a course, disciplinary probation and suspension.

Full-standing Requirement

Students gain full standing in the doctoral program by earning eighteen semester-hour credits within four consecutive semesters (i.e., summer, fall, spring, and summer) while enrolled continuously. Students must complete the program within seven calendar years from the time they are formally admitted.

Full-time Status

Full-time student status in the Doctor of Education program is eight semester hours. Students need not maintain full-time status. However, students must continuously enroll in at least two hours per semester until they complete the program (a leave of absence is possible). Students should be aware that financial aid programs are usually limited to those enrolled at least half time, which is four to seven hours per semester. Some financial aid programs are limited to those enrolled full-time.

Continuous Enrollment

Students must enroll continuously in George Fox University from the time they first enroll (after being admitted to the program) until they have completed all requirements for the degree (this excludes summer session). A minimum of 2 semester-credit-hours per term constitutes continuous enrollment. The maximum full-time course load is 17 credit-hours per semester, except by special permission of the Doctor of Education program director, faculty advisor, and the Registrar.

Leave of Absence

Students can apply for a Leave of Absence in advance for any semester in the regular academic year (fall or spring) in which they do not plan to register, consult with faculty, use the Murdock Learning Resource Center, or otherwise take advantage of University resources. An application for a leave of absence must be submitted to the EdD director the week before the semester in which the leave is desired. A leave can last as long as one academic year, if so noted on the application. Students planning to be on leave only during a summer semester need not apply and will be able to resume their studies Fall semester without jeopardizing either the continuous enrollment or residency requirements.

Students in their final year must maintain continuous enrollment until the hours needed for graduation have been completed. Generally, students who have not maintained continuous enrollment and/or received a leave of absence must apply for readmission to the EdD program.

In Absentia

Following advancement to candidacy, only a single academic year (two semesters) of registration in absentia is allowed. When registering in absentia for a reduced fee, the doctoral candidate acknowledges that he or she is neither doing any work toward the degree nor using any university facilities or faculty services (e.g., no meetings with the advisor or the Dissertation Committee, no dissertation chapters are being submitted for review). This in absentia registration maintains the student's status as a degree candidate and reserves a place for dissertation supervisors and other academic affairs upon the student's return to active enrollment within the seven-year limit.

Grades and Grade Point Average

Semester grades are determined by the instructor's evaluation of the student's daily participation in class, performance on periodic tests, work on research papers and class projects, and achievement on final examinations. Grade points are assigned for each hour of credit earned. Plus (+) and minus (-) grades may be designated by a professor and will be entered on the transcript. Points will be calculated for the student's grade point average accordingly. In courses with the "pass/no pass" option, a "pass" is assigned to graduate coursework when the quality of work done is equivalent to a grade of "A" or "B." A "no pass" is assigned when the quality of work done is equivalent to a grade of "C," "D," or "F."

The grade "I" is allowed if a student incurs illness or unpreventable and unforeseeable circumstances that make it impossible to meet course requirements on time. Request for an "I" grade is initiated by the student and approved by the Registrar. A contract showing the work to be completed and the completion date is prepared in consultation with the instructor and filed with the Registrar. An "I" not completed by the date indicated or within one semester becomes the grade indicated by the professor on the incomplete form.

Satisfactory Academic Progress and Eligibility

- Graduate students at George Fox University must meet minimum performance standards. Failure to do so may result in academic warning, probation, or suspension. Expectations include the following:
- Graduate students must maintain a cumulative grade point average (GPA) of 3.0 or above.

- No grade shall be lower than a B- in designated courses. If students do not meet this standard, they must retake the course or courses and perform at a B level or better.
- Academic warning, probation, or suspension may also be issued for the following reasons:
 - A grade of C in more than 6 hours of coursework.
 - A grade of D or F in any course.
 - A failing (no pass) grade in practica/internship.
 - A semester GPA below 3.0 for two semesters.
 - Failure to retake a course in a timely manner as specified by the School of Education dean.

Repeating a Course

If a student repeats a particular course, the University counts the course credits only once towards graduation requirements. Only the second grade will count in the cumulative GPA, but the original grade will remain on the student's transcript.

Discontinuance of Enrollment

Enrollment at George Fox University is based upon an expectation that the student will perform responsibly in every area of life. The Doctoral Program Review Committee may terminate a student if he or she is not making satisfactory progress in an approved program. Students may also be denied re-enrollment or enrollment may be suspended for failure to meet financial obligations to the University or for cause.

Students may appeal in writing to the Doctor of Education program director when they receive notice of academic suspension or dismissal. Students may be asked to appear before the Doctoral Program Review Committee. Students are reinstated to the University on a probationary status if their appeals are approved by the Doctor of Education program director.

Academic Appeals

Academic actions may be appealed to appropriate University authorities and the Academic Appeals Board. Appeals are taken to be good-faith actions that request reexamination of academic decisions. All appeals must be made within limited time frames depending upon the action being appealed. Additional information is available through the Academic Affairs Office.

Additional Academic Regulations

See the George Fox University Graduate Catalog for additional academic regulations not covered in this guide. The above program requirements are in compliance with those regulations, however, all regulations are not covered in this guide.

COMPREHENSIVE QUALIFYING EXAMINATION

The purpose of the comprehensive qualifying examination is for students to demonstrate competency in applying theory, policy formation, research methodology, and specific concentration knowledge. Comprehensive qualifying examinations are scheduled in fall, spring, and summer semesters at the discretion of the Doctor of Education

program director. Students are required to pass the written and oral parts of the comprehensive examination before they can be advanced to candidacy. A candidate may be permitted to take the doctoral comprehensive examination a second time. (A third attempt will occur only under very unusual conditions; special permission must be sought and received.)

EXAM PROCEDURES

Application Process

Students should apply for the comprehensive examination in the semester prior to when they wish to take the exam.

- Candidates apply by consulting with their advisor and the program director, and completing the Comprehensive Exam Application Form, obtained either from the foxtale site EDFL RESEARCH RESOURCES or from the EDFL office. The form should be submitted to the director of the EdD program as an email attachment.
- Prior to taking the exam, students must have completed (or be simultaneously enrolled in) the research requirements and have completed a total of 49 semesters in the EdD program (equaling all but six hours of their coursework). The remaining six credits can be taken either during the semester the comprehensive exams are taken, or the following semester. Dissertation hours are taken after students have passed both parts of the comprehensive examination.
- Both parts of the examination must be completed within one calendar year (including summer) after completing course work. Requests for extensions must be made in writing and be approved by all committee members.

Committee composition and responsibilities

The comprehensive examination committee will be composed of three faculty members, a minimum of two from the EdD faculty. The third member may be from the Educational Foundations and Leadership Department, or one who is a faculty member in the other three departments of the School of Education such as the MAT, undergraduate elementary education program, or the graduate counseling program.

- The chair and the second member need to be full-time department members. The chair of the comprehensive exam committee can be the student's advisor, but is not required to be.
- The third member will be selected from a list of members of the School. The Doctor of Education program director, upon consultation with the student and the student's advisor, appoints the third member.
- The committee has the responsibility to read and hear both parts of the exam and evaluate the work.
- All comprehensive examination committee members must hold a terminal doctoral degree, usually either the EdD or the Ph.D.

Examination Process

The Doctor of Education comprehensive exam consists of two parts. Each part is intended to show synthesis of theory applied to contemporary problems and comprehensive knowledge, as well as development as a scholar and leader. The comprehensive exam serves as an opportunity for the student to demonstrate applied knowledge gained from the Doctor of Education program as well as specific competency in two of the five specialty areas.

1. Written section

- The written exam is to be completed without benefit of notes, texts, or other source material. Students are not expected to use footnotes or be held responsible for any citation format.
- The written exam will occur in a four-hour time frame, normally held at the Newberg campus under the supervision of the EDFL administrative assistant. A written request for an extension of the four-hour time limit can be made to the Doctor of Education program director prior to taking the exam for people who speak English as a second language or who have some other demonstrated hindrance to writing within a time limit. The EDFL Administrative Assistant will make arrangements for the room, the laptop, and any other equipment, and be responsible for proctoring the exam, and will communicate with the student regarding those arrangements.
- Students may also submit their exams in either handwritten or typed formats. Paper and a writing utensil will be provided by the university. If a computer or word processor is used, then the university will ensure that students do not have access to prior information or electronic files.

The written exam will consist of two sections. The first section has two required questions:

- the first question is taken from the Ethical perspectives area,
- the second question is taken from the Research methods area.

The second part of the exam allows the student to choose from the three remaining perspective areas included in the EdD Curriculum. The three areas are considered your specialty area where you have focused more of your coursework or intend to pursue in your dissertation research. The three specialty area questions align with these areas of the EdD curriculum:

- Teaching/Learning or
- Leading/Managing or
- Foundations

Each of the three questions on the exam will be worth one-third of your final score.

The questions on the day of the exam will be taken from the list of questions below. There are generally three types of questions in each area:

- Students will be given a case study on the day of the exam. They will reveal how they would solve the problem by applying theory and examples from professional practice.
- Self-analysis which reveals professional development within the context of the specific content area.

- Comprehensive categories of a perspective area will be given to the student. From this list, the student chooses two categories to show theoretical and applied knowledge.

PART I: Required questions

From each of the two required question areas you will be given the following questions:

Ethical Perspectives (required question)

You will be given a case study that describes an organizational ethical problem. Your overall objective is to describe how you would go about solving the problem. Please refer to the comprehensive exam rubric to determine how each of these areas are weighted and scored.

- Describe your own ethical framework, the major values it is based upon, and how it would solve this case.
- Describe at least one other major ethical framework as described in Wilkens book “Bumper Sticker ethics” and how it would solve this case.
- Compare/contrast how these two ethical theories you’ve chosen are similar or different.

Research Methods (required question)

The EdD faculty have chosen the following source listed below to have you critique and evaluate one research article:

- Lynn, L. S. (2006). (editor). *A cross section of education research: Journal articles for discussion and evaluation*. (3rd edition) Los Angeles; Pyczak. www.pyczak.com

The third edition of the book contains 37 articles and from that list we have chosen the following 15 studies that utilize more common research strategies used by our doctoral students.

- Survey research – articles 1,2, 3 and 4.
- Quantitative content analysis - articles 5,6
- Correlational research – articles 7,8
- Causal-comparative research – articles 22, 23, 24
- Program evaluation – articles 26, 27
- Qualitative research – articles 32, 34

You are encouraged to either purchase the book or borrow it from the library and review the articles ahead of time. On the day of the exam you will be given a copy of two research articles randomly chosen from the list of fifteen articles above. On the day of the exam you can choose between either of these two articles, and then critique just one. You should be prepared to critique the article identifying strengths and weaknesses of the:

- research questions,
- research design,
- findings and
- implications.

A copy of the Lynn book is available on the reserve desk at the GFU Library in Newberg and Portland.

PART II: Specialty Area Questions

From the three specialty areas below you will choose one of them on your application for the comprehensive examination. On the day of the exam only one of the questions in your chosen specialty area will be given to you.

Foundational Perspectives

This area draws upon content from EDFL680 Philosophical perspectives of Education; EDFL 686 Political and Social Perspectives; EDFL690 International Perspectives; EDFL692 Historical perspectives on American Education; or EDFL 694 History of American Higher Education.

- You will be given an organizational problem dealing with issues of race, learning, and student rights. As the organizational leader in this case, describe how you would solve the problem. In your response, reveal the issues that are at stake from at least two of the following perspectives: legal, social, political, and historical. Make reference to specific cases, rulings, or events that shed light on solving the problem in this case.
- Drawing from the courses that you have taken in the Foundational Perspectives area, describe how what you have learned in this area has changed or enhanced your understanding of your professional role and organization. Explain specifically how this knowledge has led you to make changes or recommendations in organizational or professional practice and what future changes may need to be addressed.
- You have been given the assignment of creating an all day professional development workshop addressing a specific need in your organization (you state the need). Develop a plan, with specific examples of key concepts, ideas, and information that you would present at this workshop. The information that is woven into your workshop presentation must come from two of the following perspectives: legal, historical, political, social and philosophical. Your answer should reveal specific knowledge that would enhance the understanding of your audience in helping to solve the problem.

Teaching and Learning

You are a chief instructional leader in a certain educational setting (details on that setting will be given on exam day). Describe for your faculty/staff what you consider to be the best principles for effective instruction and learning. Root your essay in the research literature and make specific reference to theories and studies, building a case for why your views are appropriate for this setting.

- Analyze your own professional development in teaching and learning, particularly as you have progressed through the doctoral program.
- In your answer identify instructional practices that you feel are appropriate for learning and also those that are not.
- Make sure you thoroughly defend your position by identifying appropriate theories, ideas and research.
- Finally, explain the implications for your future.

Improving student learning is a constant goal of educational organizations. To accomplish this goal, organizational leaders often implement programs or processes that reflect practices that have been successful in other locations. From the following list of current trends and issues, select one to critique. What makes this trend or issue an

important topic to study? Why has this trend been successful? Could this program trend be successfully implemented everywhere? If so, why? Why is the issue you selected important to your organization or your professional life? Describe the ramifications of dealing (or not dealing) with this issue?

- Increase in ESL student population
- Decreased funding from the state legislature
- Charter school applications from within your district
- Full-day kindergarten
- Block Scheduling for high schools
- Looping for elementary teachers to following children for 2-3 years instead of just one year
- Technology in the classroom (either K-12 or higher education)
- Competition in higher education from for-profit institutions such as the University of Phoenix.

Leading and Managing

Assume you have taken on a new leadership position within your organization. You've been hired because your boss (board of directors, superintendent, principal, president, dean, or manager) believes that changes need to be made to improve learning as measured by local, state, or federal standards. Briefly describe your level of leadership, the organizational context, and the situation that needs changing. Explain how you would proceed in implementing these changes. Delineate the processes you would use, why these processes have been chosen, what effect they would have on the organizational stakeholders, the problems and challenges that would result, and a projected timeline for implementing the changes. Include in your answer reasons for why the changes you implement would be supported by leadership theory and the literature on organizational change and development.

Reflect on your professional growth as a leader since entering the doctoral program by:

- describing how you've grown personally and professionally in dealing with people and issues by giving one or two examples.
- describe your knowledge of leadership or management theories, ideas, and research that has contributed to your growth as a leader.
- Explain in detail the new skills and perspectives you've developed and why these have been important to your organization and your development as a leader.
- Discuss the challenges that are ahead as you deal with your dynamic organization and the personal and professional growth that must yet be developed as you increase your sphere of influence.

You will be given a case study that explains a program (implemented by your school board) to increase the number of handicapped students who are included in the regular classrooms. You are asked to help identify the specific definition and role of inclusion, the goals of the program, and the progress (academic and social) that have been accomplished thus far. Develop an evaluation model based on appropriate theories, ideas and research to accomplish this task.

2. Oral section

The oral exam will be scheduled for a maximum two-hour time period, at least 48-hours after the written exam is completed. The oral exam serves as a final opportunity to show competency in orally communicating to large and small audiences.

- In a 20-30 minute presentation, students make a presentation on their proposed topic of their dissertation research or another scholarly topic. This is not considered a proposal meeting but introduces the committee to their future directions in research.
- The committee members are free to ask students questions about the written exam or any aspect of the oral presentation at this time.

3. Communication of Exam Results

- Within 14 days of completing the exam process, students will be notified in writing concerning the results of the exam.
- Both exams will be evaluated on a no pass or pass basis. The student must receive a pass from all three members of his/her committee on the written and oral parts of the exam, to advance to candidacy.
- A score of “No pass” on either part of the comprehensive qualifying examination (either partially or totally) will cause the student's performance in the program to be reviewed by the student's qualifying examination committee in consultation with the Doctor of Education program director.
- The committee will then recommend one of the following: a) the student be allowed to retake the examination (either partially or totally) after a remediation plan has been developed and implemented; b) dismiss the student from the doctoral program; or c) allow the student to withdraw from the doctoral program.
- If a remediation plan is implemented, students are required to enroll in a minimum of two semester hours during the semester in which the exam is retaken.
- Re-examination may not take place until at least three months have elapsed, but must occur within one year.

ADVANCEMENT TO CANDIDACY

- Students are advanced to candidacy, by the EdD comprehensive exam committee, when they have passed both parts of the comprehensive examination.
- The student must be advanced to candidacy no less than two semesters before the degree is awarded.
- Once advanced to candidacy, students develop their dissertation proposals and then submit the proposals to their Dissertation Committee.

Reporting procedures

At the completion of the comprehensive exam, the exam committee chair will ensure that all members of the committee have agreed to advancement of candidacy and have signed the Advancement to Candidacy form and are then returned to the Educational Foundations and Leadership EDFL program administrative assistant for final processing.

The EDFL administrative assistant will forward a copy of the Advanced to Candidacy form to the Registrar's office. The Registrar's office will then post the Advanced to Candidacy status on the student's transcript.

DISSERTATION COMMITTEE AND PROPOSAL

As students develop plans for the dissertation they may consult with any EdD faculty member, but they must eventually choose a chairperson from one of the EdD faculty members. Students usually begin preparing a proposal before the program director appoints members to the dissertation committee. Discussing a preliminary proposal with faculty members is often a good way of ascertaining their interest and suitability for serving on the committee.

Policies and Procedures

1. Dissertation committee composition

- The Dissertation Committee should be composed of faculty who can provide substantive and/or methodological expertise related to the proposed subject of the student's dissertation.
- The choice of Dissertation Committee chair is the responsibility of the student, subject to assent of the chosen faculty member and the EdD director. The program advisor role, the chair of the comprehensive exam committee and the dissertation chair role are all distinct roles. Students should not feel obligated to ask they program advisor, but if they choose that person and they are in agreement, one person can serve in all three roles. The EdD faculty recognize that as the student's interests evolve, he or she may find that another faculty member is better suited to chair a Dissertation Committee.
- The Dissertation Committee is composed of three persons; all of whom hold a terminal degree.
- Chair: The Dissertation Committee is guided by a chairperson, who is a member of the SOE and teaches in the Doctorate of Education program. The dissertation committee chair is responsible for guiding, supervising, and coordinating the doctoral research.
- The second member is a member of the EdD doctoral faculty. The student and the dissertation chair nominate the second member of the committee and forward this name to the Doctor of Education program director. The Doctor of Education program director reviews the proposed composition of the committee and approves or negotiates with the Chair and the student regarding the second dissertation committee member.
- The third member may be a full-time faculty member in the School of Education, a full-time faculty member in another department at George Fox University, or a part-time faculty member in Doctor of

Education program and is assigned by the Doctor of Education program director. The student and chair may suggest names for the third member.

- In addition a student may request that an optional fourth committee member be appointed from another institution at the discretion of the Doctor of Education program director in consultation with the EDFL Department faculty.

2. Human Subjects Research Committee

- University policy requires that students who intend to engage in research involving human participants must submit a human subjects research form to the Human Subjects Research Committee for review. This Initial Review form, available in the Education Foundations and Leadership office, must briefly describe the proposed research and the steps taken by the researcher to protect the rights of participants.
- Students whose proposals include research with human participants are expected to be familiar with, and abide by, the principles established by the American Psychological Association, published in Ethical Principles in the Conduct of Research with Human Subjects (1984).
- No data may be collected from human participants until such approval is granted.
- The university form for Human subjects policies is available on the foxtale site in EDFL Research resources.

3. Dissertation Proposal

- The student prepares the Dissertation Proposal in consultation with the Chair of the Dissertation Committee.
- The Dissertation Proposal must be typed and have a cover sheet to which members of the committee can affix their signatures.
- A template for dissertation proposals is available on the foxtale site in EDFL Research resources.

4. Preliminary Oral Defense of the Dissertation Proposal

- The student has the responsibility to schedule a date with all committee members and to arrange a meeting place.
- Adequate time (a minimum of 14 days) must be allowed for the committee members to do a careful scholarly review of the work in advance of the oral review.
- The Dissertation Committee meets with the student either face to face or in a telephone conference to review the proposal. The committee examines the student's ability to carry out the research and writing before giving approval.
- When committee members affix their signatures to the cover sheet, they certify that they approve the proposal and ensure that the Human Subjects Research Committee approval will be carried out.

- A written record of required changes must be signed and filed upon the conclusion of the proposal meeting.
- The Dissertation chair files a copy of the approved Dissertation Proposal in the Education Foundations and Leadership Department office.

DISSERTATION AND GRADUATION

Policies

Students must prepare and receive approval of a dissertation before they can be awarded the degree. Approval of the dissertation is documented on the Certificate of Completion, which is signed by the committee members at the conclusion of the final oral defense. The student is also required to deposit three copies to the Education Foundations and Leadership Area Leadership. In matters of format and style, the student should follow the guidelines of Publication Manual of the American Psychological Association (5th ed., 2001).

Final Oral Defense

- Research and preparation of the final manuscript is conducted under the direction of the dissertation committee chair, with consultation of other committee members as needed.
- When the chair is satisfied with the completed manuscript, the final oral defense may be scheduled through the Education Foundations and Leadership Administrative Assistant.
- The student, in consultation with the EDFL Administrative Assistant, is responsible for scheduling the room, date, and time of the oral defense and notifying all dissertation committee members in writing.
- Adequate time (a minimum of 14 days) must be allowed for the committee members to do a careful scholarly review of the work in advance of the final oral defense.
- At the defense, the student presents the major ideas and findings included in the dissertation and answers questions from the committee (and if time allows, from others who attend). The committee and the chair certify to the George Fox University Provost that copies were received and the defense occurred as scheduled.
- The Provost's is the final signature on the Application for Degree.
- The student delivers to the EDFL Administrative Assistant three copies of the final version of the dissertation that are signed by the chair of the committee. This must be done no fewer than 15 business days prior to the end of the term in which the degree is to be awarded.
- At the same time, the dissertation chair files a Certificate of Completion with the Doctor of Education program director, who signs and files it with the George Fox University registrar.

In the event that the dissertation fails to gain unanimous approval of the committee, the Dean of the School of Education (after consulting with the Doctor of Education program director, the student and the dissertation committee) determines subsequent procedures.

No later than the second week of the semester in which the student plans to graduate, he or she must file the Application for Degree in Education Foundations and Leadership Area. A late application will delay graduation until the next semester.

TIME LIMIT FOR COURSE OF STUDY

The required hours at George Fox University to become a member in good standing, the passing of the comprehensive examinations (required for advancement to candidacy), and the completion of the doctoral dissertation must all be accomplished within a seven-year period. Once the dissertation committee is formed, the student must continue to enroll for a minimum of two semester hours of credit per term (not including summer) until the project is completed and signed by the Vice President for Academic Affairs. Students are normally expected to complete their dissertations within three years after their proposal is approved. If this period is exceeded, either another period of residency or a new set of comprehensive examinations, or both, may be required.

SUMMARY OF SCHEDULED REQUIREMENTS

- After beginning the Doctor of Education Program, the student and program adviser undertake program planning.
- The comprehensive exams occur after the course work is completed (though flexibility is given to the director to allow a comprehensive exam to occur if a student is within six hours of completing the approved program).
- Advancement to candidacy occurs when the student has successfully completed both sections of the comprehensive exam. Formal notification of completion occurs when both sections of the Report of Comprehensive Exam has been submitted to the Doctor of Education program director.
- Students must be advanced to candidacy before the Dissertation Committee is formally appointed by the Doctor of Education program director. The Dissertation Committee must be appointed by the Doctor of Education program director no less than six months prior to the day of the oral defense.
- In the first two weeks of the semester in which the student plans to graduate, he or she must file an Application to Graduate in the registrar's office.
- The student must deliver a type written draft of the dissertation to all members of the Dissertation Committee at least fourteen days before the oral defense is to occur.
- No less than ten days prior to the end of the semester in which the degree is awarded, the student must deliver three approved copies of the dissertation to the Education Foundations and Leadership Administrative Assistant. The Doctor of Education program director files a Certificate of Completion with the George Fox University Registrar.

- The Ed D residency requirement, the passing of the comprehensive examination (required for advancement to candidacy), and the completion of the doctoral dissertation must all be accomplished within a seven-year period.

EDUCATIONAL FOUNDATIONS AND LEADERSHIP FACULTY

Doctor of Education Faculty 2008-2009

The following faculty members serve on the Doctor of Education team. They were chosen because of their interest in doctoral student research, their research publications and expertise in content areas investigated by EdD Students. These faculty members chair dissertations and comprehensive exam committees, advise and teach primarily in the Ed.D program within the EDFL department.

Ken Badley, Ph.D., Associate Professor of Education

Ken Badley came to George Fox in fall semester 2007 from nine years of secondary teaching in Edmonton, Alberta. Ken completed his PhD on the integration of faith and learning at the University of British Columbia in 1986, and is the author of several religious studies and ethics textbooks. He is currently writing a book on the aesthetics of curriculum design. His other professional interests include the Christian worldview, the teacher's vocation, and the classroom ethos.

“Bob” Robert J. Fisher, EdD, Assistant Professor of Education.

BA, University of La Verne; MA, California State University; Ed.D, University of Southern California. Bob came to George Fox University in 2004 to serve as professor and mentor to current and aspiring school administrators, a job he held in California for 20 plus years, and retired from the public school system from the Beaverton, Oregon district where he served as Associate Superintendent.

Suzanne Harrison, Ph.D. Assistant Professor of Education

BA, M.Ed, Central Washington University; Ph.D., in Leadership from Gonzaga University. Suzanne came to George Fox University in 2004 to co-direct the Redmond Center where the MAT program offers initial teaching license programs, and the EDFL department offers Reading endorsement courses and EDFL courses. She has served as classroom teacher, special education teacher, elementary principal in Spokane, WA, Madras and Redmond, OR, and was a faculty member in the teacher education program at Gonzaga University for 5 years.

W. Scot Headley, Ph.D., Professor of Education

Scot received his B.S. in agriculture education and M.Ed. in guidance and counseling from Colorado State University. He received his Ph.D. from The Ohio State University in comprehensive vocational education. Scot taught plant science and horticulture courses for adult and high school students in the Aurora Public Schools in Colorado for eleven years. Scot received a one-year sabbatical during 2002-03 academic year during which he investigated teachers' professional development practices and needs. His scholarly emphases are Internet-based distance education, Christian school education, and professional development for teachers.

Terry Huffman, Ph.D. Professor of Sociology and Education.

Terry completed his B.A. from the University of South Dakota; his M.A. in Sociology from Marshall University; his Ph.D. in Sociology from Iowa State University. He came to George Fox University in 2003 to teach in the undergraduate sociology department, and the fall of 2006 came to the doctoral studies faculty full-time. His area of research interests are in qualitative research and Native American retention in higher education.

Beth LaForce, Ph.D., Professor of Education

Beth earned a B. S. degree from Malone College, a M.A. in elementary school teaching from Western Michigan University, and a Ph.D. from Michigan State University majoring in teacher education: reading, language arts, and

children's literature. Beth taught as instructor at Michigan State University while in her doctoral program and in the public school system in Michigan and Canada prior to that time. Beth's scholarly interests include research on methods for teaching elementary literacy methods to undergraduates using school-based learning, and on beginning teachers and their ability to teach reading and writing. During the summer semester 2008 Dr. La Force will serve as interim director of the EdD program.

Rick Muthiah, Ph.D.

Rick is Director of the Academic Resource Center at George Fox University in Newberg, Oregon. Previously he worked as a Project Associate for the NSSE Institute and the College Student Experiences Questionnaire (CSEQ). Prior to joining the NSSE Institute and CSEQ staff, Richard worked at the Center for Service and Learning at Indiana University Purdue University Indianapolis (IUPUI) and in several student affairs roles at Taylor University. He completed a B.S. in psychology/systems analysis at Taylor University in Upland, Indiana, an M.A. in counseling at Ball State University in Muncie, Indiana, and a Ph.D. in higher education at Indiana University Bloomington. His dissertation focused on course-based community service, also known as service learning. Other areas of interest include out-of-class contributions to student learning, program assessment, study of campus cultures, and Christ-centered thought and practice in higher education.

Gerald C. Tiffin, Ph.D., Associate Professor of Education

Gerald or Gary as he prefers to be called came to George Fox in 2006 after a 37 year career in Christian Higher education as professor and administrator. His Ph.D. is in history of Education from Stanford University, a master's degree and a B.A. in history from California State University, Los Angeles, and a B.A. in Biblical Studies from San Jose Bible College (now William Jessup University). His research interests are Christian higher education, women's history, and American social/intellectual history.

The following EDFL Faculty teach mainly master of education courses or licensure/endorsement areas offered within the EDFL department. Those with doctorates serve as the third member on comprehensive or dissertation committees:

Mark Carlton, EdD Assistant Professor of Education

Mark earned his EdD In Education Administration from Portland State University and the University of Oregon. Mark's teaching experience includes grades one through nine. He was most recently a building administrator for both elementary and middle schools in Beaverton, Oregon. Mark's interests include leadership and consensus building.

Steve Cathers, M.S., Assistant Professor of Education

Steve joined the EDFL department in 2003 as a faculty member working with the initial and continuing administrative license programs. He has recently been the superintendent of schools for Valdez School District in Valdez, Alaska. He has a M.S. degree in educational policy, foundations and administration from Portland State University, and a B.A. degree in English literature from Westmont College. He is in the final year of coursework at the University of Oregon for his doctor of education. In 2002, Steve was named "Alaska State Superintendent of the Year." Steve's scholarly interests include developing school board relations and leadership development.

Eloise Hockett

Eloise Hockett has teaching experience in both public and private schools in Oregon. For the past four years she has been the Director of Field Services for the George Fox University School of Education; with responsibilities for placing student teachers, and professional development for cooperating teachers and supervisors. Since fall 2005

she has served as Director of Licensure for the SOE with responsibilities for representing GFU at TSPC. She has a Bachelor of Music Education degree from Minnesota-Duluth, a M.Ed. from George Fox, and completed her EdD at George Fox spring 2006. Beginning fall semester 2007 she will also direct the master of education program.

Judy Keeney, MS, Assistant Professor

Judy is the coordinator for the “Alternative Pathways: Initial Teaching License” program. Judy retired in 2000 as principal of an elementary school in the North Clackamas School District. She has been actively involved with student teacher supervision at George Fox University. Judy has taught and served as an administrator at various schools in Canby, Silverton and Eugene.

Linda Samek, EdD, Professor of Education

Linda is the dean of the school of education. Linda previously worked as deputy director and coordinator of teacher education for Oregon’s Teacher Standards and Practices Commission (2001-2002), reporting to Executive Director David Myton, now a professor in George Fox’s Educational Foundations and Leadership Department. She earned her BS in science education/mathematics from Oregon State, her MS in math education from Portland State University, and a doctorate in educational leadership from Portland State.

Marc Shelton, EdD, Associate Professor of Education

Marc joined the EDFL department in 2000 to teach in the initial administrative license program. Marc earned his B.S. in education, as well as his M.S. and EdD degrees in educational administration with an emphasis in teacher leadership from the University of South Dakota. Marc has served as an educator in Iowa, California, South Dakota and Oregon for 20 years, with his most recent experience as an assistant principal at Newberg High School. His scholarly interests are teacher leadership and organizational change.

Karen Wedeking, MS, Coordinator of Library Media Program

Karen is a former elementary media specialist in the Beaverton School District, and Oregon Media Association Elementary Media Specialist of the year. Karen now serves as coordinator of the library media specialist program.

James D. Worthington, Ph.D, Professor of Education

Jim earned a B.S. from the Philadelphia College of the Bible, a M. A. from Glassboro State College, and a Ph. D. from Syracuse University in literacy education. He taught in public schools for seven years as a classroom teacher and licensed reading specialist. Jim has 31 years of experience in higher education administration. He has served in administrative roles at Houghton College, and dean of the school of education at Seattle Pacific University and John Brown University. His scholarship in literacy has resulted in the presentation of papers at numerous national and international literacy conferences.