



GEORGE FOX UNIVERSITY

SCHOOL OF EDUCATION

Educational Foundations and Leadership

Master of Education Student Guide

2009-2010

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 processes. 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 supersedes previous issues of this publication.

This guide supplements the George Fox University 2009-2010 Graduate and Professional Studies Catalog. For a full description of University policies, see that catalog.

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FOREWORD

Welcome to the George Fox University Educational Foundations and Leadership Department! The goal of this *Guide* is to clarify the requirements of the Master of Education program and answer many of the questions that you may have about your study. It outlines the rules, procedures, and policies of the George Fox University Master of Education program.

The Master of Education Student Guide is meant to be your companion as you make your way through the master's program here at George Fox University. It is ordered chronologically beginning with the coursework stage and ending with instructions for your final project. This *Guide* is also available at the George Fox University Department of Education web site at: edfl.georgefox.edu

Julie Green, our Educational Foundations and Leadership Administrative Assistant, is available to assist you with any questions or concerns as you proceed through your 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 here to help.

Best wishes on the success of your program.

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INTRODUCTION

MISSION STATEMENT

Founded in 1891, George Fox University is a Christian liberal arts and sciences institution committed to providing an academic experience that achieves intellectual and personal growth while promoting responsibility for world concerns. With Christ at the center, the School of Education offers practical and challenging programs for professionals in education where excellence, innovation, and professional expertise are modeled by faculty members who continue their journeys of learning, teaching, and leading.

From its Quaker foundations, the university has emphasized the necessity of a genuinely experiential Christian faith. The George Fox School of Education builds upon this foundation as it seeks to prepare and support professionals who *think critically, transform practice, and promote justice*.

MASTER OF EDUCATION PROGRAM

The Master of Education program is designed to fulfill the professional development needs of educators who specialize in different aspects of K-12 and higher education. The program empowers educators by honing the personal development and professional teaching skills needed to guide students in today's world.

What makes our Master of Education program distinctive?

Flexible Options

No two graduate students have the same schedule, and most are juggling personal and professional obligations at the same time as their studies. Our program offers:

- Online courses fall and spring semester as well as on-site courses
- Evening courses at the GFU Portland Campus in Tigard and in area schools during the school year
- A flexible summer schedule in Newberg
- Easily accessible facilities
- Up to 10 semester graduate hours that may be accepted in transfer

A Focus on the Future

Educators today need more than the basics. Our program offers a cutting edge curriculum that incorporates innovative classroom techniques, computer technologies, and a broad spectrum of educational, psychological and sociological issues.

Exceptional, Caring Faculty

Throughout the course of your studies, you will have ongoing guidance and support from a superbly qualified faculty of master educators. Their academic credentials, decades of collective teaching experience, and commitment to students have earned George Fox University a national reputation and national accreditation through NCATE for teaching excellence.

About Our Curriculum

The GFU MEd is built on an in-depth core curriculum that emphasizes an ethical foundation to your work as a professional educator, as well as reinforcing leadership skills, human relations, and classroom technologies. The program is structured to increase your capacity in the following areas:

Specialized Knowledge

As you focus on your learning in a specific area, you will deepen your ability to help students reach their potential as learners and your potential as an expert.

Communication

Successful educators depend on communicating their ideas and information to others. You will increase your ability to effectively communicate through writing and oral presentations to large and small audiences.

Research

Professional research is an integral part of the graduate degree. Our approach is to teach you the research skills needed to investigate questions that interest you.

Growth and Reflection

You will experience professional growth as you develop your ability to reflect on what you are learning and its application to the practice of teaching.

IMPORTANT INFORMATION:

The following information will aid in the communication process throughout your program at George Fox University.

1. Email forwarding

- Once you have been admitted to the Master of Education program, you will be assigned a username and password, as well as a George Fox University email account. This email account is the one used for direct communication from the EDFL department and the University. To insure you are receiving current course information from the department, you need to do **one** of the following:
 - **Regularly check** your George Fox email account: go to bruinmail.georgefox.edu and use your login and password to access.
 - or--
 - **Forward** your George Fox email account: go to www.mygfu.georgefox.edu, then click on “Email Forwarding” in the left hand column of links, then follow the prompts. All email sent to your GFU account will then automatically forward to the email of your choice.

2. Current and future course offerings:

- See the EDFL website for the most current course information for each semester. To directly access the website, go to: www.edfl.georgefox.edu.

3. Online course registration:

- First, contact your advisor and together with her/him outline a plan for your program
- Second, check the availability of courses on the EDFL website
- Third, go to www.mygfu.georgefox.edu to register. In the right hand column of links, click on “Self Service”, then “Enrollment”

4. Online courses.

Many of the courses within the Educational Foundations and Leadership department are delivered online through our course delivery system known as FoxTale. Once you have registered for an online course, contact the instructor immediately so she/he can send you course information and instructions. To access FoxTale directly, go to: foxtale.georgefox.edu , using your Peoplesoft login and password.

5. Library services

You can access library services the old fashioned way via the physical buildings in Newberg and at the Portland Center campus. You will also need to access library information online. For direct online access to the library, go to: library.georgefox.edu. The directions may also be found on your library bar code. You will need your assigned student ID number to access the online library.

6. ID Card

Once you are admitted to your program, you will also need to obtain a photo ID. You may make arrangements for your ID either at the Newberg campus (IT Service desk: 3rd floor, Stevens Building) or at the Portland Center (front reception desk.)

ADMISSION POLICIES

George Fox University seeks to enroll qualified applicants for the Master of Education (MEd). 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 the Master of Education program through the department's admission committee.

The admissions process to the Master of Education program is competitive. Applicants are admitted if there is consensus by the Department of Educational Foundations and Leadership (EDFL) Admissions Committee that:

1. The applicant's interests and needs can be reasonably satisfied with the EDFL Department's existing resources and areas of focus.
2. The applicant's aptitude, attitude, and motivation are adequate for successful completion of masters-level study.
3. The applicant has demonstrated successful performance in scholarly or applied roles developmentally related to his or her present goals and interests.

Students admitted to the Master of Education program 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 Procedures

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

- The master of education application form and fee.
- Evidence of an approved, accredited bachelor's degree in education or a related field, with a GPA of at least 3.00 on a 4.0 scale.
- 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.
- An essay which addresses the elements of the School of Education conceptual framework (think critically, transform practice, and promote justice) and the dispositions (commitment to courage, commitment to integrity, and commitment to seeking multiple perspectives).
- A copy of your current teaching or administrative license (both if applicable.) Applicants desiring the MEd degree who do not have a teaching license should submit a letter of explanation as to how the MEd fits with their professional goals.
- 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.
- One official transcript from every institution from which you were awarded a degree and any institutions from which you received graduate level credit. An official transcript must be received in a signed and sealed envelope from the originating institution.
- A current professional résumé.

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.

MASTERS 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.

Advising Procedures

Upon entry to the Master of Education program, the student is assigned to an advisor who will assist the student in designing a planned program. It is imperative that you contact your advisor at the start of your program to outline a plan for your coursework. You should also be in contact with your advisor before you register each semester to be sure you are taking the appropriate courses for your program of study.

Changing Advisors

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

COURSE OF STUDY

The Master of Education program comprises 36 semester credits of course work. Students will fulfill these requirements by:

- Taking 5 semester hours in the foundations core and 8 hours of research (See page 11 for the specifics of these required hours).
- Taking 18 specialization hours from one of the following specialties: Curriculum and Instruction, Educational Leadership, Higher Education, Library Media, Literacy, Reading, and Secondary Education.
- Taking 5 elective hours. You may also transfer up to a total of 10 post-bachelor's semester graduate credit hours from other institutions.
- 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.

MEd Required Core Courses for All Specializations:

Foundations Core (5 hours - these courses must be taken at George Fox)

EDFL 671 Ethical Perspectives on Educational Leadership (3 hrs)
EDFL 703 Bibliographic Research and Writing (2 hrs)

Research Core (8 hours minimum – these courses must be taken at George Fox)

Complete the following course:

EDFL 704 Survey of Qualitative and Quantitative Research (3 hrs)

Select **one** of the following strands:

Strand I

EDFL 716 Action Research Designs (2 hrs)

EDFL 715 Master's Project Research II (3 hrs, 1 additional hr. - optional: if project not completed while enrolled for the 3 hrs) **Note:** EDFL 715 as a course number is currently in the proposal stage. This number may change.

OR

Strand II **NOTE: Strand II is currently in the proposal stage for the 2009-2010 school year.**

Option A: EDFL 701 Quantitative Research Methods (3 hrs) **AND** EDFL 707 Survey Research Designs (2 hrs)

OR

Option B: EDFL 702 Qualitative Research Methods (3 hrs)

AND (required for either option in this strand)

EDFL 711 Master's Project Proposal (1 hr)

EDFL 712 Master's Project Research (1 hr)

EDFL 713 Master's Project Presentation (1 hr)

EDFL 715 Master's Project Research II (1-4 hrs - optional: if project not completed while enrolled in EDFL 713)

1) **MEd Curriculum and Instruction Specialization** (18 hours)

In addition to the required core courses as listed on page 12, complete 18 hours:

Complete the following 10 semester hours:

EDFL 503 Classroom Assessment (3 hrs)

EDFL 506 Research in Effective Teaching (3 hrs)

EDFL 630 Advanced Developmental Psychology (2 hrs)

EDFL 631 Implementing Inclusion in the Regular Classroom (2 hrs)

Select 8 semester hours from the following restricted electives:

EDFL 500 Instructional Supervision (3 hrs)

EDFL 501 Curriculum Development (2 hrs)

EDFL 502 Classroom Management (3 hrs)

EDFL 505 Trends and Issues in Education (3 hrs)

Electives

(5 hours from the EDFL curriculum or transfer hours)

2) MEd with Educational Leadership Specialization

A Master of Education in Educational Leadership equips educators with the skills, knowledge and vision needed to be a school administrator.

IMPORTANT NOTE: Candidates who wish to be recommended for an Oregon Initial Administrator License must meet additional conditions that are not required in the Educational Leadership program:

- Admission into the Initial Administrative Program (this requires a minimum of three years of verifiable full-time classroom teaching experience on an appropriate license)
- Administrative Practicum at both the elementary and secondary levels
- Passing score on the Praxis Exam (#0410): Educational Leadership: Administration and Supervision

Candidates may be concurrently admitted into both the Master of Education program and the Initial Administrative Program provided they have the three years of classroom teaching experience.

In addition to the required core courses as listed on page 13, complete the following 17 hours:

EDFL 500 Instructional Supervision (3 hrs)

EDFL 630 Advanced Developmental Psychology (2 hrs)

EDFL 647 Leadership in Education (3 hrs)**

EDFL 648 Initial Administrative Practicum I** (2 hrs)

EDFL 649 Initial Administrative Practicum II** (2 hrs)

EDFL 646 Managing Institutional Budgets

EDFL 682 Legal Perspectives on Educational Policy and Finance (3 hrs)

*** These courses are optional for students who have been admitted into the Initial Administrator License program. Students who are not enrolled in this program should take 3-4 credit hours from the Restricted Electives category (see below) to complete their specialization core requirement (total of 17 hrs).*

Restricted Electives

Students who are not admitted to the Admin. Licensure program take 3-4 hrs from the following courses:

EDFL 626 Implementing Technology in Educational Organizations (2 hrs)

EDFL 642 Student Life: Issues, Policy and Planning (2 hrs)

EDFL 643 Enrollment Issues: Marketing and Retention (2 hrs)

EDFL 644 Advancing the Organization: Fund Raising (2 hrs)

EDFL 651 Strategic Planning (2 hrs)

EDFL 653 Organizational Change and Decision Making (2 hrs)

EDFL 654 Program Evaluation for Organizational Success (3 hrs) EDFL 661 Administration of Specialized Programs (3 hrs)

Electives

(6 hours from the EDFL curriculum or from transfer hours)

3) **MEd with Higher Education Specialization Requirements**

The Higher Education Specialization is for professionals working in or preparing to work in colleges and universities in the areas of:

- Student life
- Admission
- Enrollment management
- Financial aid
- Institutional advancement or fund raising

This specialization draws upon existing courses within the EDFL department and upon faculty and administrators at George Fox with diverse experiences in the areas outlined above and with doctoral research on these areas of higher education.

In addition to the required core courses as listed on page 12, complete 23 hours from the following:

Complete the following required 19 semester hours of educational leadership courses and practica:

EDFL 505 Trends and Issues in Higher Education (3 hrs)

EDFL 519 Practicum (2 hrs - arranged either at George Fox or another approved college setting with an experienced mentor)

EDFL 634 Adult Development in Educational Organizations (2 hrs)

EDFL 651 Strategic Planning (2 hrs)

or

EDFL 653 Organizational Change and Decision Making (2 hrs)

EDFL 675 Faith and Learning Seminar: Faith Development (1 hr)

EDFL 682 Legal Perspectives on Educational Policy (3 hrs)

EDFL 685 Counseling in Higher Education (3 hrs)

EDFL 694 History of American Higher Education (3 hrs)

Select 4 semester hours from the following courses or another approved EDFL course:

EDFL 642 Student Life: Issues, Policy, and Planning (2 hrs)

EDFL 643 Enrollment Issues: Marketing and Retention (2 hrs)

EDFL 644 Advancing the Organization: Fund Raising (2 hrs)

4) MEd with Library Media Specialization Requirements

Students may declare Library Media as a specialization within their Master of Education program *or* complete the specialization courses as a license-only candidate to be recommended for a Library Media endorsement on their teaching license.

In addition to the required core courses as listed on page 12, complete 14 hours from the following:

Complete the following 14 semester hours:

EDFL 533 Advanced Studies in Children's and Adolescent Literature (2 hrs)

EDFL 550 Dynamic School Library Media Program (3 hrs)

EDFL 552 Information Literacy in the K-12 Curriculum (3 hrs)

EDFL 554 Core Collection Development (3 hrs)

EDFL 556 Resource Management (3 hrs)

Complete 4 semester hours of library media practica:

Oregon TSPC standards require two practica for the Library Media Endorsement, one at the elementary level and one at either a middle school or high school level.

Enrollment in either practicum requires successful completion of all core specialization hours (14 semester hours), a copy of a current Oregon teaching license, and an application to the library media coordinator the semester prior to the practicum. The practica can be taken in any order.

EDFL 567 Library Media Practicum I: Early Childhood/Elementary (2 hrs)

EDFL 569 Library Media Practicum II: Middle School/High School Level (2 hrs)

Electives

(5 hours from the EDFL curriculum or transfer hours)

Adding the Library Media Endorsement to your teaching license:

Once you complete the library media specialization courses and pass the Library Media Specialist Praxis Test (#0310), you can be recommended for the TSPC approved Library Media Endorsement.

There is an option that enables you to embed preparation for an Initial Teaching License to be a K-12 library media specialist or an MAT option that would enable you to be a classroom teacher.

5) MEd with Literacy Specialization Requirements

This specialization includes many of the same courses as the Reading Endorsement, without the emphasis to be a reading specialist. It is designed to enhance and improve reading instruction in a teacher's own classroom.

Students who have completed the Master of Education in Literacy can add the endorsement to their teaching license by taking EDFL 531 and EDFL 538, completing one of the reading practicums, passing the Praxis test for the Reading Endorsement, and meeting current TSPC requirements. All courses must be completed within seven years after graduating with the Master's in Literacy.

In addition to the required core courses as listed on page 12, complete 18 hours from the following:

Literacy Specialization (18 hours)

Complete the following 10 core semester hours:

- EDFL 530 History and Foundations of Literacy Learning (2 hrs, must be taken in the first two semesters)
- EDFL 532 Advanced Strategies in Literacy Instruction (2 hrs)
- EDFL 533 Advanced Studies in Children's and Adolescent Literature (2 hrs)
- EDFL 534 Issues and Applications of Literacy Instruction (2 hrs)
- EDFL 536 Reading and Writing in the Content Areas (2 hrs)

Select 8 hours from the following restricted electives:

- EDFL 500 Instructional Supervision** (3 hrs)
- EDFL 501 Curriculum Development** (2 hrs)
- EDFL 503 Classroom Assessment (3 hrs)
- EDFL 506 Research in Effective Teaching** (3 hrs)
- EDFL 515 Special Topics in Curriculum and Instruction (1-3 hrs)
- EDFL 515 NZ New Zealand (2 hrs)
- EDFL 531 Analysis of Reading and Writing Assessments (2 hrs)
- EDFL 538 Organization of Reading Programs (3 hrs)
- EDFL 570 Applied English Linguistics: Oral and Literacy Focus (3 hrs)
- EDFL 624 Developing Curriculum with New Technologies** (2 hrs)
- EDFL 638 Testing and Measurement (2 hrs)
- EDFL 651 Strategic Planning for Education Systems** (2 hrs)

*** Research, unit and major project should have a reading/writing-literacy focus, if possible.*

Electives

(Select 5 hours of electives from the restricted electives that support the literacy specialization, from the EDFL curriculum, or from transfer hours.)

6) MEd with Reading Specialization Requirements

The reading specialization is for classroom teachers preparing for specialized work in diagnosing reading difficulties and improving reading instruction in their own classroom, or as a reading specialist in a school at either the early childhood/elementary or at middle level/high school levels.

Students may declare Reading as a specialization within their Master of Education program *or* complete the specialization courses as a license-only candidate to be recommended for a Reading endorsement on their teaching license.

Students may also complete their Continuing Teaching License (6 hours) within the restricted electives that support the Reading Specialization and the elective courses.

To meet the approved program for a reading endorsement at George Fox University, the student must complete a minimum of 13 semester hours of graduate subject matter designed to strengthen the applicant's background in reading (OAR 584-0404-0230) and complete a practicum at one or two levels (OAR 584-060-0071).

In addition to the course requirements, including a practicum, the candidate for the reading endorsement must also successfully complete the Praxis Reading Specialist Exam in order to be recommended for the endorsement. The course work for this specialty has been designed to provide a broad base of understanding about successful reading methods, programs and assessments, and also to prepare the individual to successfully complete the Reading Specialist Exam.

In addition to the required core courses as listed on page 12, complete 18 hours from the following:

Reading Specialization (18 hours)

Complete the following 11 semester hours:

EDFL 530 History and Foundations of Literacy Learning (2 hrs, must be taken in the first two semesters)

EDFL 531 Analysis of Reading and Writing Assessment (2 hrs)

EDFL 532 Advanced Strategies in Literacy Instruction (2 hrs)

EDFL 534 Issues and Applications of Literacy Instruction (2 hrs)

EDFL 538 Organization of Reading Programs (3 hrs)

Complete one of the authorization level combinations - 4 hours:

Early Childhood/Elementary Authorization courses:

EDFL 537 Emergent Literacy (2 hrs)

EDFL 539 Early Childhood/Elementary Reading Practicum (2 hrs, prerequisites: EDFL 530, 531, 532 and 538; or by permission)

Elementary/Middle Level Authorization courses:

EDFL 536 Reading and Writing in the Content Area (2 hrs)

or

EDFL 537 Emergent Literacy (2 hrs)

EDFL 540 Elementary/Middle Level Reading Practicum (2 hrs, prerequisites: EDFL 530, 531, 532 and 538; or by permission)

Middle Level/High School Authorization Courses:

EDFL 536 Reading and Writing in the Content Area (2 hrs)

EDFL 541 Middle Level/High School Reading Practicum (2 hrs, prerequisites: EDFL 530, 531, 532 and 538; or by permission)

Select 3 hours from the following restricted electives that support the reading specialization:

EDFL 500 Instructional Supervision** (3 hrs)

EDFL 501 Curriculum Development** (2 hrs)

EDFL 503 Classroom Assessment (3 hrs)

EDFL 506 Research in Effective Teaching** (3 hrs)

EDFL 515 Special Topics in Curriculum and Instruction (1-3 hrs)

EDFL 515 NZ New Zealand (2 hrs)

EDFL 533 Advanced Studies in Children's and Adolescent Literature (2 hrs)

EDFL 570 Applied English Linguistics: Oral and Literacy Focus (3 hrs)

EDFL 624 Developing Curriculum with New Technologies** (2 hrs)

EDFL 638 Testing and Measurement (2 hrs)

EDFL 651 Strategic Planning for Education Systems** (2 hrs)

** *Research, unit and major project should have a reading/writing-literacy focus, if possible.*

Electives

(Select 5 hours of electives from the restricted electives that support the reading specialization, from the EDFL curriculum, or from transfer hours.)

7) MEd with Secondary Education Specialization Requirements

In addition to the required core courses as listed on page 12, complete 18 hours from the following:

Secondary Education Specialization (18 hours)

Complete 10 semester hours of content area courses:

This specialization is designed for the high school or middle school teacher desiring to take graduate courses in their individual teaching content area and to apply for a continuing Oregon teaching license. It requires a minimum of 10 semester hours of content area courses in the area of the initial teaching license. These courses would typically be taken as independent studies with a George Fox faculty member or transferred from another graduate institution.

Select 8 semester hours from the following restricted electives that support the secondary education specialization:

EDFL 500 Instructional Supervision (3 hrs)

EDFL 501 Curriculum Development (2 hrs)

EDFL 502 Classroom Management (3 hrs)

EDFL 503 Classroom Assessment (3 hrs)

EDFL 506 Research in Effective Teaching (3 hrs)

EDFL 536 Reading and Writing in the Content Areas (2 hrs)

EDFL 567 Library Media Practicum I: Early Childhood/Elementary (2 hrs)

EDFL 569 Library Media Practicum II: Middle School/High School Level (2 hrs)

EDFL 620 Technology in the Classroom I (2 hrs)

EDFL 625 Technology in the Classroom II (1 hr)

Electives

(5 hours from the EDFL curriculum or transfer hours)

ACADEMIC REGULATIONS

Academic Honesty

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 the disruption of 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, an F on a course, disciplinary probation and suspension.

Full-time Status

Full-time student status in the Master 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. Students must complete the program within seven calendar years from the time they are formally admitted.

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 Master 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 in which they do not plan to register, consult with faculty, use the Murdock Learning Resource Center, or otherwise take advantage of University resources. Arrangements are made with the Educational Foundations and Leadership office or through the registrar's office. 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 University and the 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 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 research project committee.) This in absentia registration maintains the student's status as a degree candidate and reserves a place for research project 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:

1. Graduate students must maintain a cumulative grade point average (GPA) of 3.0 or above.
2. 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.
3. 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. 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 Master of Education program director when they receive notice of academic suspension or dismissal. Students are reinstated to the University on a probationary status if their appeals are approved by the Master 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, not all regulations are covered in this guide.

Steps to Completion for the MEd Research Project (Strand I only)

Note on the editing process:

The chair of your research committee takes overall responsibility for the process. The responsibility of committee members involves at minimum two readings of the project (one prior to the proposal and the final copy). The committee members may also be involved in the following ways based on their expertise and availability: consultation throughout the formulation of the problem and development of the proposal; consultation as needed during the process of the research and manuscript preparation; and on rare occasion assistance in revisions which may be required subsequently. The extent of involvement of members varies considerably, depending on the specific expertise.

In most cases the research process involves the following stages:

1. Enroll in EDFL 703: Bibliographic Research & Writing (2 hours)
2. Enroll in EDFL 704: Survey of Qualitative and Quantitative Research (3 hours)
(EDFL 703 and 704 may be taken separately or the same concurrently during the same term)
3. Enroll in EDFL 716: Action Research Designs (2 hours)
Students will begin work on their projects, completing the following steps simultaneously during enrollment in EDFL 716:
 - Faculty research chair appointed.
 - One faculty member to serve on the committee will be appointed.
 - Complete Master of Education Research Committee form and submit to M.Ed. Research Coordinator.(Students must take EDFL 703 and 704 prior to EDFL 716, 711, 712, 713, or 715)
4. EDFL 716 summer session students enroll in EDFL 711 for fall term, then EDFL 712 and 713 spring term. EDFL 716 fall term students enroll in EDFL 715 spring term.
NOTE: The 715 number may change.
5. Develop your formal written proposal for the research project. This includes chapters 1-3 of your project and must be completed during the semester you enroll in EFL 711 or 715. (Students will begin work on the proposal in EDFL 716.)
6. Submit Permission to Publish M.Ed. Project form to the EDFL office.

7. Human Subjects form: All M.Ed. students are required to submit a Human Subjects research form. This form will be completed during EDFL 716.
8. District Approval: Obtain written consent from your school district or college if you are using students, faculty or alumni from this institution. Send a written letter on official letterhead to the M.Ed. Research Coordinator (or other official district notification).
9. Work with the chair of your research committee on the draft of your proposal. When your chair determines that your proposal is ready for distribution you can go to the next step.

Proposal Meeting:

10. Obtain approval from the chair of your faculty research committee to submit the research proposal to the committee. Do not send your proposal to a committee member without your chair's approval!
11. Schedule a preliminary oral proposal meeting with your faculty research committee about 1-2 weeks ahead of time. The meeting should be at least one week AFTER faculty members receive an electronic or hard copy of your proposal (unless other arrangements are prescribed by your committee chair). The reason that a hard copy is normally required is for the discussion at the meeting to be about content and to eliminate confusion about page numbering and sections.
12. At the proposal meeting, members of the faculty research committee will have read your proposal and be prepared to discuss it. Any decisions made at this meeting are documented on the Proposal Meeting Minutes. All faculty will sign the form and copies will be distributed by the chair to the student and all members. One copy will be placed in the student's file.
13. Conduct research as approved by faculty research committee and documented on the Proposal Meeting Minutes.

Completed Action Research Project:

14. When your faculty research chair has approved your written document, schedule your final presentation to the Research Committee and distribute a copy of your research project electronically to each member of your faculty research committee at least one week prior to the meeting. This final document should include your proposal as approved at your proposal meeting with the following modifications:

- All verb tenses should be changed to past instead of the future tense in your original proposal.
- Add the signature page (found in FoxTALE) after the cover page.
- Add chapters 4 and 5
- Write a short abstract 120 words maximum, double spaced, outlining your study. Insert it prior to the table of contents and after the signature page.
- Rerun the table of contents so that all pages are updated.

Final Presentations

Note: use the same procedure and timeline as outlined for the proposal meeting in step 10 above.

15. **Plan your final presentation with your committee chair.**

*Note: your presentation must be done **at least two weeks before the last day of classes each semester** or it will be carried over to the next semester. Keep in mind that faculty may not be available just before the deadline, so plan accordingly. If it must be carried over, **you must apply** to the Registrar for an incomplete to avoid receiving a failing grade.*

16. **Final oral presentation to faculty research committee.** Your committee may ask you to make revisions in the final written documentation after this meeting. These revisions will be done under the supervision of the chair.

17. **Public oral presentation.** The MEd program requires a public oral presentation of your project. This can be scheduled in an EDFL class, at your school, site council meeting, or other public venue. Documentation of this meeting is required.

18. **Final editing and submission of the finished manuscript.** These changes would be based upon suggestions from the faculty research committee meeting.

19. **Final steps for publication of your research project.** You should submit an electronic copy in PDF format (or in Microsoft Word) to the EDFL office.

NOTE: If you opt for the traditional thesis during your program, your advisor will guide you through the steps of completion.

EDUCATIONAL FOUNDATIONS AND LEADERSHIP CORE FACULTY

Ken Badley, PhD, Associate Professor of Education

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Ken came to George Fox University in 2007. He received his PhD in Education from the University of British Columbia in 1986, writing his dissertation on the meaning of the phrase “*the integration of faith and learning.*” Prior to coming to George Fox, Dr. Badley taught at Strathcona Christian Academy in Sherwood Park, Alberta, the Institute for Christian Studies in Toronto, Ontario and Canadian Bible College in Regina, Saskatchewan, now Ambrose University College in Calgary, Alberta. Dr. Badley has published several books related to ethics, worldviews and world religions.

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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.

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Steve is the research coordinator for the Master of Education program. Before joining the EDFL faculty, he was the superintendent of schools for Valdez School District in Valdez, Alaska. He has a MS degree in educational policy, foundations and administration from Portland State University, and a BA degree in English literature from Westmont College. In 2002, Steve was named “Alaska State Superintendent of the Year.” Steve’s scholarly interests include developing school board relations and leadership development.

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Bob Fisher joined the EDFL faculty after retiring as Associate Superintendent in the Beaverton School District, a position he has held since 2000. Prior to that, he served as superintendent in four California school districts starting in 1979. Bob earned his doctorate from the University of Southern California in 1978.

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Sue Harrison began her work with George Fox University in 2004, first as Co-Director of the MAT program at the Redmond Center and most recently joining faculty in the EDFL Department at the Newberg Campus. Suzanne earned her PhD from Gonzaga University in Educational Leadership. Previously, Suzanne served as an elementary and middle school teacher in general and special education in Oregon and Washington as well as an elementary principal for 14 years in Oregon. She also served as faculty in the Teacher Education program at Gonzaga University for five years. Her research interest focuses on social justice within the context of the following three areas: educational leadership, adult teaching and learning, and differentiated instruction.

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Scot received his B.S. in agriculture education and MEd in guidance and counseling from Colorado State University. He received his PhD 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 for the 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.

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Eloise Hockett has extensive P-12 teaching experience in music education in both public and private schools in Oregon. She earned a Bachelor of Music Education degree from Minnesota-Duluth, and her MEd and EdD both from George Fox. Eloise currently directs the Master of Education program and is the School of Education liaison to TSPC. Her research interests include mentoring, adult learning, and distance education.

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Terry Huffman came to George Fox University in 2003 as a member of the Department of Sociology and Social Work and joined the School of Education in the fall of 2006. Dr. Huffman received his PhD in sociology from Iowa State University, specializing in race and ethnic relations and sociology of the family. Previous to joining the George Fox University faculty, Dr. Huffman was Associate Professor and Director of Graduate Studies in the Department of Sociology at the University of North Dakota. His research interests include American Indian education and interracial family experiences.

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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 taught and served as an administrator at various schools in Canby, Silverton and Eugene.

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Marc earned his BS in education, as well as his MS 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. His scholarly interests are teacher leadership and organizational change.

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Gary Tiffin joined the EDFL faculty in Fall 2006 as a part-time instructor in the area of history of education. Prior to his teaching at Fox, he served three Christian Universities for 37 years, including as chief academic officer at Hope International University (16 years) and Northwest Christian College (3 years). During those years, he was a Professor of History and Social Science, always teaching World Civilization to college freshmen, among other social science courses. Prior to his 26 year tenure at Hope, he taught at San Jose Christian College (now William Jessup University) for seven years. He has also been involved in educational institutions in the Ukraine and Cambodia. From 2001-2006, he served as Administrator of Turner Retirement Homes, a Christian community of 200 in Turner, Oregon. He and his wife Pat built their retirement home there in 2004 where they continue to reside and from where Gary commutes to teach at Fox.

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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.

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Beth earned a BS degree from Malone College, a MA in elementary school teaching from Western Michigan University, and a PhD 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 are in elementary reading.

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Jim is the former dean of the School of Education. Jim earned a BS from the Philadelphia College of the Bible, a MA from Glassboro State College, and a PhD 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.



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