



Graduate School
of Education

▶ Master's Degree
Handbook

College of Education | 2014-2015



Oral Roberts University
Graduate School Of Education

INTRODUCTORY HANDBOOK
MASTER OF ARTS IN EDUCATION
&
MASTER OF ARTS IN TEACHING

Kim E. Boyd, Ed.D.
Dean

Patrick Otto, Ed.D.
Graduate Chair

2014-2015

GRADUATE SCHOOL OF EDUCATION

A Message from the Dean ...

Holding this handbook in your hands means that you are either considering or have chosen ORU as the university where you desire to pursue your Master of Education Degree. You have chosen well.

As you researched your options, you no doubt found Oral Roberts University to be ranked among the best private Christian universities in the nation. Our Master of Arts in Education Program (M. Ed. & M.A.T) maintains the high standards set by ORU and provides an opportunity to develop a strong Christian worldview to impact the educational world.

The faculty members are experts in their fields and are dedicated Christian educators. All full-time faculty members have had many years of teaching and administrative experiences in private and/or public schools. In addition, adjunct professors are selected based on their areas of expertise and their ability to contribute to ORU's Master's program.

This Handbook for the Master of Arts Degree (M.A. Ed.) provides an overview of the program. Please do not hesitate to contact the Graduate School of Education, the Adult Learning Service Center, or any of the faculty members for additional information.

We look forward to having you in our program!

Kim Boyd, Ed.D.
Dean, College of Education

7777 South Lewis Avenue • Tulsa, OK 74171 • (918)495-7108 • (918) 495-6959 FAX
kboyd@oru.edu

TABLE OF CONTENTS

Introduction

Preface..... 1.
 Purpose and Goals..... 2.
 Statement of Purpose..... 2.
 College of Education Vision..... 3.
 Educating the Whole Person..... 3.
 Mission Statement..... 3.
 Conceptual Framework..... 3.
 Institutional Standards..... 4.

Program Design & Curriculum..... 6.

Programs of Study..... 7.
 University Requirements..... 9.
 Background Check Policy..... 9.
 International Student Requirements..... 9.
 Holy Spirit in the Now..... 10.
 HPER..... 10.
 Course Delivery System and Distance Learning..... 10.
 Modules..... 10.
 Summer Institute..... 10.
 On-line Classes..... 11.
 Transfer of Courses..... 11.
 ePortfolio Requirement..... 11.

General Policies and Procedures..... 13.

Application and Admission Requirements..... 13.
 Degree Seeking Candidates..... 13.
 Non-Degree Seeking Students..... 14.
 Fast Track Students..... 14.
 Readmission..... 15.
 Advisement..... 15.
 Graduate Orientation..... 15.
 Enrollment..... 15.
 Communication..... 16.
 Grievance Protocol..... 16.
 Good Standing Definition & Expectations..... 16.

Academic Procedures..... 18.

Course Load..... 18.
 Auditing Courses..... 18.
 Drop/Add Classes..... 19.
 The granting of Incomplete ‘I’ grades or extended incomplete ‘E’ grades..... 18.
 Topic Title Form..... 20.
 Degree Plan Change..... 20.
 Petition for Policy Exception..... 20.
 Chapel Attendance..... 20.
 Research Papers..... 21.
 Retention Policy..... 21.
 Comprehensive Examinations..... 22.
 Cheating and Plagiarism..... 22.

Procedures and Requirements: Statement of Understanding 24.
Master of Arts in Education Faculty..... 26.

ORAL ROBERTS UNIVERSITY GRADUATE SCHOOL OF EDUCATION

PREFACE

This Handbook is designed to familiarize the graduate education candidate with the Graduate School of Education's Master Degree programs, services, and requirements. It is the aim of the Graduate School of Education to facilitate the candidate's matriculation through the program, making the path as smooth as possible.

The curriculum for the ORU Master Degree programs in Education requires a minimum of 36.5 hours beyond a baccalaureate degree. Specific courses are delineated on the degree plan for each program, and any variation will be by advisor recommendation only. The Degree Plan must be approved by the candidate's advisor, the Graduate Chair, and the Dean immediately after full acceptance into a graduate program. Candidates are responsible for meeting with their advisors to be sure all graduate requirements are completed within five (5) years of the initial application approval. Degree plans for each program of study are found on the College of Education website.

The Introductory Handbook will be a helpful guide, but it does not replace the *University Catalog* or the *ORU Student Handbook* for general information specific to the Graduate School of Education.

Policies and procedures may change from time to time by decision of the Graduate Council and/or office of the Graduate School of Education. These decisions will supercede any statements contained in this handbook.

**ORAL ROBERTS UNIVERSITY
GRADUATE SCHOOL OF EDUCATION**

**MASTER OF EDUCATION –M. Ed.
&
MASTER OF ARTS IN TEACHING -M.A.T.**

INTRODUCTION

The ORU Graduate School of Education is designed to help you fulfill the call God has on your life as an educator. Our multiple dimensional approach includes a Biblical perspective and teaches the importance of ministering to the body, mind, and spirit in the classroom.

Education is the shaping of the whole person: body, mind, and spirit. At the center of the education program at ORU is the understanding that true wisdom and knowledge come from God. The Bible is God's inspired Word and is upheld as the standard and central point of reference.

The commitment of Oral Roberts University to the historic Christian faith is defined in the University's Purpose and Goals and the University's Statement of Purpose.

Purpose and Goals

Oral Roberts University came into being as a result of its founder, Oral Roberts, obeying God's mandate to build a university on God's authority and the Holy Spirit. God's commission to Oral Roberts was to: "Raise up your candidates to hear My voice, to go where My light is dim, where My voice is heard small, and My healing power is not known, even to the uttermost bounds of the earth. Their work will exceed yours, and in this I am well pleased."

Statement of Purpose

It is the purpose of Oral Roberts University, in its commitment to the historic Christian Faith, to assist the candidates in their quest for knowledge of their relationship to God, man, and the universe. Dedicated to the realization of truth and the achievement of one's potential life capacity, the University seeks to graduate an integrated person—spiritually alive, intellectually alert, and physically disciplined. To accomplish this purpose, Oral Roberts University seeks to synthesize by means of interdisciplinary cross-pollination the best traditions in liberal arts, professional, and graduate education with a charismatic concern to enable candidates to go into every man's world with healing for the totality of human need.

College of Education Vision

*Transformed Educators
Transforming Society
The Miracle Ahead—A Transformed Generation*

Educating the Whole Person

In keeping with the University's Statement of Purpose, the College of Education is rooted in the philosophical position that education is the shaping of the whole person: spirit, mind, and body. This philosophical position drives the vision of the Graduate School of Education to prepare professional educators to go into every person's world as transformed educators to transform society.

Mission Statement

The mission of the Graduate School of Education is to prepare professional Christian educators to go into every person's world and "make a difference." The Graduate School of Education seeks to provide the opportunity for individuals who hold Christian principles to participate in advanced study in preparation for professional, public, and private responsibilities in the field of education throughout the world.

Conceptual Framework

A modified Celtic cross represents the visual conceptual framework for the unit. Because of the Christian foundation of Oral Roberts University, the use of a cross is appropriate as the visual for the Conceptual Framework Model for the College of Education. The Celtic cross is distinguished by a circle surrounding the cross point. The ORU College of Education visual model consists of a strong foundation formed by the *Oral Roberts University Mission* and a *Christian Worldview and Biblical Foundation*. The cross is capped with *General Education*, while the crossbeam contents represent the *Academic Area of Emphasis* in each subject area of specialty, and the *Professional Education* component to represent pedagogical preparation. These four components reflect the University's focus on *Spirit, Mind and Body*.

The circle surrounding the point of crossing and merging of the *Spirit, Mind, and Body* components further connects all contents by implementing educational *Competencies, Experiences, Outreach, and Assessment*.

The Conceptual Framework includes a focus on the *Spirit, Mind, and Body of each candidate*:

The Spirit: *ORU Mission—Christian Worldview and Biblical Foundation*—commitment to the Christian heritage, and "Going into every person's world."

The Mind: *General Education*—emphasis on the humanities and the arts and sciences.
Academic Area of Emphasis—subject area specialty
Professional Education— pedagogical preparation

The Body: Attention to health and physical fitness

All of these combine in the Celtic cross to connect the components through clearly defined *Competencies, Experiences, Assessments, and Outreach*. Activities in the community and throughout the world provide continuing assessment to identify successes, evaluate needs, and identify the basis for future improvements.

The entire Conceptual Model is overlaid on Oral Roberts University's unique Whole Person seal, symbolizing the University's founding purpose and emphasis on Spirit, Mind, and Body.

Institutional Standards

The ORU Graduate School of Education embraces the institutional standards, goals, and objectives established by the ORU College of Education. The first fifteen of the goals listed below represent the College of Education, and those following are specific to the Graduate School of Education. It is the belief of the Graduate Faculty that the educational leader/administrator must have a basic understanding of the teaching-learning process as represented in the College of Education goals and must build on that foundation in order to lead schools effectively. The goals listed below reflect the teaching/administrative knowledge, the professional commitments, disposition, and performance standards adopted by the Faculty Senate in support of the development of teacher/administrator candidates.

It is the goal of the Graduate School of Education that, at the completion of their graduate program, every candidate will be able to demonstrate:

1. The candidate is a reflective, transformed educator who continually evaluates his/her practice, particularly the effects of his/her choices, dispositions, and actions on others (students, families, and other professionals in the learning community) from a Christian worldview.
2. The candidate is a reflective, transformed educator who actively seeks opportunities to grow professionally and understands the evaluation process of relative constituencies.
3. The candidate makes educational decisions (i.e. plans instruction and/or administrative) based on a Christian philosophy of education and promotes Godly principles among students, colleagues, parents, and agencies in the larger community.
4. The candidate makes educational decisions (i.e. plans instruction and/or administrative duties) based on the principles of the whole person lifestyle, including the spiritual, physical, intellectual, social, and emotional aspects.
5. The candidate draws upon knowledge of content areas, cross-disciplinary skills, technological resources, learners, the community, multiple and varied clinical

- experiences and knowledge of subject matter, *Core Curriculum*, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.
6. The candidate understands the central concepts, tools of inquiry, and structures of the disciplines(s) he/she teaches and creates learning experiences that make these aspects of the discipline(s) accessible and meaningful for learners.
 7. The candidate demonstrates an understanding of effective verbal, nonverbal and technological skills through a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections to authentic local and global issues.
 8. The candidate is a reflective, transformed educator who uses research, research findings, contextual information, and other evidence to adapt his/her practices to meet the needs of each learner.
 9. The candidate understands how students learn and designs and implements developmentally appropriate and challenging learning experiences that are supportive of personal and career development.
 10. The candidate demonstrates an understanding of the legal aspects of education.
 11. The candidate demonstrates the disposition of a transformed educator who seeks outreach opportunities to diverse populations, both locally and worldwide.
 12. The candidate understands how students learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, spiritual and physical areas.
 13. The candidate understands how to connect concepts and uses differing perspectives to engage learners in critical/creative thinking, collaborative problem solving, and applying performance skills to authentic local and global issues.
 14. The candidate demonstrates an understanding of assessment systems that aggregate and disaggregate data collected from multiple formal and informal assessment instruments, and supported by various technological resources.
 15. The candidate understands how to use assessment data to engage learners in their own growth, document learner progress, inform ongoing planning, instruction, and program improvement.
 16. The candidate works with learners to create inclusive learning environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self motivation.
 17. The candidate demonstrates the competencies necessary to foster active inquiry, collaboration, and supportive interaction to build skills to access and appropriately apply information that supports lifelong learning.
 18. The candidate demonstrates an understanding of individual differences and diverse communities by creating inclusive learning environments and educational opportunities that allow each learner to reach his/her full potential.

PROGRAM DESIGN AND CURRICULUM

The Graduate School of Education's Master Degree programs are designed to provide advanced study for teachers, curriculum specialists, and administrators in public, private, and Christian schools. This is accomplished through specific degree plans and professional tracks.

Degree: Master of Education (M. Ed.)

Major:

M	CSCD	Curriculum and Instruction – M. Ed.
M	SADM	School Administration – M. Ed.
	*c	CSEA Christian School Administration
	*c	GPSA Public School of Administration

*Master level concentrations will not show on transcripts.

Degree: Master of Arts in Teaching (M.A.T.)

Major:

M	MATL	Initial Teaching with Licensure – MA
M	MATA	Initial Teaching with Alternative – MA

Non-Degree Professional Development Tracks:

Special Education
School Administration

The curriculum for the Graduate College of Education's Master Degree programs requires a minimum of 36.5 hours beyond a baccalaureate degree. Specific courses are delineated on the degree plan for each program and any variation will be by advisor recommendation only. The Degree Plan must be approved by the candidate's advisor, the Graduate Chair, and the Dean immediately after full acceptance into a graduate program. Candidates are responsible for meeting with their advisors to be sure all graduate requirements are completed within five (5) years of the initial application approval. Degree plans for each program of study are included in the pages to follow.

Non-Degree Professional Development Tracks consist of courses totalling from 12 to 18 credit hours.

Programs of Study

Master of Education Degree Plans	ADVISOR	EXTENSION
Christian School Administration (CSEA)	Dr. Patrick Otto	7087
	Dr. Timothy Norton	6460
	Dr. Calvin Roso	6595
Curriculum Development (CSCD)	Dr. Calvin Roso	6595
	Dr. Timothy Norton	6460
Public School Administration (GPSA)	Dr. Jim Myers	6229
	Dr. Dwight Davidson	7167
*Teaching with Certification (MATL & MATA)	Dr. Dwight Davidson	7309
Non-Degree Professional Development Tracks:		
Special Education	Prof. Evie Lindberg	7048
Alternative Certification	Dr. Dwight Davidson	7309
Teaching English as a Second Language	Dr. Hallett Hullinger	7073

*The Teaching with Licensure Degree is offered through the Distance Learning Program. Candidates enrolling in the Teaching with Certification Degree Program must have a Bachelor degree from a regionally accredited institution. Student teaching is a requirement of this degree. Candidates applying must pass OGET and OSAT and produce *Portfolio: Phase I and II* before Candidate Teaching. Graduate candidates may take all Professional Education coursework without the interview normally required. However, they must have an interview before candidate teaching can be approved. Applications to enroll in candidate teaching must be filed by February 15 to candidate teach in the fall semester, and by October 15 to candidate teach during the spring semester.

Areas of certification include Art Education, Business Education, Early Childhood Education, Elementary Education, English Education, Health and Physical Education, Mathematics Education, Modern Foreign Language Education, Music Education, Science Education, Social Studies Education, Special Education, and Speech/Drama/Debate Education.

The curriculum for the Graduate College of Education's Master Degree programs require a

minimum of 36.5 hours beyond a baccalaureate degree. Specific courses are delineated on the degree plan for each program, and any variation will be by advisor recommendation only. The Degree Plan must be approved by the candidate's advisor, the Graduate Chair, and the Dean immediately after full acceptance into a graduate program. Candidates are responsible for meeting with their advisors to be sure all graduate requirements are completed. Degree plans for each program of study are included in the pages to follow.

University Requirements

Background Check Policy

Beginning Fall 2010, all incoming graduate level students will be admitted as “Conditional” status. The condition is the successful completion of the background check process. The condition is lifted upon the successful completion of the background check process, and as with any admission condition, this condition must be lifted for the student to graduate.

To complete the background check process, all incoming graduate level students will enroll in GPED 100. The students will enroll in GPED 100 at the same time that they enroll in their first academic classes. GPED 100 is offered only in the D2L online format. **The course will have 0 credit and \$0 tuition,** but will have fees equal to the expense of the background check process.

The Graduate Representative will assist the new students in the background check process. Upon acceptance into the Graduate program, the new student will receive an official Letter of Acceptance. This letter will include a description of all admission conditions including the background check condition. The Graduate Representative will assist the new student to enroll in GPED 100.

Once enrolled in GPED 100 the student will upload all completed background check forms and final reports into the D2L online class drop box as they would an assignment. The following conditions will apply at the conclusion of the semester of enrollment in GPED 100.

- a. If the student successfully completed the background check process the student’s file will be noted and the admission condition will be removed.
- b. If the student fails to complete the background check process, (has no final report) the student will be required to enroll for a second semester. This will require payment of the semester fees. The student is required to enroll in GPED 100 every semester until the background check is completed. The student will be allowed to enroll in only 9 credit hours under the background check admissions condition.
- c. If the student completes the background check process, but receives a negative final report, the School of Education Leadership team will review the nature of the report and make a determination of acceptance in accordance with Oklahoma law and other considerations.

International Student Requirements

International Students are subject to Federal, State and University requirements as described in the University Catalog, the University Web site and by the office for International and Expatriate Admissions, **Phone:** 918.495.7190.

Holy Spirit in the Now

All master level candidates at ORU are required to complete GTHE 507—Holy Spirit in the Now—for two hours credit. As a basic ethos course for the University, there is no transfer equivalency. Candidates who completed the Theology equivalency courses at ORU as an undergraduate are not required to take the course. The two credit hours required for the graduate degree may be taken as elective credit.

HPER

Every Master level graduate candidate is required to complete two courses of Health and Physical Education. One of those courses is HPER 503 Graduate Health Fitness for 1.0 credit hour. The second course may be any undergraduate or graduate HPE activity course for .5 or 1.0 credit hour. Candidates who have completed Health Fitness I and Health Fitness II undergraduate at ORU shall meet the requirement by completing two or more activity courses that total 1.0 to 1.5 credit hours.

Course Delivery System and Distance Learning

The Graduate College of Education's Master Degree programs are designed for practicing professionals. Therefore, courses are taught using a variety of delivery systems. This includes courses offered in the form of evening classes, intensive four-day module sessions available throughout the school year and during summer semesters, tutorials, and online delivery systems.

Some Master level courses are crosslisted with undergraduate education courses. Graduate candidates enrolled in such courses will be expected to do additional work and perform at a higher academic level than those candidates at the undergraduate level.

Modules

Currently, module classes consisting of four-day sessions with pre- and post-assignments are a primary course delivery option for the varrious Graduate Education programs.

Summer Institute

Graduate Education courses are offered in module format each summer. Candidates may combine two modules at Summer Institute. An advisement session is arranged for every candidate attending the Summer Institute.

On-Line Classes

The Graduate School of Education offers several classes on-line, and more will be available in the future. Candidates should contact their advisors for current on-line course offerings.

Transfer of Courses

Candidates for the Master of Arts in Education degree may request transfer of up to nine (9) credit hours of post-baccalaureate study from other institutions. Courses must be appropriate to the ORU Program, grades earned must be 3.0 GPA or higher (on a 4.0 scale), and course work cannot have been completed more than ten (10) years prior to the date of application for admission. Only course work that has not been used for any other degree may be considered for the master degree program. Transfer credit will be approved on a course-by-course basis.

Transfer of courses to graduate degree programs that prepare candidates for professional certification or licensure may not apply to degree requirements if such transfer of courses is prohibited or restricted by state law, regulations of the Oklahoma State Regents for Higher Education, or by specific requirements for professional certification or licensure.

The procedure to transfer courses is as follows:

1. Complete the Petition to Transfer Course Form.
2. Attach a copy of the course description from the catalog where the course was taken and a copy of the equivalent ORU course description.
3. Attach an official transcript to the petition form.
4. Submit the form to the advisor who, after approval, submits it to the Graduate Chair. After approval by the Graduate Chair, it is sent to the Registrar for posting to the candidate's transcript.

This process should take place at the time of the candidate's first advisement session when the Degree Plan is completed.

ePortfolio Requirement

Each candidate enrolled in the Graduate School of Education is required to develop an electronic portfolio that documents the candidate's progress through the graduate program. The candidates will follow a prescribed format and subscribe to required online ePortfolio service. Candidates are required to attend an ORU Graduate School of Education ePortfolio training session.

The portfolio is a dynamic collection of artifacts that reflect the candidate's development and mastery of competencies required by the College of Education and the Oklahoma Commission for Teacher Preparation. Artifacts not only reflect best practice, but are indicators of professional growth and progress and are aligned with national subject area competencies. Benefits of the

eportfolio include the development of an individual's personal career action plan; clarification of career objectives and goals; self-reflection, assessment and improvement; and facilitation of application for employment or promotion.

Additional information on eportfolio requirements may be found in the Graduate ePortfolio web page. The ePortfolio training information and schedules are updated and communicated monthly.

GENERAL POLICIES AND PROCEDURES

APPLICATION, ADMISSION, AND ADVISEMENT

The curriculum for the ORU Graduate School of Education's Master Degree programs requires a minimum of 36.5 hours beyond a baccalaureate degree. Specific courses are delineated on the degree plan for each program, and any variation will be by advisor recommendation only. The Degree Plan must be approved by the candidate's advisor, the Graduate Chair, and the Dean immediately after full acceptance into a graduate program. **Candidates are responsible for meeting with their advisors to be sure all graduate requirements are completed within five (5) years of the initial application approval.**

Application and Admission Requirements

To qualify for any of the Master of Arts programs, the applicant should have a baccalaureate degree with a minimum grade point average of 3.0 (on a 4.0 scale) from a regionally accredited undergraduate institution. All applications are evaluated by one or more members of the graduate faculty, the Chair of the Graduate School of Education, and the Dean of the College of Education. Admissions evaluations are based on a multi-criterion rubric that is, if admitted, included in the candidate's ePortfolio. To apply for admission, the applicant must submit the items delineated below to the Graduate Admission Director.

Degree Seeking Candidates

Candidates for admission to the Graduate School of Education's Master Degree programs must submit the following items:

1. An application for admission including a signed Code of Honor Pledge (included with application).
2. A \$35 application fee.
3. Official transcripts of all college and university academic work, providing evidence of a baccalaureate degree conferred by a regionally accredited institution with grade point average of 3.0 or above on a 4.0 scale.
4. Two academic/professional recommendations.
5. One cleric recommendation.
6. Graduate Record Exam (GRE) with a cumulative score of 800 or above **or** Miller Analogies Test (MAT) with a score of 40 or above.
7. Personal Essay defining educational, ministry, and personal goals. Must also include background, educational and occupational experiences, etc.
8. Test of English as a Foreign Language (TOEFL) score of 550 (for non-native English speakers).

In considering a candidate for admission, the Admissions Committee considers such items as a match of the Graduate School of Education's Master Degree programs to career goals, space in the program, value-added diversity, and strength of recommendations. The committee may recommend acceptance, conditional acceptance, acceptance on probation, or rejection. Candidates will not be allowed to proceed beyond 12 credit hours of work toward a degree program in the Graduate School of Education until fully admitted.

Non-Degree Seeking Students

For various reasons, candidates may choose to take courses without seeking a degree. Admission for non-degree status requires the following:

1. Official transcripts of all college and university academic work, providing evidence of a baccalaureate degree conferred by a regionally accredited institution with grade point average of 3.0 or above on a 4.0 scale.
2. Non-degree application form the Graduate School of Education Representative.
3. A \$35 application fee.

Non-degree seeking candidates may complete 12 hours of course work before declaring a major. Candidates may complete up to 18 hours as part of a Non Degree Seeking Professional Development track.

As required of all graduate education candidates, non-degree candidates must maintain a 3.0 grade point average while in graduate school. Should the candidate desire to change from a non-degree status to a degree program, he/she will need to make application and meet all admission criteria.

Fast Track Students

An undergraduate candidate with a senior classification who needs less than a full course load for graduation may be permitted to enroll concurrently in courses applicable to a graduate degree on the following basis:

1. Must complete application for admission (available in the Adult Learning Service Center – ALSC).
2. Must have completed at least 90 semester hours of course work with a minimum GPA of 3.0.
3. Must maintain a 3.0 in undergraduate and graduate studies in order to remain in the program.
4. Must complete any additional admission requirements with the Director of Graduate Admissions.

Fast Track allows six hours a semester for the candidate's undergraduate senior year. A total of 12 hours only is allowed in this program. No additional tuition is charged when total hours (undergraduate plus graduate) enrolled are between 12 and 18 hours each semester.

Readmission

After two semesters of non-enrollment, the graduate candidate will be transferred to inactive status. To be readmitted, the candidate must complete the application for readmittance and must meet the current requirements of his/her degree program. If the candidate's original application is incomplete, readmission will be denied until all admission requirements are met.

If for non-enrollment or any other reason a graduate education candidate has been dropped from the roster of graduate education candidates, he/she must file for readmission. Applicants requesting readmission will meet the current admission and degree plan requirements. It should be understood that changes in state certification requirements will necessitate changes in degree requirements. Readmission does not alter the candidates 5 year completion requirement. The candidates 5 year time limit begins with their original acceptance into the program and does not restart with the readmission.

Advisement

Graduate candidates are assigned an advisor who will assist them in academic counseling and planning the scheduling of classes toward a degree. The advisor and candidate will develop a plan of study based on the candidate's goals and the appropriate university and/or state requirements. This plan of study will be submitted to the Graduate Chair and Dean of the College of Education for final approval. This document should be carefully constructed since any change may hinder the timelines set for completion of the degree. Candidates are ultimately responsible for meeting all the requirements toward their degree program. **Any corrections or changes in the candidate's program must be approved by the candidate's advisor.**

Graduate Orientation

All graduate candidates are required to attend an orientation seminar before the completion of their first nine hours of their graduate program. An orientation seminar is presented every fall, spring and during Summer Institute. The orientation seminar is designed to acquaint the candidates with ORU, the Graduate School of Education, and the policies and procedures to be followed throughout their program. There are no fees or tuition for the orientation and it yields no academic credit. Each candidate is held responsible for the information presented at this seminar.

Enrollment

New candidates will receive a packet of information from the Graduate Education Representative instructing them how to enroll in courses using the Vision online enrollment tool.

Vision is the student service portion of the ORU website. You can enroll in your classes, check grades and print unofficial transcripts through Vision. The site is both login and password protected for your protection. Your initial login is your student ID# and your password is your birthday. If you have any difficulty accessing your information on Vision please contact Mary Lockhart at mlockhart@oru.edu

Communication studies show that a primary key to success in a distance Graduate Program is regular communication. The Graduate School of Education communicates regularly with candidates through individualized emails, a monthly eNews Blast, and eNewsletter. All of these are email and / or web based; therefore, it is imperative that the candidate regularly watches for and expects email contact from the Graduate Education office. It is the candidates responsibility to keep the Graduate Education offices informed and updated with current email addresses.

Grievance Protocol:

- Master or Doctoral Candidates in the College of Education who have a concern regarding the Graduate School of Education's academic programs may request to meet with the Graduate School of Education Chairperson in order to address these concerns.

- If the students' concerns are not addressed to the student's satisfaction by the Chairperson he/she may appeal to the Graduate Council for a hearing.

- If the situation is not resolved at the Graduate Council level, the student may appeal to the College of Education Dean.

- Should the grievance not be satisfactorily met at the Dean's level, the student may then appeal to the University's Vice President of Academic Affairs/Provost.

Good Standing: Definition and Expectations:

For a student to be considered for readmission the student must meet each of the Good Standing criteria.

1. Academic Good Standing:
 - a. As noted in the University Catalog and the Graduate School of Education Handbooks, a student may be considered in Academic Good Standing when he/she have a GPA at or above 3.0.

 - b. As noted in the Graduate School of Education Handbooks, a student who has twice failed the Comprehensive Exams will be withdrawn from the program and losses his/ her Good Standing Status.. These students have lost their Good Standing status. Therefore, those students who have successfully passed the comprehensive exams or have yet to complete the exams may be considered in academic Good Standing.

2. Disciplinary Good Standing: As noted in the ORU Honor Code and the University Student

Handbook, students may be removed from the program for unethical, dispositional, unprofessional and other specified conduct. These students have lost their Good Standing status. Therefore, those students who have not been withdrawn from the program due to formal disciplinary action may be considered in Good Standing.

3. Expected Adequate Progress As noted in the University Catalog and the Graduate School of Education Handbooks, students have a specified amount of time to complete their program of study.

MA = 5 years

Those students nearing the end of their time limit may request an extension of their time. Extension proposals are initially made to the student's advisor. The proposal must explain why the student has not completed the program within the time limit and a plan for completing the program. The rationale for not completing the program must be of an unusual and significant nature. Should the advisor agree that the rationale is of an unusual and significant nature and that the completion plan is realistic, the advisor will present the proposal to the Graduate Council. The Graduate Council may deny, approve or amend the proposal.

Those students who have been formally denied an initial extension or a continuing extension will lose their Good Standing status due to lack of adequate progress. Those students granted an extension while in the extension, may be considered in Good Standing.

Under extreme conditions, typically medical in nature, a student may request that his/ her progress requirement be placed in abeyance. The student initiates this process through his/ her advisor. Should the advisor support the request, he/she presents it to the Graduate Council. The Graduate Council may approve or deny the request. If the request is approved the student maintains Adequate Progress Good Standing.

Those students who are withdrawn from the program at the conclusion of their time limit, but in otherwise Good Standing, may request readmission. The Graduate Council will review the student's transcripts to determine how much previous credit will be allowed as part of the student's acceptance. (A Graduate Council Subcommittee is developing this policy at this time. However, some of the considerations will be: the age of the credits, if the credits are from Core courses, was the student in the dissertation phase?)

ACADEMIC PROCEDURES

Course Load

Candidates must enroll in at least 9 hours per semester to be considered full time. A course load of 4 credit hours or above qualifies candidates as half time and allows them to be eligible for financial aid.

Auditing Courses

With the approval of the instructor, advisor, and the Graduate Chair, candidates may audit (take a course without credit) any of the master graduate classes offered by ORU. Courses audited do not count toward the completion of a degree. There is a charge to audit courses. See the *ORU Catalog* and the Registrar's Office for auditing procedures.

Drop/Add Classes

Candidates desiring to drop or add a class must obtain a DROP/ADD form from the Graduate School of Education. The form should be returned to the Registrar's Office with appropriate signatures.

If a candidate drops a course within the second week of class, no grade is recorded. If the candidate withdraws while passing during the next six weeks, a "W" for withdrawal is recorded. For candidates who are not passing, a "WF" for withdrawal while failing is recorded. Candidates who withdraw from a class after the eighth week will receive a "WF." **Note:** a grade of "WF" is counted as an F when determining the grade point average.

The granting of Incomplete "I" grades or Extended Incomplete "E" grades

In accordance with the ORU and College of Education policy updates, the following changes will be implemented regarding the granting of Incomplete "I" grades and Extended Incomplete "E" grades.

- I. Incomplete "I" grades will be granted only to those candidates who have experienced a catastrophic event. The issuance of an "I" grade should be considered a rare occurrence.
 - A. Those candidates who have experienced a catastrophic event and require additional time to complete the course assignments must request an "I" prior to the final course post assignment, exam or capstone activity deadlines. For many of the courses the final course post assignment, exam or capstone activity deadlines are different from the formal end of semester grading period. For some courses this deadline corresponds with the end of the grading period for the semester.
 1. To request an "I" grade, the candidate must submit to the course professor an "Exception To Policy Form". This form can be found at, http://www.oru.edu/current_students/my_enrollment/registrar/pdfs/petition_policy

[exception_fillable.pdf](#)

- a. Included on this form or as an attachment the candidate must describe the nature of the catastrophic event.
 - b. Included on this form or as an attachment the candidate must propose a plan and timeline for the completion of the course.
2. The course professor will assess the request as well as the proposed completion plan.
- a. The course professor may decline the request. In this case the professor will calculate a grade based on the course material that the candidate has submitted by the grading period.
 - b. The course professor may request additional information. In this case the professor may grant the candidate an informal extension, not to exceed the end of semester grading period.
 - c. The course professor may support the request and submit the Exception To Policy form to the C.O.E. leadership.
3. If the “I” grade is granted, it is the candidate’s responsibility to follow through with the accepted completion plan. Failure to successfully fulfill the requirements of the approved completion plan will result in an “F” grade. A second “I” grade is not an option. A candidate failing to fulfill the requirements of the approved completion plan may request an “E” grade. For further information see II.
- B. Those candidates who have experienced a catastrophic event and require additional time to complete the course assignments, but due to the nature of the catastrophic event are unable to make a formal request for an “I” grade within the time frame of the grading period will receive a grade for the work submitted. This may be an “F” grade. These candidates may at a later time request that the grade be changed. Typically the candidate will request that the grade be changed to an “I” in order to allow additional time to complete the course work.
1. To request a change of grade, the candidate must submit to the course professor a “Change of Grade form”. This form can be found at, http://www.oru.edu/current_students/my_enrollment/registrar/pdfs/change_grade_0909.pdf
 - a. Included on this form or as an attachment the candidate must describe the nature of the catastrophic event.
 - b. Included on this form or as an attachment the candidate must propose a plan and timeline for the completion of the course.
2. The course professor will assess the request as well as the proposed completion plan.
- a. The course professor may decline the request. In which case the professor will calculate a grade based on the course material that the candidate has submitted by the grading period.
 - b. The course professor may request additional information. In this case the Professor will specify a deadline for the additional information.
 - c. The course professor may support the request and submit the Change of Grade form to the C.O.E. leadership.

3. If the change of grade is granted, it is the candidate's responsibility to follow through with the accepted completion plan. Failure to successfully fulfill the requirements of the approved completion plan will result in an "F" grade. A second "I" grade is not an option. A candidate failing to fulfill the requirements of the approved completion plan may request an "E" grade. For further information see II.
- II. Extended Incomplete "E" grades may be granted only to those candidates who had been granted an "I", but have experienced a continuing or additional catastrophic event which has caused them to not successfully fulfill their approved completion plan. The issuance of an "E" grade should be considered to be a very rare occurrence. Procedurally, the candidate requesting an "E" grade would follow the "Change of Grade" policy found in I:B.
- However, it is incumbent upon the candidate to be in regular communication with the course professor during the "I" completion plan. The candidate must inform the professor of the reoccurrence or the continuation of the catastrophic event and of the ensuing disruption of the approved completion plan. Thus, the course professor will be aware of the need and rationale for the "E" change of grade.

Topic Title Form

A Topic Title Form is required for a Directed Study. This form should accompany the grade roster when the final grade is submitted.

Degree Plan Change

To change a program of study area, candidates must fill out the MAJOR/MINOR change form and submit it with the advisor's signature to the Registrar's Office. Candidates must then meet with the appropriate faculty advisor to complete a new degree plan.

Petition for Policy Exception

Candidates may petition to have stated academic or financial policies modified due to extenuating circumstances. Petitions for Policy Exception and Petitions for Financial Policy Exception may be obtained in the Student Accounts Office. After the required signatures are obtained, the form should be returned to the appropriate office for processing. Some petitions may require a processing fee.

Chapel Attendance

All full-time, local Master degree candidates are required to attend chapel services on Wednesday and Friday mornings at 10:50 a.m. during the regular semester and Wednesday mornings at 10:50 a.m. during Summer sessions. Chapel seating arrangements are posted in the

Graduate School of Education. Attendance is taken at the chapel services. Absences due to illness may be excused with a letter from a doctor. Absences due to employment must be excused prior to the chapel service(s). Chapel excuses for a work-related absence must be renewed each semester.

Chapel Excuse Forms may be obtained from the Graduate School of Education. The completed form must be approved by the Chair of the Graduate School of Education. More than two unexcused absences will incur a \$50 fine per absence.

Research Papers

All research papers submitted to the Graduate School of Education require the APA format found in the *Publication Manual of the American Psychological Association* (APA), sixth edition, 2nd 2010 printing.

Institutional Review Board Form: Federal policy requires that ALL research involving human subjects be approved by an Institutional Review Board (IRB) to ensure that the rights and welfare of human subjects are properly protected. **The approved review form, returned to the candidate by the IRB, is required prior to conducting any research.** This form is required whether your research is approved or exempt. An IRB Packet with approval forms is available in the Office of the Graduate School of Education.

Retention Policy

Candidates in the College of Education Graduate Programs are expected to maintain high academic performance. A Grade Point Average (GPA) of 3.0 or above on a standard of 4.0 is expected each semester. A grade of an “A” or “B” must be earned for all core and emphasis courses. Candidates will be placed on probationary or suspension status if their performance falls below a 3.0. The candidate will be notified in writing by the Chair of the Graduate School of Education of that status.

The first semester a candidate's performance is between 2.99 and 2.70 GPA, the candidate will be placed on probationary status. A GPA below 2.70 will place the candidate on suspension. Should a probationary candidate's performance fall below a 3.0 GPA in any of the following semesters after being placed on probation, he/she will be eligible for suspension. Matters of probation and suspension will be reviewed by the Graduate Chair, the Graduate Council, and the Dean of the College of Education.

A candidate who has been admitted to the Graduate Education Program on a probationary status and who then earns less than a 3.0 GPA in the first 12 hours will not be admitted to the degree program.

A candidate who has been suspended from the Graduate Program because of inadequate

academic performance may petition for re-admission to the program after the suspension period has ended. Suspension status is for six months. A letter/petition for readmission to the program requires approval of the Advisor, the Chair of Graduate Education, the Dean of the College of Education, and a majority vote of the Graduate Council before readmission may be authorized.

Notification of re-admission, with any restricting conditions, shall be in writing by the Chair of the Graduate School of Education. The candidate re-enters on probation; therefore, he/she must maintain a GPA of 3.0 for the remainder of the program. Should the candidate be re-admitted, any required course with a grade of "D" or "F" indicated on his/her transcript must be repeated with a grade of "B" or above. An 'elective' course with a grade of "D" or "F" must be repeated with the same or another 'elective' course with a grade of "B" or above. No course(s) that was (were) completed during the suspension period will be accepted as a transfer course to the candidate's program.

Comprehensive Examinations

A comprehensive written examination is required of candidates pursuing the Master of Arts Degree. The Comprehensive Exam is given three times a year: Applications for the exam may be submitted by candidates after completing 24 hours of graduate course work providing they have maintained a 3.0 grade point average with all core courses having a grade of no less than a "B". The deadline for application is six weeks before the examination. Results will be mailed to the candidate within 30 days following the exam. The comprehensive written examinations are to be completed using a computer.

Application forms are available in the Graduate School of Education Office. The completed form must be returned to the Graduate School of Education with the \$25 non-refundable fee **six weeks** prior to the examination date.

Distance candidates may take the exam with a proctor. The proctor must be approved when making application. Information concerning the guidelines for securing a proctor is available in the Graduate School of Education. **Any proctor expences are the responcebilty of the candidate and not ORU.**

After the application has been submitted, the candidate receives a study guide with the explanations/expectations concerning the examination. The candidate is considered committed to taking the exam when the application is completed, signed, and approved. When a candidate fails to meet the commitment, the Graduate Chair will be notified. Candidates who do not pass the examination have one opportunity to retake the exam.

The exam consists of three questions. Two of the questions directly reflect core courses. The third will vary by degree program and may reflect a core course or an elective. This will be explained in more detail in the Master Degree Comprehensive Exam Study Guide. Should a

candidate fail one question, he/she will have a second opportunity to retake a similar question. Should a candidate fail to pass two or all three questions he/she will have a second opportunity to retake the full exam (a similar but alternate version). Candidates are expected to pass the Comprehensive Exam on either the first or second attempt.

Cheating and Plagiarism

Cheating in any form, including plagiarism, is a serious academic offense and will not be tolerated. Consequences include a zero on the assignment and may include an F for the course, academic probation, suspension, or expulsion from the program. Plagiarism is defined in each course syllabus.

**ORAL ROBERTS UNIVERSITY
GRADUATE SCHOOL OF EDUCATION**

**MASTER OF EDUCATION –M.Ed
&
MASTER OF ARTS IN TEACHING -M.A.T.**

**PROCEDURES AND REQUIREMENTS:
STATEMENT OF UNDERSTANDING**

The signature at the end of this **Statement of Understanding** confirms that the candidate has read the procedures and requirements listed below, and that said candidate understands that he/she must meet all requirements set forth herein and all procedures established in order to fulfill the requirements of Oral Roberts University's Graduate School of Education for the awarding of the Master of Arts in Education Degree.

- 1. **Upon written notice of acceptance, the candidate has seven years to complete the program. (Extensions to this five years should be considered to be very rare!).**
- 2. The candidate is assigned an Advisor based on the probable area of concentration, and the load of advisors.
- 3. Once accepted into the Master of Arts program, all candidates are required to attend the Graduate Orientation Seminar. The seminar may be attended prior to admission if the application has been submitted. Instructions on the development of the required candidate portfolio are included in this seminar.
- 4. The candidate will set up an E- portfolio to be utilized throughout the Master Degree Program for a collection of artifacts validating the candidate's experiences, growth, and success in the program. (Note: There is a computer proficiency requirement.)
- 5. The Advisor works with the candidate to construct a degree plan and submits it to the Graduate Chair and Dean of the College of Education for approval or modification.
- 6. Course work proceeds as indicated by the degree plan. Any deviations from the agreed plan will require advanced approval of the Advisor.
- 7. GTHE 507—Holy Spirit in the Now
- 8. HPE requirement met.
- 9. Written comprehensive exam passed. (Candidate may apply after completion of 24 hours.) The written comprehensive exams must be completed using a computer.
- 10. Candidacy form submitted prior to April 1. (To withdraw candidacy, submit request in

writing to Registrar before April 1 or charges will remain on student's account.

- 11. **No research may be conducted prior to the approval of the prospectus and IRB**
- 12. Student cleared with Student Accounts Office.
- 13. Final approval of ePortfolio by Advisor and Graduate Chair
- 14. All established deadlines must be met in order to qualify for graduation. Meeting deadlines is the student's responsibility, NOT the Advisor's nor the Chair's.
- 15. Candidates are expected to participate in the hooding and graduation ceremonies.

(Print) Candidate's Name

ID #

Date

Candidate's Signature

**ORAL ROBERTS UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
GRADUATE EDUCATION FACULTY**

Kim E. Boyd, Ed.D.

Dean, College of Education
(918) 495-7084
kboyd@oru.edu

J. Patrick Otto, Ed.D.

Chair, Graduate School of Education
(918) 495-7087
jotto@oru.edu

Dwight Davidson, Ed.D.

Asst. Professor.
(918) 495-6196
ddavidson@oru.edu

Hallett Hullinger, Ed.D.

Assoc. Professor,
(918) 495-7073
hhullinger@oru.edu

Mary Lou Miller, Ed.D.

Assoc. Professor,
(918) 495-6698
mmiller@oru.edu

Jim V. Myers, Ph.D.

Professor
(918) 495-6229
jmyers@oru.edu

Timothy D. Norton, Ed.D.

Professor,
(918) 495-6460
tnorton@oru.edu

Calvin Roso, Ed.D.

Assoc. Professor,
(918) 495 6595
croso@oru.edu

Clarence Oliver, Ed.D.

Faculty Emeritus
(918) 455-9715
cgoliver@webzone.net

Sherri Tapp, Ed.D.

Assoc. Professor,
(918) 495-7081
stapp@oru.edu

*To apply, or for more information, call or email:
Graduate Education Representative*

*1-800-643-7976 ext 14
gradedu@oru.edu*

ORU

MAKE NO
LITTLE PLANS
HERE

ORAL ROBERTS UNIVERSITY
7777 SOUTH LEWIS AVENUE
TULSA, OKLAHOMA 74171
WWW.ORU.EDU | 918.495.6161