

**ORAL ROBERTS UNIVERSITY SCHOOL OF EDUCATION  
2011-2012 ANNUAL REPORT AND STRATEGIC PLANNING GOALS  
DR. KIM E. BOYD - DEAN**

**SCHOOL OF EDUCATION GENERAL INFORMATION**

**ACCREDITATION**

**NCATE:** National Council for Accreditation of Teacher Education: Seven year cycle: 2006 – 2013. Next Scheduled Visit: **Fall 2014** (extended by NCATE)

**OCTP:** Oklahoma Commission for Teacher Preparation: Seven year cycle: 2006 - 2013. Next Scheduled Visit: Fall 2014 (extended by OCTP)

**Program Reports:** A year prior to the accreditation visit the College of Education is required to submit a Program Report similar to a self-study for each of the **15** programs offered that lead to certification. Five programs are submitted to the state for review and seven are submitted for national reviews. The music program is recognized as a part of the music department's national accreditation. Program Reports were originally due Fall 2012. However a request to extend the due date to Spring 2013 was made due to having several new secondary representatives who were new to the process. Additionally, the unit assessment system was revised to better fit the requirements for the Program Reports. Because a minimum of two applications of data is required, the unit needed an additional semester to gather the data. The request for an extension was granted by both NCATE and OCTP.

**UNDERGRAD MAJORS 2011-12**

The Undergraduate education faculty and administration served **204** teacher candidates (up from **188** last year), as reflected in the AACTE/NCATE/OCTP Annual Report.

**MAJORS OFFERED WITH INITIAL CERTIFICATIONS**

Early Childhood Education	Art Education	Communication Arts Ed
Elementary Education	Modern Foreign Language	English Education
English Language Learners Ed	Health & Physical Education	Math Education
Special Education	Music Education	Science Education
		Social Studies Education

**The Challenge**

The increased cost to attend a private institution to obtain a teaching degree is prohibitive for many students given the average beginning salaries of classroom teachers. Additionally, recruiting and retaining minority students who desire to major in education and math and science education majors is an increasing challenge. Therefore, it will become increasingly important for leadership to seek opportunities to secure grant funding for recruiting purposes, as well as to help offset the amount of debt teacher candidates obtain while matriculating through our programs.

**GRADUATE MAJORS 2011-12**

The Graduate education faculty and administration served **129** candidates in the Master of Education program and **256** candidates in the Doctoral program, as reflected in the AACTE/NCATE/OCTP Annual Report, making a total of **385** candidates served in the Graduate School of Education.

M.A.T.Teaching Initial Certification - Licensure	Ed.D. Educational Leadership
M.A.T.Teaching Initial Certification – Alternative	Ed.D. Higher Education Administration
M.Ed. Curriculum and Instruction	Ed.D. Christian School Administration
M.Ed. School Administration	Ed.D. Public School Administration.
M.Ed. Teaching English as a Second Language* (*The TESL Program was placed on Hiatus due to low enrollment.	

**The Challenge**

The number of new students admitted to graduate programs increased by **55** percent; **65** (10-11) and **101** (11-12). While new admits to the doctoral program continues to outnumber those admitted in the master's program, the largest increase was in the master's program **23** (10-11) to **47** (11-12). The COE leadership worked with the enrollment, admissions, and financial aid offices to examine scholarship policies for graduate programs and was successful in reversing the policy for part-time and full-time graduate students. We believe these efforts; in addition to recruitment efforts focused on the master's program contributed significantly to the increased enrollment in the master's program, which is a feeder into the doctoral program.

**RECRUITING EFFORTS**

The Graduate School of Education has made intentional efforts to reconnect with those students who have been deemed “inactive”. Inactive is defined by the COE Graduate Council as those who have not enrolled in courses two consecutive semesters. By May 2012, over **250** inactive students were contacted by email. Many received follow up phone calls. Throughout the year the inactive students are contacted monthly by the Graduate Representative, their advisor, and the graduate chair via email messages and phone calls. ORU greeting cards were mailed to inactive students (**87** MA & **47** Ed.D.) These cards contained a personal note from the Graduate Chair.

The overall admissions from 2010-11 to 2011-12 was up by **55%**, and the Annual Credit Hours Enrollment from FTE Reports for 2010-11 to 2011-12 was up by **8%** (the best since 2005-06). Additionally, the Summer Institute 2011 enrollment (which is not included in FTE reports) was up **24%** from 2010. This would suggest that the intentional efforts to reconnect with inactive students along with the method used to leverage scholarship funds have produced good results.

## GRADUATION NUMBERS

- The College of Education had **47** program completers including **35** undergraduate teacher candidates, **seven** master's candidates, and **five** doctoral candidates.
- Since 2001 over **262** educators have graduated with a Masters Degree from the ORU Graduate School of Education, and **70** individuals have earned an Ed.D.
- **21** of the graduates in the Doctorate in Educational Leadership Program are in leadership positions in institutions of higher education at private and state colleges or universities serving as deans or associate deans.

## TEST SCORES

- The Oral Roberts University School of Education teacher candidates have consistently had high passing scores on the Oklahoma Certification Examinations. Testing results from the 2010-2011 school year (the latest year of complete reporting) revealed that **100** percent of program completers passed all components of the certification examination for initial teacher licensure. The National Council of Accreditation for Teacher Education (NCATE) requires that **80** percent or more of the Unit's program completers pass the content examinations.
- **Seven** candidates took the Master's of Arts Comprehensive exams for the first time in the 2011-12 exam cycle. **All** of the candidates passed all of the questions. **None** of the exams were taken as retakes. **Seven** doctoral candidates took the exam for the first time in the 2011-12 exam cycle. **Two** of the candidates failed to pass. **No** exams were taken as retakes.

## ACCOMPLISHMENTS

- **College of Education Hosts Education Conference:** Approximately 130 individuals including ORU alumni, current senior level teacher candidates, ORU faculty, Teacher Candidate Leadership Association officers, faculty from other universities, and guests attended the day-long College of Education Homecoming 2012 Education Conference. The theme: *Impacting Education: It's Where You Belong*, adopted from the homecoming theme, featured eight speakers presenting 16 workshops and a six-member panel discussion. The speakers and panelists represented K-12 public and Christian school teachers, principals and superintendents, along with Higher Education leadership. Through a generous donation from Praise Ministries, Inc., (Mary Martha Black Foundation) the College of Education was able to cover the cost of registration and lunch for all conference attendees. Additionally, funding covered the cost for 20 ORU alumni classroom teachers' substitute teacher pay. Finally, those registered were also entered into a drawing to win an iPad2. Of those responding to the conference evaluation survey, 100 percent rated the overall event as satisfied or very satisfied with the conference.
- **Candidates and Faculty Go to Haiti:** Students from the College of Nursing and candidates from the College of Education, along with two faculty members, **Dr. Jean Mosley** (education) and **Debi Lammert** (nursing) headed to Port-au Prince, Haiti for spring break to participate in a joint missions outreach ministry. The team partnered with Fishers of Men Ministries (FOMM) to work with H.I.S. Home for Children's orphanage. Nursing majors conducted general physicals for the children, and education majors conducted developmental assessments. Additionally, the faculty and students conducted

professional development activities for the staff members, teaching them how to implement strategies that would assist the children in their physical and cognitive development. Before leaving, other faculty members and students hosted a shower to collect items needed such as baby formula, diapers, and wordless picture books. One local church took up a special offering to donate monies for additional items needed.

- **College of Education Community Service Project:** The Teacher Candidate Leadership Association and sponsors organized a community service project for Choteau Elementary School and Mark Twain Elementary School. **Fifty-six** college education majors and **10** faculty members gave their time and energy to make the schools a special place for students to be proud of and to attend by painting murals, general cleaning, painting park benches, and planting a tree in honor of a student who passed earlier in the school year.
- **Faculty Participate in Oklahoma Commission for Teacher Preparation (OCTP) Training:** David Farnsworth, modern language education secondary representative, participated in the Oklahoma Commission for Teacher Preparation Board of Examiners training. He is now eligible to serve on state accrediting teams for other colleges, schools, and departments of education. In addition, Dr. Jean Mosley served as a reviewer on a program review committee for the National Association for the Education of Young Children (NAEYC).
- **Faculty Excellence Awards:** Three of the five annual Faculty Excellence Awards were presented to professors from the Graduate School of Education: Dr. Calvin Roso, Dr. Timothy Norton, and Dr. Patrick Otto. The recipients were selected in the following categories: Roso was selected as the recipient of the Teaching; Norton for the Christian Worldview Teacher; and Otto for the Stakeholder Engagement.

#### **FACULTY SCHOLARSHIP AND SERVICE**

Faculty at both the graduate and undergraduate levels continue to participate in multiple scholarly activities, as well as provide service to the P-12 educational community, the unit, the university, and the community at large.

#### **Scholarship**

The College of Education has defined Scholarship as article and book publications, attending and presenting at local, regional, or national higher education conferences and workshops, research projects, and chairing or serving as a team member for accreditation site visits and subject area program review audits.

- The undergraduate faculty presented or conducted **eight** workshops during the year and attended over **21** conferences or workshops (**two** of which were juried), and had **seven** publications (**four** of which were juried),. **Two** faculty members are in the process of completing books. Additionally, **three** faculty members are involved in **five** ongoing research projects. We are proud to announce that **two** undergraduate faculty members completed their doctoral programs this year. **One** faculty member continues to work on his advanced degree, moving toward the final coursework and beginning the dissertation phase of his program. Currently **six** full-time professional education faculty members

and **eight** secondary representatives are involved in writing program reports for the programs offered that lead to certification.

- The graduate faculty 2011-2012 Scholarly Activities Report indicates that faculty completed **47** scholarly activities, including **10** publications, **13** higher education presentations, **4** grant related activities, and **20** other scholarly activities. **Three** faculty members are involved in writing program reports for advanced programs offered that lead to certification. Faculty members chaired **three** International Christian Accrediting Association (ICAA) accreditation visits for P-12 Christian schools.

### Service

The College of Education has defined Service as P-12 conference and workshop presentations, serving on P-12 committees, and volunteering in P-12 schools. Also under this category is unit and university level presentations, and committees, and community presentations and serving on community related boards and committees.

- The undergraduate faculty members conducted **six** presentations for P-12 schools, serve on **two** P-12 school committees or boards, and have volunteered at least **71** clock hours in P-12 schools. Additionally, they presented **eight** unit level workshops, and **all** full-time faculty serve on various committees for the COE. **Three** undergraduate faculty members provided workshops for the university, and others served on **five** university level committees. Finally, **three** faculty members sponsored **seven** clubs or organizations.
- Graduate Education faculty members conducted **68** workshops for P-12 schools or conferences. Including **5** International conferences in Ghana, Zimbabwe, India, Canada, and El Salvador. Graduate faculty served on 46 unit or university level committees, and of these chaired **seven**, including the ORU SoTL-CHEd Journal. **One** member of the graduate faculty served on the Faculty Advisory Council to the Oklahoma State Board of Regents for Higher Education, and **one** served as the President of the Faculty Senate.

### COLLEGE OF EDUCATION GOALS

Of the **16** College of Education goals, we have made major progress on **11**, minimal progress on **one**, and no progress on **four**. The intent is to aggressively address those with minimal or no progress during the 2012-13 school year. Additionally, our primary efforts will be focused on the upcoming program report evaluations and unit accreditation site visit.