

ORAL ROBERTS UNIVERSITY
COLLEGE OF EDUCATION
2012 – 2013
ANNUAL REPORT
AND
STRATEGIC PLANNING GOALS

DR. KIM BOYD, DEAN

DR. PATRICK OTTO, CHAIR GRADUATE SCHOOL OF EDUCATION

DR. LINDA DUNHAM, CHAIR UNDERGRADUATE EDUCATION DEPARTMENT

GENERAL INFORMATION

ACCREDITATION

NCATE: National Council for Accreditation of Teacher Education On-site visit is scheduled for **September 13-16, 2014**

OCTP: Oklahoma Commission for Teacher Preparation On-site visit is scheduled for **September 13-16, 2014**

Program Reports: 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. **Two** programs were submitted to the state for review and **12** were submitted for national reviews to their Specialized Professional Association (SPA). The music program is recognized as a part of the music department's national accreditation, and therefore is not required to submit a program report. Program Reports were submitted **spring, 2013**. Results should be in by the end of August.

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

*ELL is not offered as a major, only as a concentration.

GRADUATE PROGRAM MAJORS (MASTER & DOCTORAL)

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.

FACULTY*

Undergraduate Full-Time	Undergraduate Adjunct	Secondary Representatives	Graduate Full-Time	Graduate Adjunct
7	3	9	8	5

*Dean not included

UNDERGRADUATE STATISTICS

The Undergraduate education faculty and administration served **229** teacher candidates (up from **200** last year), as reflected in the AACTE/NCATE/OCTP Annual Report.

ELE, ECE, SED Majors and Concentrations (2011-2013)

Academic Year	Elementary Major (Concentration)	Early Childhood Major (Concentration)	Special Education Major (Concentration)	ELL* (Concentration)	Total Majors
2011-2012	118 (7)	8 (71)	6 (18)	0 (37)	132
2012-2013	116 (11)	14 (67)	12 (21)	0 (36)	142

*ELL is not offered as a major, only as a concentration.

P-12 and Secondary Education Majors (2011-2013)

Academic Year	Art	Comm. Arts	English	HPE	Math	MFL	Music	Science	SS	Total
2011-2012	10	6	8	9	5	7	17	4	12	78
2012-2013	10	7	12	11	9	8	22	2	6	87

Admission and Retention Report (2012-2013)

The following is the number of candidates who have successfully completed the process to be admitted into the Professional Education Program. Each *ELE*, *ECE*, *SED* committee is comprised of three faculty members in the major and/or concentration, and each secondary committee is comprised of two faculty members from the major and one faculty member from the College of Education.

ELE, ECE, SED Majors and Concentrations (2011-2013)

Academic Year	Elementary Major (Concentration)	Early Childhood Major (Concentration)	Special Education Major (Concentration)	ELL* (Concentration)	Total Majors
2011-2012	27 (3)	0 (16)	4 (4)	0 (8)	31
2012-2013	21 (2)	1 (8)	2 (4)	0 (10)	24

*ELL is not offered as a major, only as a concentration.

P-12 and Secondary Education Majors (2011-2013)

Academic Year	Art	Comm. Arts	English	HPE	Math	MFL	Music	Science	SS	Total
2011-2012	3	1	5	2	1	1	3	0	2	18
2012-2013	2	1	2	0	1	3	1	2	3	15

Junior Admission Report (2012-13)

The following table represents the number of juniors who had not been admitted to Professional Education Program (PEP) at the beginning of the academic year who received registered letters.

Total Number of Juniors Eligible To be Admitted into PEP	Admitted	Pending	Changed Major	Withdrew from ORU	Graduate w/o Licensure
24	11	2	6	4	1

Program Completers (2012-2013)*ELE, ECE, SED Majors and Concentrations (2011-2013)*

Academic Year	Elementary Major (Concentration)	Early Childhood Major (Concentration)	Special Education Major (Concentration)	ELL* (Concentration)	Total Majors
2011-2012	18 (0)	0 (10)	0 (5)	0 (3)	18
2012-2013	20 (3)	0 (14)	3 (2)	0 (4)	23

*ELL is not offered as a major, only as a concentration.

P-12 and Secondary Education Majors (2011-2013)

Academic Year	Art	Comm. Arts	English	HPE	Math	MFL	Music	Science	SS	Total
2011-2012	2	0	1	2	2	0	2	2	3	14
2012-2013	2	0	4	0	2	1	3	0	2	14

Oklahoma State Certification Teacher Examination Pass Rate (2013)

Candidates are required to take a minimum of three certification exams to qualify for a licensure to teach. The College of Education requires candidates to pass the OGET as part of the requirement for admission to the Professional Education Program. Candidates are required to take the OSAT prior to the student teaching internship and the OPTE prior to completion of the student teaching internship.

Certification Tests Results

	Oklahoma General Education Test (OGET)	Oklahoma Subject Area Test (OSAT)	Oklahoma Professional Teaching Exam (OPTE)
State Passage Rates	86.0%	75.5%	93.8%
Passage Rates for ALL ORU Teacher Candidates	93.2%	85.9%	94.3%
Passage Rates for Program Completers	100%	100%	100%

GRADUATE STATISTICS

The Graduate education faculty and administration served **109** candidates in the Master of Education program and **215** candidates in the Doctoral program, as reflected in the AACTE/NCATE/OCTP Annual Report, making a total of **326** candidates served in the Graduate School of Education.

Admission and Retention Report

There were **32** candidates admitted to the master program (27 new and 5 re-admit), and **25** doctoral candidates admitted (15 new and 10 re-admit). For 2012-2013, of the 57 applicants **1** was admitted on academic probation. This person enrolled in classes, and as of the end of the 2013 spring semester, the candidate had a 3.0 or better GPA and was no longer on probation.

Admissions Statistics 2006 - 2013

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Ed.D.	34	33	46	43	42	54	25
M.A.	51	51	26	31	23	47	32
Total	85	84	72	74	65	101	57

New and Re-Admitted Students Per Program (2013)

Master Program				Doctoral Program		
MATL	CSCD	CSEA	GPSA	CPSA	GPSA	CSEA
1	17	12	2	16	7	2

Enrollment (2012-2013)

Modular and Summer Institute Enrollment Chart (2012-2013)

Year	Sept.	Oct.	Nov.	Jan.	Feb.	March	S.I. 1	S.I. 2	Tot.
2012-13	21/8	43/9	46/9	19/6	31/9	36/6	76/20	50/17	322/84
2011-12	33/8	54/12	48/12	24/12	34/12	44/12	73/20	66/23	376/111
2010-11	37/11	51/15	35/12	26/9	37/15	44/12	77/26	68/20	375/120

Number of Candidates Enrolled/Credit Hours

Program Completers (2006-2013)

The School of Education has graduated **345** (273 MA and 72 Ed.D.) Graduate level candidates since 2000-01.

Program Completers (2006-2013)

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
M.A.	22	23	14	8	11	7	11
Ed.D.	5	7	4	9	7	5	2
Total	27	30	18	17	18	12	13

Comprehensive Exam Data

Twelve candidates took the master level comprehensive exam. **Ten** master candidates took the comprehensive exam for the first time in the 2012-13 exam cycle and **two** were required to retake it. **Eight** of the candidates taking the exam for the first time passed all of the questions, and **two** failed one question each. The **Two** candidates who had previously failed one question each successfully passed the question upon the retake.

Twenty-five candidates took the doctoral comprehensive exam in the 2012-13 exam cycle answering seven questions each in addition to completing an oral exam. Of these, **20** took the exam for the first time, while **five** candidates retook nine exam questions. All of the candidates who retook the exam had passing scores. There were **two** candidates retaking two questions each from failed attempts in 2011-12. Both passed their exams. **Six** first time candidates failed to pass 11 exam questions during the 2012-13 exam cycle. Of these, **three** candidates failed 5 exam questions and retook them during the same cycle, passing all five of the exam questions. **Three** candidates still need to retake six exam questions. All three were from the April 2013 exam. Per the handbook, the three candidates may have one more attempt to pass the exams. They must be completed within one year of the original exam.

MA Comprehensive exam data (2012-2013)

Exam Date: Pass/Fail	Hist. & Philosophy N=P/F	Area of Concentration	Elective
Summer 2012 (No exams taken)	N/A	N/A	N/A
Fall 2012	N=6/0	N=6/0	N=6/0
Avg. Score	3.0	3.0	2.83
Spring 2013:	N=4/1	N=4/1	N=4/0
Avg. Score	3.25	3.25	2.5
Avg.	3.1	3.1	2.7

Scores are on a 4 point scale and only includes passing scores.

Ed.D. Comprehensive exam data (2012-2013)

Date of exam Pass/Fail	Leadership Studies N=P/F	Strategies N=P/F	Hist. & Phil. N=P/F	Curriculu m Issues N=P/F	Research N=P/F	Org. Theory N=P/F	Area of Emphasis N=P/F	Oral Defense N=P/F
Sept.	N = 8/0	N = 8/0	N = 8/0	N = 9/0	N = 7/1	N = 8/0	N = 8/0	N = 7/1
Avg. Score	2.63	3.19	2.91	3	3.18	3.16	3.7	3.07
Jan.	N = 2/0	N = 2/1	N = 1/1	N = 2/0	N = 2/0	N = 2/0	N = 2/0	N = 1/1
Avg. Score	3.5	2.75	3	2	2.5	3.88	2.75	2
April	N = 9/1	N = 10/1	N = 10/1	N = 10/0	N = 9/2	N = 10/0	N = 10/0	N = 11/1
Avg. Score	2.94	3.56	3.48	3.15	3.11	3.48	3.08	3.11
Avg.	2.59	3.17	3.05	2.84	2.91	3.23	3.12	2.89

Scores are on a 4 point scale and only includes passing scores.

Oklahoma State Certification Teacher Examination Pass Rate

Candidate seeking building level administrator's licensure must take a combination of two of the following OSAT Principal (44, 45, 46, 47) exams, while candidates seeking district level or the Superintendent licensure must complete the OSAT (48) exam. A minimum score of 240 is required to pass the exam.

ORU/State Average	2008-09	2009-10	2010-11	2011-12	2012-13
Exam #44	254/252	274/252	258/250	N/A	253/249
Exam #45	N/A	N/A	261/250	N/A	255/250
Exam #46	N/A	258/253	N/A	N/A	N/A
Exam #47	N/A	235/232*	N/A	N/A	N/A
Exam #48	N/A	261/242	264/252	N/A	247/248

**Represents two test takers; all other results represent one test taker*

FACULTY STATISTICS

The College of Education uses the General Meta-professional Model as the foundation from which faculty scholarship, evaluation, and professional development is defined. The Model, as described in *Beyond scholarship: Recognizing the multiple roles of the professoriate*, ascribes that faculty are expected to effectively operate in multiple roles in the arenas of teaching, research, and service, and therefore, operational procedures in both designing and implementing valuable faculty evaluation and faculty development programs should be reflective of all of those roles. The following is a summary of faculty activities for the 2012-13 school year.

	SCHOLARSHIP -		
Articles, Books,			
In Process or submitted		Published	
# of Faculty - 5	# Submitted - 6	# of Faculty -	# Published - 8
Research Projects			
Number of Faculty - 2		Number of Activities - 3	
Grants			
Number of Faculty - 5		Number of Activities - 13	
Conference & Workshops			
Attended		Presented	
# of Faculty - 8	# Attended - 14	# of Faculty - 11	# Presented- 25
Accreditation Activities			
Number of Faculty - 22		Number of Activities - 26	
	TEACHING AND LEARNING		
Dissertation Completed & Continuing Education			
Took classes; chaired a dissertation that was completed; took classes toward a terminal degree; working toward completion of a personal dissertation			
Number of Faculty - 6		Number of Activities - 10	
Student Evaluations (Aggregate Score of SOS or Grad Course Evaluation)			
Undergraduate Faculty: 1.0 – 4.0		Graduate Faculty:1.0 – 10.0	
# of Faculty - 8	Aggregate Score - 3.52	# of Faculty - 8	Aggregate Score - 9.34
Peer Evaluations (Calculated using form A, B, or C)			
Self-Evaluations (Using the Self-Evaluation Rubric)			
	SERVICE		
P-12 Service (Conferences, workshops, committees, Ten Clock Hours)			
Number of Faculty - 15		Number of Activities - 64	
Unit Service (Presentations, Committees, Sponsorships; Chair)			
Number of Faculty - 15		Number of Activities - 40	
University Service (Presentations, Committees, Sponsorships; Chair)			
Number of Faculty - 15		Number of Activities - 63	
Community Service (Presentations, Committees, Sponsorships; Chair			
Number of Faculty - 15		Number of Activities - 24	
Other Professional Service (Presentations, Committees, Sponsorships; Chair			
Number of Faculty - 15		Number of Activities - 25	

COLLEGE OF EDUCATION MAJOR ACCOMPLISHMENTS

College of Education Hosts Dr. Hudecki, Oklahoma Secretary of Education: While on campus, Dr. Hudecki had an opportunity to meet with area superintendents and building principals, ORU alumni currently teaching in public and private schools, current student teachers, and COE faculty. She also addressed all of the education majors at a special educational seminar, and briefly addressed a crowd of **85** student teachers, administrators, faculty, and ORU administrators at a luncheon given in her honor. Additionally, Dr. Hudecki visited with individuals during a showcase highlighting reading education, a math and science initiative, the English Language Learner program, and she spoke with alumni about what they had learned at ORU to ensure they were capable of having a positive impact on student learning. Following the luncheon, Dr. Hudecki met with individual groups to learn more about the ORU teacher preparation program. The day ended with Dr. Hudecki meeting with administrators at ORU eAcademy to learn how ORU is preparing future teachers in the pedagogy of online teaching and learning.

COE & Professional Oklahoma Educators Co-Hosts Homecoming Education Conference: Approximately 100 individuals including POE staff and members, ORU alumni, current senior level teacher candidates, ORU faculty, Teacher Candidate Leadership Association officers, faculty from other universities, and guests attended the half-day College of Education Homecoming 2013 Education Conference. The theme: *Dreams in Motion: Supporting Students of Military Families*, adopted from the homecoming theme, featured five speakers presenting 10 workshops and a six-member panel discussion. The speakers and panelists represented active and retired military personnel, including one teacher candidate, as well as K-12 public and Christian school teachers, principals and superintendents, along with Higher Education leadership and members of the POE staff. Funding for the conference was provided by a generous donation from Praise Ministries, Inc., (Mary Martha Black Foundation) and POE sponsored a continental breakfast. Those registered were also entered into a drawing to win an iPad. Information to support educators working with students of military families is now available on the COE website at http://www.oru.edu/academics/college_of_education/military_resources.php.

College of Education Community Service Project: The Teacher Candidate Leadership Association and sponsors again organized a community service project for Choteau Elementary School. **Forty** college education majors and **seven** faculty members gave their time and energy to make the school a special place for students to be proud of and to attend by painting murals both inside and outside of the school.

Dr. Charlene Martin Announced as Finalist for Outstanding Dissertation Award: Dr. Charlene Martin was one of nine finalists announced for the International Reading Association (IRA) Outstanding Dissertation Award. Dr. Martin's work was evaluated by the IRA Outstanding Dissertation Award Committee through a blind-review process. As a finalist, she was invited to participate in a poster session at the annual IRA Convention to showcase her research.

Dr. Jim Myers Receives LifeTime Achievement Award: Dr. Jim Myers received the 2013 Oklahoma Association of School Administrators (OASA) and the Cooperative Council for Oklahoma School Administrators (CCOSA) Life Time Achievement Award. Throughout his 42

year career, Dr. Myers has taught at Seminole State College, and served as Superintendent for the Tecumseh, Oklahoma school district before coming to ORU.

Dr. Livingston and Dr. Roso Among Oklahoma's Top Educators: Dr. Marcia Livingston and Dr. Calvin Roso were recognized by the Online Schools in Oklahoma as two of the top twenty higher education professors in Oklahoma. Dr. Livingston and Dr. Roso were chosen from higher education professors across the state. Online Schools Oklahoma is an organization that selects the top public and private Higher Education faculty across the state for their use of technology in teaching. These 20 top educators are recognized as the leaders in cutting edge teaching strategies that reach out to distance learners. Both professors bring fresh technology and methodology into the classroom.

Dr. Tapp & Dr. Miller Conduct Research for the Children's Defense Fund's (CDF) National Freedom School: Dr. Sherri Tapp and Dr. Mary Lou Miller were invited to participate in the Children's Defense Fund's (CDF) National Freedom School Assessment for 2013. This program makes available summer fortification via an exemplary curriculum strengthening children & families in five critical areas: academic enhancement, parent & family commitment, social action/civic engagement, multi-generational Servant Leadership development, nutrition and physical/mental health. All k-12 students attending Freedom School are called "scholars." Dr. Tapp's and Dr. Miller's responsibilities include administering the BRI (Basic Reading Inventory) to at least 25 scholars attending this summer's Freedom School at William Penn Elementary School located in North Tulsa. They are conducting both the pre- and post-test as well as an evaluation of the program which is in its' ninth year through the Tulsa Metropolitan Urban League.

Dr. Tapp Nominated for the 2013 Inspirational Women of Oklahoma Award: Dr. Sherri Tapp has been nominated for the 2013 Inspirational Women of Oklahoma Award sponsored by the Tulsa Shock (WNBA team) and the Williams Companies. Previous nominees have included former Mayor Kathy Taylor and current Executive Director of the YWCA, Felicia Collins Correa. All nominees were recognized at a reception prior to a Tulsa Shock game. The winner will attend the national Women of Inspiration event in Washington, D.C. later this year.

QUOTES FROM COLLEGE OF EDUCATION ALUMNI

"I can honestly say that the ORU College of Education did an EXTRAORDINARY job of preparing me for a career in teaching. The things I have learned about curriculum, behavior management, and assessment have been absolutely invaluable. Thank you for investing so much of yourselves in every graduate!" - *Samantha (Shoemaker) Diehl 2011.*

"Thank you for the many ways you assisted me in completing my program in education at ORU. The process has been a wonderful experience. I feel that I have experienced so many different expressions of learning and have gained so much. From my early days in the program to my re-admission in the last few years, I have witnessed the mission and vision of ORU demonstrated both academically and spiritually. I appreciate the contribution that each member of the ORU family makes in the ongoing fulfillment of providing education for the whole person: mind, soul and body. While our contact may lessen, my thoughts and prayers will be with you and the entire ORU family." - *Anonymous Master of Education Alumni*

COLLEGE OF EDUCATION GOAL FOR 2013-2014

Based on data presented in the annual report, the College of Education has selected the following goals for the 2013-2014 school year.

Unit Goals

1. Complete the Institutional Report and the Exhibit room for the upcoming state and national accreditation visit.
2. Implement the new Chalk and Wire system for field experiences and internship placements.
3. Develop and implement the online graduate internship evaluation process.
4. Develop and implement the faculty professional development process online.
5. Look at redesigning the MATL and the MATA programs into fifth year programs to attract more undergraduates into education.
6. Research the possibility of beginning a graduate program in school administration for athletic directors.

Undergraduate Department of Education Goals

1. Increase faculty publications in juried journals by 50 percent.
2. Faculty members presented at 8 conferences, but the goal here is to increase the number of faculty presenting at juried conferences.
3. Recruit more teacher candidates for high needs areas such as science, mathematics and special education.
4. Implement electronic Performance Evaluation Instrument for evaluating all student teachers by university supervisors and cooperating teachers

Graduate School of Education Goals

1. Increase by 20 percent the number of inactive candidates readmitted into the M.A. and the Ed.D. programs.
2. Redesign the International Degree Plan and its recruiting strategy.
3. Increase the number of candidates completing the Ed.D. program.
4. Increase the number of book, book chapter and or article publications by 50 percent from 4 to 6 books, book chapter, and/or article publication.

ORAL ROBERTS UNIVERSITY
COLLEGE OF EDUCATION
2012 – 2013
UNDERGRADUATE ANNUAL REPORT

**Undergraduate Education
Faculty Activities
2012-2013**

I. Scholarship

A. Articles/Books

3 undergraduate faculty submitted 6 juried articles this year. Four have been published so far and two more are submitted but not published to this date.

One faculty member has published dissertation research through UMI Dissertation Publishing. Another faculty member has published 4 nonjury Christian booklets for children through the Sunday School Zone website.

One faculty member published one juried book.

B. Conferences/Workshops Presentations

4 undergraduate faculty members have presented at 8 conferences. Three of the conferences were International Conferences, two were national and 3 were state conferences.

C. Research Projects

Two undergraduate faculty members were involved in 3 research projects. One was state wide, one is within the institution, and one is continuing.

D. Accreditation Site Visits and Program Reviews

12 Program Reviews were submitted this year by undergraduate faculty (2 were new programs – English Education and English Language Learners)– Spring 2013. This involves 6 undergraduate College of Education faculty and 8 extended faculty from K-12/Secondary areas.

II. Teaching and Learning

A. Faculty Load – Fall

- 7 full time faculty members within the College of Education taught 25 courses with 298 student seats and supervised 22 student teachers, advised 197 students, and coordinated the technology lab, curriculum media center, and managed the chairmanship and deanship responsibilities.
- 2 Adjunct faculty taught 10 sections with 48 students and coordinated 26 student teaching placements with public and private schools.
- 4 extended faculty supervised 5 secondary/k-12 student teachers, attended college of education meetings and advised students

B. Faculty Load – Spring

- 6 full time faculty within the College of Education undergraduate department taught 26 classes with 496 students' seats and supervised 31 student teachers, advised 180 students, and coordinated the technology lab, curriculum media center, and managed the chairmanship and deanship responsibilities. 6 College of Education undergraduate faculty wrote and submitted 4 program reviews in Elementary, Early Childhood, Special Education and Teaching English Language Learners.
- 3 Adjunct faculty taught 6 sections with 106 students and coordinated 31 student teaching assignments with the public and private schools.
- 6 extended faculty supervised 9 secondary/k-12 student teachers, 8 extended faculty members attended College of Education meetings and advised students and 8 extended faculty members also wrote and submitted 8 program reviews for their subject areas.

C. Evaluations**Spring 2013 Student Opinion Survey results**

College of Education Spring 2013 Student Opinion Scores for 6 full time faculty covering 29 classes below. There are, also 3 adjunct instructors covering 7 classes* rated below. These are overall average scores for each faculty member.

SOS Evaluation Scores – Overall Average for each faculty	Full Faculty Time Scores	Adjunct Faculty Scores
4.0	0	0
3.9	0	1
3.8	2	0
3.7	0	0
3.6	1	0
3.5	2	0
3.4-3.2	0	0
3.1	0	1
3.0	0	0
2.5	0	1
Aggregate Scores 3.64	5	
Aggregate Scores 3.16		3

*No ratings were reported for PED 121-02, PED 222, PED 363, PED 409, PED 450, PED 465, PED 485, and PED 495.

Fall 2012 Student Opinion Survey Results

College of Education faculty ratings for 6 full time faculty and 2 adjunct faculty covering 29 classes by class.

SOS Evaluation Scores –Average for faculty by class	Full Faculty Time Scores	Adjunct Faculty Scores
4.0	0	0
3.9	1	0
3.8	2	1
3.7	0	0
3.6	1	0
3.5	1	0
3.4	1	0
3.3-3.0	0	0
2.8	0	1
Aggregate Scores 3.66	6	
Aggregate Scores 3.3		2

D. Continuing Education

1. 8 Eighth Floor Classes were attended by 4 undergraduate COE faculty:
 - Publisher: An Intro
 - Creating Video Files
 - Building Classroom Activities Using Mobile Devices
 - Getting Started with Your Mobile Devices
 - Technology Integration in the Common Core
 - The Flipped Classroom
 - Smart Marathon
 - Dreamweaver 1, CS5
2. Workshop/Training which was attended by undergraduate faculty included:
 - Teacher Leader Effectiveness Trainings (Tulsa Model Training and Marzano Training)
 - Board of Examiners Update Training
 - OCTP Co-Teaching Training
 - Effectively Leading and Managing the Online Course
 - Workplace Harassment
 - PTCP Program Review Training
 - Integrating Faith and Learning

III. Service

A. P-12 Service

a. P-12 Conference/Workshop Presentations

4 Undergraduate faculty presented in four P-12 private and public schools and at the ICAA Conference for Christian school teachers.

b. P-12 Committees

3 Undergraduate faculty members presented at P-12 Conferences or in-service workshops.

- Monthly grade-level collaboration/PLC meetings
- Union Public Schools partnership in literacy
- Tulsa Public Schools Partners in Education

c. P-12 Ten Clock Hours

All Undergraduate Faculty completed 10 clock hours in P-12 schools and have worked in P-12 settings in the following ways:

- Mentoring first and third year teachers
- Test Monitoring Briarglenn Elementary(ELL testing), Union 6th and 7th grade center, Jenks East Intermediate.
- Consulting with Hope Christian Academy on development of age appropriate objectives.
- Working in McClure Elementary in setting up Early Childhood student involvement.

- Working with Boroughs Elementary in Tulsa with young children in mathematics and consulting with the 1st grade teacher.
- Assisted in the ELL program at Rosa Parks Elementary
- Pen-Pal Project with ORU teacher candidates in a kindergarten classroom
- TCLA Outreach to Choteau Elementary School painting walls with murals
- Testing for learning problems and conferencing with teachers and administrator at Victory Christian School
- Classroom support help at Eugene Field Elementary
- PTA Conference interpreter at Celia Clinton Elementary
- Teaching weekly in a kindergarten classroom

B. Unit Service

a. Presentations made by undergraduate faculty within the COE.

- To Doctoral Candidates “Critical Issues for ELL in Higher Education” (one faculty)
- Presentation for President Elect Dr. Wilson on his “Walk Through in the College of Education”, A Conversation about the COE’s ELL Program. (one faculty member)
- Presentations for Secretary of Education’s, Dr. Hudecki, visit to ORU COE, “The value of ELL preparation in Elementary Education” and “Literacy and Teaching”.
- Presentations to COE faculty on each NCATE standard
- Test Help Night for TCLA 5 times per year

b. Unit Committees undergraduate faculty have served on in 2012-2013.

- Faculty Promotion, Sabbatical, Tenure Committee (2)
- Curriculum and Academic Standards Committee (8)
- NCATE and ePortfolio Assessment Committee (8)
- Scholarships, Honors and Awards Committee (3)
- Student Teaching Admission and Placement Committee (3)
- Undergraduate Distance Learning Committee (2)
- Faculty Professional Development committee (2)
- Assessment and Unit Evaluation committee (2)
- COE Faculty Senate (8)
- Undergraduate Council (8)
- Faith and Learning ad hoc committee (1)
- Conceptual Model/Worldview Rubric ad hoc committee (2)
- Admission/Retention Committee (3)

C. University Service

a. Presentations and responsibilities (Brown bag luncheons, etc) undergraduate in which faculty have been involved in 2012-2013.

- ORU 2012 Commencement and College of Education Program (name caller for both ceremonies) (1 faculty member)
- Educational Testing for Student Services (1 faculty member)
- Spring Fling booth
- Academic sessions for College Weekend

b. University Committees UG faculty have served on in 2012-2013.

- Faculty Search Committee (1 member)
- Faculty Award Committee (1 faculty member)
- Christian worldview committee (1 faculty member)
- State Course Equivalency Project (1 faculty member)
- Writing Across the Curriculum Committee (1 member)
- Whole Person Assessment Interviewer (3 members)
- ORU Faculty Senate – 1 senator and 1 alternate

c. University Sponsorships – Student Clubs and Organizations UG faculty have been involved in

- Education Thailand Mission Team Faculty Coordinator – (1 faculty member)
- Kappa Delta Pi International Education Honor Society (3 faculty member)
- TCLA test prep nights (1 faculty member)
- International Student' Organization sponsor – (1 UG faculty member)
- Freestyle Friday Club sponsor – (1 faculty member)
- Sponsor of TCLA – (1 faculty member)
- TCLA Outreach – (6 undergraduate faculty)

D. Community Service

a. Presentations

- Panelist for DHS Foster Parents Marriage Retreat
- Director for Royal Family Kids' residential camp for abused children.
- Learning Disabilities Association of Oklahoma – Art Contest at Rose State
- Speaker to Town and Country School children
- Work with families of Tulsa Association for Retarded Citizens

b. Community Committees and Organizational Committees

- Junior Achievement of Oklahoma – member
- Tulsa Reading Council Board Member
- Camp Director for Royal Family Kids (for abused children)
- Partners in Education –Member
- Advocacy: legislation, presentations articles and News Briefs for Learning Disabilities Association (1 faculty member)

E. Other Professional Service in which undergraduate faculty were involved in 2012-2013(State, regional, and national organizations)

- Learning Disabilities Association National Executive Board member
- Learning Disabilities Association of America Advisory Board and Vice President of state organization
- Tulsa Reading Council facilitator
- Oklahoma Reading Test Committee
- Oklahoma Elementary OSAT Committee
- Member – ASCD (2 faculty)
- Member – International Reading Association (2 faculty members)
- Member – Oklahoma Technology Association (2 faculty members)

IV. Spiritual Development

- Ordained, licensed Deacon – Revelation Revealed Truth Evangelistic Center
- Prayer Partners with New Day Orphanage in Beijing, China
- Prayer Network Member 24/31
- Service Ministry through Church
- Attend Sunday School and Church
- Attend Christian Conference
- Daily Devotions
- Missions Committee member
- Trying to incorporate more biblical Principles into Academics
- Writing a devotional book for teacher candidates at Christian Schools
- Attending Bible study
- Sunday School team teacher
- Reading the Bible through
- Reading Inspirational Books

V. Physical Development

Among the physical activities undergraduate faculty participated in 2012-2013 are:

- Fitness Boot Camp
- Personal Workout sessions
- healthy diet
- walking/running
- weight loss programs
- swimming for exercise
- yard work
- biking for exercise
- golfing for exercise

VI. Application for Promotion

2 undergraduate faculty have applied for Promotion (April 2013)– Assistant Professor to Associate Professor.

VII. Completion of Terminal Degree

- No completions of terminal in COE undergraduate faculty, though one is in the process of completing the terminal degree.
- One of the extended faculty is also in the process of completing the terminal degree.

Goals for Undergraduate Education 2013-2014

1. *Publications and Presentations:*

2 Faculty members at the undergraduate level published articles this year. One published a book and one published her dissertation research through UMI Dissertation Publishing. Another published unjuried childrens' books through Sunday School Zone website.

- The goal for 2013-2014 is to increase faculty publications in juried journals by 50%.
- 4 Faculty members presented at 8 conferences, but the goal here is to increase the number of faculty presenting at juried conferences.

2. *Recruit more teacher candidates* for high needs areas such as Science, Mathematics and Special Education.

This goal has been on-going in the past several years, but in comparison of Fall 2011 and Fall 2012 there was increase in 2 of the shortage areas above. Education majors increased as follows:

- Mathematics Majors - From 6 in November 2011 to 10 in November 2012
- Science Majors – Went from 4 in November 2011 down to 2 in November 2012
- Special Education – Went from 4 in November 2011 to 8 in November of 2012

Goal for 2013-2014 is to again increase in **Special Education** through talking early to students in Foundations of Education. Educating College Weekend students as to the shortage areas in Special Education and the actual students a teacher would work with in the P-12 schools.

Goal for 2013-2014 is to also address the areas of shortage in **Science and Mathematics** in the Foundations of Education course and with College Weekend high school students, but also recruiting through a Science/Mathematics grant to be written by the science/mathematics extended faculty representatives.

3. *Implement electronic Performance Evaluation* Instrument for evaluating student teachers by University Supervisors and Cooperating Teachers

The coordinator is working with the technology in setting up refining the electronic Performance Evaluation instrument. It has been piloted in 2013 spring semester, but now Cooperating Teachers and University Supervisors need more training and the instrument needs more refinement in order to work more efficiently in data collection.

Goal for 2013-2014 is for the Student Teacher coordinator to refine the instrument and set up training for faculty and cooperating teachers.

4. *Improve a system for documentation of field experiences in* order to track diversity of placements for teacher candidates.

- Work with faculty in brainstorming concerning the problem and how to track the field placements.
- Explore the possibility of tracking through D2L or ePortfolio.

Goal for 2013-2014 is to implement a plan for a system to help track and document field experience diversity.

ORAL ROBERTS UNIVERSITY
COLLEGE OF EDUCATION
2012 – 2013
GRADUATE ANNUAL REPORT

2012-2013 OVERVIEW OF THE GRADUATE SCHOOL OF EDUCATION, ACCOMPLISHMENTS AND END OF YEAR REPORT

Note: This report is in a new format. It is designed around two sections. Section I, reviews the operational aspects of the Graduate School of Education. Section II, reviews the Graduate School of Education faculty activities. Section II, is based on the faculty Professional Development Portfolio.

Section I, Includes:

- A. The 2012-2013 admissions report and longitudinal data
 - 1. 2012-2013 Admissions data disaggregated by program and degree
 - 2. 2012-2013 Report reflecting Probational admissions and longitudinal data
 - 3. Recruiter Activities
- B. The 2012-2013 FTE enrollment report and longitudinal data
 - 1. 2012-2013 Modular and Summer Institute enrollment chart with longitudinal data
 - 2. Longitudinal report of success of candidates placed on probation
- C. The 2012-2013 Graduation report and longitudinal data
 - 1. Longitudinal report of graduation achievement of candidates placed on probation
- D. 2012-2013 Comprehensive exam data.
 - 1. 2012-2013 MA Comprehensive exam data
 - 2. 2012-2013 Ed.D. Comprehensive exam data
- E. 2012-2013 Oklahoma OGET scores for Graduate Education candidates / alumni with longitudinal data
- F. 2012-2013 Summary of Graduate Education candidates / alumni accomplishments
- G. Miscellaneous Graduate School of Education information

Section II, Includes:

- A. Scholarship
 - 1. Articles, books, grants, etc with summary
 - 2. Higher Education conferences and workshops presentations and attended with summary
 - 3. Higher Education accreditation activities
- B. Teaching and Learning
 - 1. Dissertations activities
 - 2. Evaluations
- C. Service
 - 1. P-12 Service with summary
 - 2. Unit service with summary
 - 3. University service with summary
 - 4. Community service with summary
 - 5. Other Professional Service with summary
- D. Other, faculty accomplishments, awards etc with summary

Section III, Includes:

Goals for the Graduate School of Education

Section I, Operational aspects of the Graduate School of Education:

2012-2013 admissions report and longitudinal data disaggregated by program and degree and with longitudinal data

Table I:A:1 Admissions Statistics:

As of:	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Ed.D.	34	33	46	43	42	54	25
M.A.	51	51	26	31	23	47	32
Total	85	84	72	74	65	101	57

Analysis:

2012-2013 was a poor recruiting year. It was also a transition year for our Grad. Recruiter. Officially Lance Miller's last day was 8/3/12. However, with his vacation and his National Guard duties, his real last day of work was 6/29/12. Due to a variety of challenges outside of the College of Education, Tim Woods' first day on the job was 8/20/12. This was a gap of 7 weeks. While this cannot be the single cause for the very low number of admissions, it is a major factor. The Chair and Grad. Recruiter have reviewed and compared current activity logs to previous year's activity logs and found that the same recruitment activities have been conducted. The Chair and Grad. Recruiter are exploring new strategies to increase the admissions in 2013-2014.

Of the **57** applicants:

32 Master:

27 New

5 Re-Admit

Of the 32 Master Students:

1 MATL (Master of Arts: Teaching with Licensure) Admin.)

17 CSCD (Curriculum Instruction & design)

12 CSEA (Christian School Ed. Administration)

Admin.)

2 GPSA (Public School Administration)

25 Doctoral:

15 New

10 Re-Admit

Of the 25 Doctoral Students:

16 CPSA (Col. & Post Sec.

7 GPSA (Public School Admin.)

2 CSEA (Christian School

For 2012-2013, of these 57 applicants 1 was admitted on academic probation. This person did enroll in classes and as of the end of the 2013 Spring semester the candidate had a 3.0 or better GPA and was no longer on probation.

There have been 6 Master candidates admitted on probation in the past 5 years. Of these, 1 graduated, 1 has gone inactive and the remaining 4 are progressing and in good standing (no longer on probation).

There have been 3 Doctoral candidates admitted on probation in the past 5 years. Of these, 1 has gone inactive, and the remaining 2 are in good standing. One of these just passed the comprehensive exams and is beginning dissertation phase.

Recruiter Activities:

The Graduate Representative is responsible for recruiting prospective candidates. Recruitment is facilitated through a variety of venues including the ORU web page, emails, phone calls, personal visits on and off campus, as well as attendance at national and international conferences. The

Graduate Representative also assists new recruits into the ORU Graduate School of Education. Responsibilities of the Graduate Representative over the past year have included the following.

- Set up and maintenance of a booth at ORU events:
 - ORU Fall Expo – October 3, 2013
 - ORU College Weekend – November 9, 2013
 - ORU Homecoming – February 1, 2013
 - ORU College Weekend – March 8, 2013
 - ORU Graduate Fair – March 27, 2013
 - ORU Ignite Conference – April 1-3, 2013
 - ORU Fast Track Reception – April 24, 2013
 - ORU College of Education Career Fair – April 26, 2013
- Set up and maintenance at a booth at various conferences:
 - ORUef Conference, Fort Worth, TX – November 8-9, 2012
 - FLOCS Conference, Orlando, FL – November 19-20, 2012
 - ACSI Conference, Dallas, TX – November 19-20, 2012
 - ACSI Conference, Galveston, TX – January 31-February 1, 2013
 - ORUef Conference, Ashburn, VA – March 28-29, 2013
- Processed new applications through ORU Admissions
- Welcomed new students into the ORU Grad School of Edu.
- Assisted students with Re-Application into the Grad School of Edu.
- Managed the Background Check Process
- Administered the allocation of Tuition Discounts
- Set up & assisted as needed during Fall & Spring Modular Courses
 - September 5-8, 2012
 - October 3-6, 2012
 - November 7-10, 2012
 - January 9-12, 2013
 - February 13-16, 2013
 - March 13-16, 2013
- Set up and assisted as needed during the 2013 Summer Institute
 - June 12-21, 2013
- Updated the Master and Doctoral Applications
- Developed packets to send to prospects and for faculty to distribute at professional development, ORUef conferences in the U.S. as well as in Colombia and Africa
- Maintained and or updated promotional material including:
 - Master and Doctoral Packets
 - Brochures
 - Grad School of Ed Brochure
 - Summer Institute Brochure
 - Online M.Ed. in Christian School Administration Brochure
 - Other Information
 - ORU Grad School FACTS
 - Degree Programs
 - Fall & Spring Modular Schedule
 - Online Courses
 - Summer Institute
 - Cost of Education
 - ORU Grad School of Ed Freebies

- Highlighters
- Post-It Notes

Table I:B 2012-13 FTE and comparison longitudinal data:

Year	Annual Credit Hours Enrollment from FTE Reports
2008-09	1142
2009-10	1141.5
2010-11	1225
2011-12	1325
2012-13	1270.5

Note: FTE does include Fall and Spring Online, Mods, Directed Studies, Internships and Dissertation credits. FTE does not include summer credit hours. The total credits for Summer 2013 is 427* (With the exception of data noted with a * all of the Summer 2013 credit information is from the Registrar's End of Term Reports.)

Summer Institute 307*(256 specifically for the Graduate School of Education courses and 51 for the HPE Dept. courses)

Online = 60, Directed Studies = 30, Internships = 6, Dissertation = 24

Analysis:

2012-2013 had the second highest fall Spring FTE in the 5 year period.

The data shows that Summer 2013 credits equal 33.6% of the 2012-13 Fall /Spring FTE total credits. The Graduate school of Education leadership periodically collects summer credit data. The 33.6% finding is consistent with previous data comparing Summer credits with Fall Spring. While only partial data has been retrieved from Summer 2012, this data does show a significant shift in candidate preference for online classes. In Summer 2012, 12 candidates enrolled in online courses and 78 enrolled in Summer Institute courses. In Summer 2013, 31 candidates enrolled in online course while 58 enrolled in Summer institute courses. This is a shift of 19 more candidates enrolling in online courses and 20 fewer candidates enrolling in Summer Institute courses. Note that this comparison only reflects those candidates enrolling in Summer Institute and online courses. While one year does not make a trend, this will be watched very closely in summer 2014.

2012-2013 Modular and Summer Institute enrollment chart with longitudinal data

The first number listed for each Mod is the enrollment. The second number is number of credit hours available in modular format for that Mod session.

Note 1: The S.I.I and II are based on the 6/5/13 enrollments. These numbers could change slightly in either direction.

Note 2: The "Efficiency" column reflects the number of enrollments divided by the credit hours offered. This is not a standard FTE calculation, but it does offer an interesting view reflecting among other things how full our classes were.

Note 3: This chart only represents those credit hours offered in modular format per semester and Summer Institute. It does not reflect Online classes, Directed Studies, Internships or Dissertation hours.

Table I:B:1

Year	Sept.	Oct.	Nov.	Jan.	Feb.	March	S.I. 1	S.I. 2	Tot.	Efficiency
2012-13	21/8	43/9	46/9	19/6	31/9	36/6	76/20	50/17	322/84	3.83
2011-12	33/8	54/12	48/12	24/12	34/12	44/12	73/20	66/23	376/111	3.39
2010-11	37/11	51/15	35/12	26/9	37/15	44/12	77/26	68/20	375/120	3.13

Analysis:

1. While we offered fewer modular classes in 2012-13 this was our most efficient year of the three.
2. For raw enrollment 2011-12 was our best year;
3. For raw enrollment October 2011 was our best single Fall / Spring Mod.
4. For raw enrollment January 2013 was our lowest single Fall / Spring Mod. However, it was the most efficient of the three January Mods.

Longitudinal report of success of candidates placed on probation

There have been 8 Master candidates placed on probation due to low GPA over the past 5 years, 2 have graduated and 2 are still in the program and in good standing and 4 have gone inactive. There have been 7 Doctoral candidates placed on probation due to low GPA over the past 5 years, none have graduated, 3 are in the program and in good standing and 4 have gone inactive.

The 2012-2013 Graduation report and longitudinal data:

Table I:C Number of Graduates Per Year and by Program:

Year:	M.A.	Ed.D.
2000-01	31	3 (These are the first to complete the Ed.D. program)
2001-02	28	6
2002-03	35	4
2003-04	38	6
2004-05	24	4
2005-06	21	10
2006-07	22	5
2007-08	23	7
2008-09	14	4
2009-10	8	9
2010-11	11	7
2011-12	7	5
2012-13	11	2
Total:	273	72

The School of Education has graduated **345** Graduate level candidates since 2000-01.

Longitudinal report of graduation achievement of candidates placed on probation

Over the past five years 14 Master candidates have either entered the program on probation or were placed on probation in mid course work due to poor academic performance as defined in the MA handbook. Of these 3 have graduated, 6 are making progress and 5 have gone inactive.

Over the past five years 10 Ed.D. candidates have either entered the program on probation or were placed on probation in mid course work due to poor academic performance as defined in the Ed.D. handbook. Of these none have graduated, 4 are making progress and 5 have gone inactive or dropped out of the program.

2012-2013 Comprehensive exam data:**Table I:D:1 2012-2013 MA Comprehensive exam data:**

Exam Date:	Hist. & Philosophy:	Area of Concentration:	Elective:
Summer 2012 (No exams taken)	N/A	N/A	N/A
Fall 2012: <u>Six</u> candidates took and passed all three questions.	Ave score <u>3</u>	Ave score <u>3</u>	Ave score <u>2.83</u>
Spring 2013: <u>Four</u> candidates took the exam for the first time. Of these, 2 different candidates each failed a question. <u>One</u> candidate failed Q1 while the other failed Q2. Additionally, 2 candidates who had previously failed Q1 & Q2 retook and passed Q1 & Q2. Candidates have one opportunity for a retake of failed questions per pages 16 & 22 of the MA Handbook.	Ave score <u>3.25</u> The Ave. score reflects only passing scores. It does include candidates retaking the Question. This Ave score reflects the scores of <u>4</u> candidates.	Ave score <u>3.25</u> The Ave. score reflects only passing scores. It does include candidates retaking the Question. This Ave score reflects the scores of <u>4</u> candidates.	Ave score <u>2.5</u> The Ave. score reflects the scores of those <u>4</u> candidates taking the exam for the first time. There were no candidates taking this question as a retake and all <u>4</u> candidates passed this question.
Average Score for 2012-13 exams:	3.1	3.1	2.7

Ten candidates took the exam for the first time in the 2012-13 exam cycle. Eight of the candidates passed all of the questions. Two of the candidates did successfully pass the previously failed question upon the retake.

Table I:D:2 2012-2013 Ed.D. Comprehensive exam data:

Date of exam	Leadership Studies	Strategies	Hist. & Phil.	Curriculum Issues	Research	Org. Theory	Area of Emphasis	Orals
Sept.	<i>N</i> = 8	<i>N</i> = 8	<i>N</i> = 8	<i>N</i> = 9	<i>N</i> = 7	<i>N</i> = 8	<i>N</i> = 8	<i>N</i> = 7
	2.63	3.19	2.91	3	3.18	3.16	3.7	3.07
Jan.	<i>N</i> = 2	<i>N</i> = 2	<i>N</i> = 1	<i>N</i> = 2	<i>N</i> = 2	<i>N</i> = 2	<i>N</i> = 2	<i>N</i> = 1
	3.5	2.75	3	2	2.5	3.88	2.75	2
April	<i>N</i> = 9	<i>N</i> = 10	<i>N</i> = 10	<i>N</i> = 10	<i>N</i> = 9	<i>N</i> = 10	<i>N</i> = 10	<i>N</i> = 11
	2.94	3.56	3.48	3.15	3.11	3.48	3.08	3.11
Ave.	2.59	3.17	3.05	2.84	2.91	3.23	3.12	2.89

Notes: The score only includes passing scores.

N= Includes only those who took and passed the question. This may also include candidates passing the question as a retake. Per page 26 of the Ed.D. Introductory Handbook and page 8 in the Comprehensive Exam / Dissertation Handbook, candidates have two opportunities to pass each Comprehensive Exam question. This allows candidates one retake of each question if needed.

Twenty-five candidates took the Ed.D. comprehensive exam in the 2012-13 exam cycle. This was 18 more participants than 2011-12. Of these 20 were for the first time. While 5 candidates took 9 exams as retakes. All of the retakes had passing scores. There were 2 candidates taking two retakes from failed attempts made in 2011-12. These both passed their exams. Six candidates failed to pass 11 exams in the 2012-13 exam cycle. Of these, 3 candidates failing 5 exams have already retaken and passed all 5 of the exams. Three candidates still need to retake 6 exams. All 3 of these were from the April 2013 exam. Per the handbook, these candidates may have 1 more attempt at the exams. Retakes must be completed within 1 year of the original exam.

2012-2013 Oklahoma OGET scores for Graduate Education candidates / alumni with longitudinal data:

A mean average of all subarea scaled score of 240 (80% of 300) is the minimum passing score. The first score listed in each cell is our candidate's overall score. The second is the state average score for that test period.

Table I:E OSAT Principal (44, 45, 46, 47) or the Superintendent (48) exams:

ORU / Statewide	2008-09	2009-10	2010-11	2011-12	2012-13
Exam #44	254/252 <i>N= 1</i>	274/252 <i>N= 1</i>	258/250 <i>N= 1</i>	N/A	253/249 <i>N= 1</i>
Exam #45	N/A	N/A	261/250 <i>N= 1</i>	N/A	255/250 <i>N= 1</i>
Exam #46	N/A	258/253 <i>N= 1</i>	N/A	N/A	N/A
Exam #47	N/A	216/231 (a) 247/239(b) <i>N= 2</i>	N/A	N/A	N/A
Exam #48	N/A	261/242 <i>N= 1</i>	264/252 <i>N= 1</i>	N/A	247/248 <i>N= 1</i>

In 2012-13, three candidates took OSAT School Leadership exams. All three passed the exams with 80% or better. The mean average for the 2012-13 OSAT scores was 83.67. Two of the three exams surpassed the state average score for their testing session.

Over the past 5 years 12 candidates have taken the OSAT Principal (44, 45, 46, 47) or the Superintendent (48) exams. The scores represent a single candidate taking the exam for the stated year, with the exception of exam #47 taken in 2009-10. Two candidates took exam #47 in 2009-10. Both scores are listed and designated parenthetically (a), (b). All but candidate passed with 80% or better with the exception of candidate (a) taking exam#47 in 2009-10. Ten of the twelve candidates surpassed the state average score for their exam period.

2012-2013 Summary of Graduate Education candidates / alumni accomplishments:

In 2012-2013, Graduate School of education alumni / current candidates won recognition in national, state and local education awards. These include a finalist for the International Reading Association (IRA) Outstanding Dissertation Award and the Oklahoma Association of Students Councils (OASC) Advisor of the Year 2012. Two alumni and one current candidate published books in 2012-2013

Miscellaneous Graduate School of Education information:

- The Graduate School of Education developed and submitted program review reports for ELCC Building Level and District level programs.
- Two members of the Graduate School of Education faculty made application for academic promotion in rank; both to full professor.
- The Graduate Council met formally 17 times this year.
- The Graduate School of Education conducted the first Dissertation Mod.
- The Graduate Council held 1 professional fellowship.
- Members of the Graduate faculty helped develop and participated in the College of Education Homecoming Professional Development activity,
- Members of the Graduate faculty attended the University Homecoming activities.
- The Graduate School of Education held 3 ePortfolio student training session.
- Members of the Graduate Faculty and staff participated in the Outreach to Teach project.
- A member of the Graduate faculty has responsibility for the School of Education Web page.
- All but 1, of the Graduate faculty served as Whole Person Scholarship interviewers.
- The Graduate School of Education faculty and staff held 6 special times of prayer specifically for the Graduate candidates. Candidates were invited to email prayer requests / praise reports.
- The Graduate School of Education held 3 Dissertation / Comprehensive Exam lunches.
- The Graduate School of Education held 3 M.A. & Ed.D. orientations.
- The Graduate School of Education held 2 successful dissertations defenses.
- One edition and one major update of the Graduate School of Education eNewsletter was posted

Section II, reviews the Graduate School of Education faculty activities. Section II, is based on the faculty Professional Development Portfolio.

Scholarship:

Publications articles / books & related activities:

11 publications articles / books & related activities, (Five of the 8 members of the Graduate School of Education faculty were published or served as a reviewer for a journal. Two faculty members serve as reviewers for journals outside of ORU and 3 more serve as reviewers for the ORU journal. While the Graduate Faculty had 4 articles accepted for publication, these articles came from just 2 professors.)

These activities include:

- Article for Journal of Research on Christian Education “Culture and character in a Jewish Day School” • Published Spring 2013
- Article accepted for publication in the ICCTE Journal, Spring 2013: Doing Impacting Being: A Case Study of Service Learning as a Method of Faith and Learning Integration.
- Article accepted for publication the JSE Journal, Spring 2013: Helping the Poor and Needy through Education: Examining the Similarities between Poverty Education and Orphan Education
- General Editor: 2008-present: SoTL-CHEd Journal
- Reviewer Journal of Distance Education
- Reviewer for the International Journal of Multicultural Educators
- Two dissertations were published

Grant Related Activities:

13 Grant Related Activities; (Five of the 8 members of the Graduate School of Education faculty participated in grant activities.)

These activities include:

- Impacts 2012 Grant
- Grant Reviewer for the American Alzheimer’s Association
- HRSA grant evaluator for the College of Nursing.
- ORU Research Committee Grant submission
- Grant Reviewer for the ORU Research Committee (Reviewed 5 grants)

Higher Education conferences and workshops presentations:

17 Higher Edu. Presentation (All but one of the Graduate School of Education faculty made at least one Higher Education presentation. Four faculty members made 3 presentations each, one made two Higher Education presentations and two made 1 Higher Education presentation. The one faculty member that did not make a Higher Education presentation did make a formal presentation to the Oklahoma School Administrators Association)

These activities include:

- Presentation • Poverty Education & Orphan Education: A Review of the Literature, Justice, Spirituality and Education Conference, Biola University • LaMirada, CA • March 2013
- Presentation • Using differentiated instruction and the Common Core • Oklahoma Association of Colleges of Teacher Education Conference, NSU • Tulsa, OK • November, 2012

- Presentation • Can Doing Impact Being? The Integration of Faith & Learning Through Service-Learning • International Christian Community for Teacher Education Conference • Azusa Pacific University, Azusa, CA • May, 2012
- In Their Own Words: The Lived Experience of Hispanic Students in a Private Christian University; a paper presented at The USA Transcultural Nursing Society. The International Nursing Conference held Thursday-Saturday, October 25-27, 2012 in Orlando, Florida.
- OACTE (Broken Arrow, OK) Nov. 2012 Workshop: Can You See Some Light? Illuminating a Pathway for a New Generation of Educators
- Presenter: *Publish, Don't Parish*. Oral Roberts University Faculty Retreat. 2012

Graduate Faculty attended 14 conferences; 7 different conferences and one conference was attended by all 8 members of the Graduate faculty.

Higher Education accreditation activities:

10 Higher Edu. Accreditation activities; (Six of the 8 members of the Graduate School of Education faculty participated in Higher Education accreditation activities.)

These activities include:

- Chair ORU HLC Criterion 1 committee
- Chair ORU HLC Criterion 2 committee
- Chair ORU HLC Criterion 4 committee
- OK. B.O.E. refresher training

Scholarship Analysis:

Scholarship consists of

Scholarship includes the following area:

- Publications articles, books, dissertations & related activities
- Grant Related Activities:
- Higher Education conferences and workshops presentations and attended with summary
- Higher Education accreditation activities

The data shows that the Graduate School of Education Faculty has a diversified collection of scholarly activities. With one exception each of the Graduate School of Education faculty are strong in 2 of the 5 areas of scholarship. Thus, all 4 areas are represented somewhat equally. However, within the area of Publication, only 2 professors actually published articles. No books or book chapters were published in 2012-2013.

Teaching and Learning:

Dissertations activities:

Graduate Faculty Chaired 2 dissertations that defended successfully in 2012-13.

Evaluations:

The Graduate School of Education conducts a Candidate survey after every modular class. The surveys ask the candidates to rank their class experience on a scale of 1-10; 10 being the highest. There were 9 modular classes offered in the fall and 7 in the spring, totaling 16 modular classes in 2012-13. The mean average score for the surveys was 9.34. The evaluation scores were

consistent across the faculty. The surveys also have several questions that allow the candidates to give detailed responses to specific and general questions.

Service:

P-12 Service with summary:

All of the Graduate Faculty met the 10 clock hour P-12 service requirement.

38 K-12 Presentations / workshops and **7** K-12 Accreditation activities

These included:

- Presentation: Current Research on Learning and the Brain, Nordic Christian School Conference, Uppsala, Sweden. October 31, 2012
- Program Evaluation of Tulsa Metropolitan Urban League's Freedom School.
- Presenter: Formulating Your Christian Worldview. Wesleyan Christian School. Tulsa, OK 2012
- Zimbabwe Christian School Conference, (Harare, Zimbabwe) Feb. 2013
- Key Note Address: Dare To Believe and Key Note Address: Promoting Clarity of Thought
- West African Christian School Conference (Benin City, Nigeria) March 2013
- Key Note Address: Dare To Believe and Key Note Address: Promoting Clarity of Thought
- Keynote Speaker "Biblical Integration in Christian Schools," and ""Critical Thinking in the Classroom" • International Christian School Conference, Manipur, India • January 2013
- ICAA Commissioner
- Site Team Member Christian Fellowship School, Benton Ky. December 2012
- Site Team Chair, Word of Faith School, Warri, Nigeria, March 2013

Unit service with summary

The Graduate faculty had 27 unit activities. These included presentations to the unit, service on unit committees and unit subcommittees.

These include:

- Presentation to the Undergrad Council: Inter-rater reliability
- Presentation to the unit: Faith and Learning
- Sponsor KDP chapter
- Constitution and Bi-laws committee

University service with summary

The Graduate faculty served on 41 University committees and Trustee subcommittees.

These included:

- A member of the Graduate faculty served on the Presidential search committee.
- A member of the Graduate faculty serves on the ORU 50th Anniversary committee
- Chair ORU HLC Criterion 1 committee
- Chair ORU HLC Criterion 2 committee
- Chair ORU HLC Criterion 4 committee
- A member of the Graduate faculty serves as the Chair of the University IRB committee.
- Two members of the Graduate faculty serve on the Faculty Excellence Committee
- A member of the Graduate faculty serves on the University Multi-ethnic Intercultural Relations committee.

- A member of the Graduate faculty serves on the University Research committee.
- A member of the Graduate faculty serves on the Copyright and Patent Committee.
- A member of the Graduate faculty serves on the University Worldview committee.
- A member of the Graduate faculty serves on the University Institutional Improvement and Student Learning Committee.
- A member of the Graduate faculty serves on the University Curriculum committee.
- A member of the Graduate faculty serves on the University Standards and Evaluation Committee.
- A member of the Graduate faculty serves on the Trustee's Enrollment Management Committee

Community service with summary

The Graduate faculty had 14 community service activities.

These include:

- Chair: Oklahoma Historical Consortium
- Volunteer: Broken Arrow Challenger / Special Olympics
- Advisory Board member: Crisis pregnancy Centers of Tidewater, Va.
- Planning committee member: John Hope Franklin Reconciliation Symposium
- Volunteer: Tulsa Dream Center
- Volunteer: G.E.D. trainer at Guts Church

Other Professional Service with summary

The Graduate faculty had 14 Other Professional Service activities.

These include:

- ORU representative to TCASA
- National Scholarship Reviewer for the Kappa Delta Pi Donna Gail Shaw Scholarship Fund
- A reviewer for Ordination/Licensure for the Evangelical Church Alliance
- Member of the *Oklahoma State Regents for Higher Education Faculty Advisory Council*. Faculty Member representing Private Higher Education Institutions in Oklahoma 2011-2013

Other, faculty accomplishments, awards etc with summary

A Graduate Education Professor won the University Faculty Excellence Award for Stakeholder Engagement. Five Graduate Education faculty members have won national, state and local level awards and or recognitions this summer. These awards will be counted and specified in next year's End of Year report.

III. Goals for the Graduate School of Education

1. Increase by 20% the number of Inactive candidates readmitted into the M.A. and the Ed.D. programs. In 2012-13, 5 were readmitted into the Master degree and 9 Ed.D..
2. Redesign the International Degree Plan and its recruiting strategy.
3. Increase the number of candidates completing the Ed.D. program. This will be an ongoing goal. The first phase will be to determine the 2013-14 Ed.D. The last Completion Rate calculation was done in 2006. At that time the Completion Rate for the Ed.D. was 36.1%. The second phase of this goal will be to develop strategies to increase the Completion rate. The second phase is not dependent on the first and will occur simultaneously with the first.
4. Increase the number of book, book chapter and or article publications by 50% from 4 to 6 book, book chapter and or article publication. The Graduate School of Education leadership has identified one faculty member that has not contributed in any of the four areas of Scholarship. As part of this goal the leadership will work with this faculty member to write and submit an article. (Note: This one faculty member is projected to have 3-4 dissertation defenses in 2013-14.)