

ORU

COLLEGE OF EDUCATION
GRADUATE SCHOOL OF EDUCATION

*Doctorate in Education Leadership
Introductory Handbook 2011-2012*



ORAL ROBERTS UNIVERSITY
GRADUATE EDUCATION

INTRODUCTORY HANDBOOK

DOCTOR OF EDUCATION DEGREE—Ed.D.
IN
EDUCATIONAL LEADERSHIP

June 2011

ORAL ROBERTS UNIVERSITY
GRADUATE EDUCATION

INTRODUCTORY HANDBOOK
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KIM E. BOYD, Ed.D.
Dean

PATRICK OTTO, Ed.D.
Graduate Chair



GRADUATE EDUCATION

A Message from the Dean . . .

Holding this handbook in your hands means that you have chosen ORU as the university where you desire to pursue your Doctor 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 Doctor of Education in Leadership (Ed.D.) program maintains the high standards set by ORU and provides an opportunity to develop a strong Christian worldview to impact the educational world.

The Ed.D. Program is based on 60-credit hours of post-master degree study, including a dissertation. Competencies required for public school superintendent certification are a component of the program. Courses are offered in a variety of scheduling formats with the working educator in mind.

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 doctoral program.

This introductory handbook for the Educational Leadership Degree (Ed.D.) provides an overview of the program. Please do not hesitate to contact the Graduate Education office or any of the faculty members for additional information.

We look forward to having you in our program!

Kim E. Boyd, Ed.D.
Dean, School of Education

Table of Contents

Preface	1
Purpose and Goals.....	2
Statement of Purpose	2
Graduate Education Vision	3
Educating the Whole Person.....	3
Mission Statement.....	3
Conceptual Framework	3
Institutional Standards	4
Program Review.....	5
 Program Design and Curriculum	
Doctoral Core Courses.....	7
Technology Requirement.....	7
Portfolio	7
Research and Statistics.....	7
Health/Fitness Requirement.....	8
Prerequisites for Superintendent of Schools Certification Program	8
Course Delivery System	8
Integrity of Graduate Course Offerings	8
Areas of Emphasis/Specialization	
• Public School Administration.....	9
• Christian School Administration	
Elementary/Secondary Schools: PK-12	9
Higher Education Christian Schools, Colleges, and Universities.....	9
 Course Descriptions	10
 General Policies and Procedures	11
Admission Requirements	12
Background Checks for Incoming Graduate Level Students.....	12
Transfer of Credit Hours	13
Course Load	14
Orientation	14
Drop/Add Classes	14
Incomplete Grade.....	14
Petition for Policy Exception	15
Chapel Attendance	15
Style and Formatting.....	15
Research.....	15
Grade Policy.....	15
Comprehensive Examination	16
Advisement	17
International Student Requirements.....	17

Graduation Process	18
Grievance Protocol.....	19
Good Standing Definition & Expectations	20
Procedures and Requirements: Statement of Understanding.....	22
Doctor of Education Faculty	25

ORAL ROBERTS UNIVERSITY

GRADUATE EDUCATION

PREFACE

The Introductory Handbook is designed to familiarize the graduate education candidate with Graduate Education's Ed.D. program, services, and requirements. It is the aim of the Graduate Education program to facilitate the candidate's matriculation, making the path as smooth as possible.

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 Graduate Education.

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

**ORAL ROBERTS UNIVERSITY
GRADUATE EDUCATION**

**DOCTOR OF EDUCATION DEGREE—Ed.D.
IN
EDUCATIONAL LEADERSHIP**

ORU Graduate 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 students 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 students 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 students to go into every person's world with healing for the totality of human need.

Graduate Education Vision

Transformed Educators Transforming Society The Miracle Ahead—A Transformed Generation

Educating the Whole Person

In keeping with the University's State of Purpose, the Graduate Education program 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 Graduate 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 Education program is to prepare professional Christian educators to go into every person's world and make a difference. Graduate 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 Graduate Education. The Celtic cross is distinguished by a circle surrounding the cross point. The ORU School 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 student:

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.

Institutional Standards

ORU Graduate Education embraces the institutional standards, goals, and objectives established by the ORU 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 School 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 School of Education that, at the completion of their program, every student/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 discipline(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

Program Review

The Doctor of Educational Leadership Degree (Ed.D.) program was authorized by Oral Roberts University Board of Regents (May 1997) and approved by North Central Association of Schools and Universities and the Oklahoma Commission for Teacher Preparation as well as by the National Council for Accreditation of Teacher Education (NCATE).

The degree has been designed to focus on three major tracks: Christian School Administration, Public School Administration, and Higher Education. The Ed.D. degree program requires a minimum of 60-credit hours of post-master degree study, including a dissertation.

The Christian School Administration track prepares administrators for elementary and secondary schools.

The Higher Education track prepares administrators for postsecondary Christian schools, colleges, and universities.

The Public School Administration track includes a superintendent of schools certification component based on requirements in Oklahoma State Statutes and administrator competencies which have been established by the Oklahoma Commission for Teacher Preparation, the Oklahoma State Board of Education, and the Oklahoma Regents for Higher Education.

The Public School Administration track is designed as an individualized program to meet the professional goals of the Ed.D. candidate.

The Doctor of Educational Leadership Degree Program is included in the ORU Institutional Plan for Teacher/Administrator Preparation in accordance with the legal requirements of the State of Oklahoma.

The graduate professors are experts in their field. They are professional educators and teacher-scholars who are qualified for their assignments, are actively engaged in the professional community, have completed formal advanced study, have demonstrated competence in the field of educational administration, and are dedicated Spirit-filled Christians.

PROGRAM DESIGN AND CURRICULUM

The curriculum for the Ed.D. degree at ORU requires a minimum of 60 graduate hours beyond the master's degree. These 60 hours include a doctoral core of 27 hours that must be ORU credit, including the dissertation. The remaining hours will be selected in consultation with the candidate's advisor. Degree plans for each of the four areas of emphasis are included in the pages to follow.

NOTE: IT SHOULD BE NOTED THAT THE 60 HOURS IS A MINIMUM REQUIREMENT. ADDITIONAL HOURS MAY BE REQUIRED (PRIOR TO OR FOLLOWING FULL ADMISSION TO THE PROGRAM) AT THE DISCRETION OF THE ADVISOR AND/OR GRADUATE CHAIR.

Doctoral Core Courses

The doctoral courses identified in the degree plans represent the philosophical and spiritual foundation for the Oral Roberts University School of Education's Ed.D. program. These courses must be taken at ORU. They cannot be transferred from any other institution.

Technology Requirement

The doctoral candidate must prove proficiency in computer technology equivalent to GPED 563 (Educational Technology) or complete GPED 563 or its equivalent. All candidates must have an email address and access to the Internet.

Portfolio

All doctoral candidates are required to maintain an electronic portfolio throughout their course of study. The candidate's advisor will evaluate the portfolio as part of graduation requirements.

Research and Statistics

A sound base in research and statistics is the foundation of the doctoral degree. Therefore, a minimum of 9 hours of courses in research is required. Courses included in the research component of the program are as follows:

**GPED	583	Statistical Research Methods	(3)
**GPED	683	Educational Research Design	(3)
GADM	870	Quantitative Research	(3)
Or			
GADM	875	Qualitative Research	(3)

****GPED**—These courses will be required as leveling courses if the student has not taken them in a master's degree program.

Health/Fitness Requirement

Every doctoral candidate is required to complete two courses of graduate Health and Physical Education. One of these courses is GHPE 503 Graduate Health Fitness I and II for 1.0 credit hour. The candidate's other course may be any GHPE activity course for .5 or 1.0 credit hour. Candidates who have completed Health Fitness I and Health Fitness II undergraduate or GPHE 503 Graduate Health Fitness at the master's degree level at ORU shall meet the requirement by completing three or more activity courses that total 1.5 to 2.0 credit hours. The GHPE courses are available through correspondence.

Prerequisites for Superintendent of Schools Certification Program

This program, which prepares the candidate to sit for the superintendent examination administered by the Oklahoma Commission for Teacher Preparation, is designed for candidates seeking Standard Superintendent Certification and pursuing a doctoral degree.

Candidates who seek certification as a Superintendent of Schools in Oklahoma must be in compliance with requirements of the Oklahoma Commission for Teacher Preparation and the Oklahoma State Department of Education. The requirements are as follows:

- Hold a valid Oklahoma state teaching certificate
- Have 2 years of teaching, administrative, or supervisory experience in an accredited public school
- Hold a master's degree from a regionally accredited university
- Pass the Certification Examination for Oklahoma Educators (Superintendent)

Course Delivery System

ORU's Doctoral Degree program is designed for practicing professionals. Therefore, courses are taught using a variety of delivery systems. These include courses offered as evening classes, intensive 3- or 4-day module sessions, 2-, 3-, and 8-week sessions, tutorials, and electronic delivery systems.

Integrity of Graduate Course Offerings

Individual degree plans of doctoral degree candidates include some graduate courses that are available at both the master's degree and the doctoral degree levels. Courses may be used for only one degree. Courses with the GPED, GCSE, GBUS, GMGT, and the GTHE prefixes may be included in both master's degree and doctoral degree programs. Courses with GADM prefixes are purely doctoral level courses.

Areas of Emphasis/Specialization

Public School Administration

This program is specifically designed for an experienced educator interested in advanced study to prepare for administrative responsibilities in public educational leadership or executive assignments in public schools.

The program of study provides for preparation for superintendency certification in the state of Oklahoma or an individualized plan of study to prepare candidates for certification in their home state or for other areas of educational leadership.

Christian School Administration

Elementary/Secondary Schools: PK-12

This program is specifically designed for an experienced Christian school educator interested in advanced study to prepare for an executive or leadership assignment in a Christian elementary and/or secondary school.

Higher Education Christian Schools, Colleges, and Universities

This program is specifically designed for an experienced Christian school educator interested in advanced study to prepare for an executive or leadership assignment in a postsecondary Christian school, college, or university.

COURSE DESCRIPTIONS OF CORE DOCTORAL COURSES

GADM 800: Organizational Theory in Administration

An examination of the nature and behavior of organizations and personnel. Reviews and applies various concepts and theoretical frameworks underlying the administration of organization to the educational setting.

GPED 503: History and Philosophy of Education

This course provides a brief overview of the history of education with emphasis on the development of education and schooling in the United States. The course also looks at the different philosophies of education that have influenced educational practice throughout history. The role and position of Christian education is considered in terms of philosophical and historical position. The distinctives of Christian educational philosophy are identified to enable the student to develop his or her own philosophy of education from a biblically based worldview in order to integrate that philosophy in the classroom and the school.

GADM 700: Leadership Studies

A study of theories, nature, styles, and skills of leadership, utilizing historic and contemporary models and emphasizing moral roots of responsible leadership. Stresses those leadership techniques and strategic decisions involved in leading, managing, and transforming organizations.

GADM 810: Strategies for Educational Change

An overview and analysis of the change process in education with emphasis on various strategies for planning and implementing change within educational organizations.

GADM 701: Contemporary Curriculum Issues

An integrated study of the critical social, political, and economic issues confronting contemporary educational leaders. Emphasizes the impact of these issues on current and evolving curricular theories and practices in public and private schools.

GENERAL POLICIES AND PROCEDURES

**Doctor of Education Degree—Ed.D.
In
Educational Leadership**

**Graduate Education
Oral Roberts University**

ORAL ROBERTS UNIVERSITY GRADUATE EDUCATION

APPLICATION, ADMISSION, ACADEMIC PROCEDURES, ADVISEMENT AND GRADUATION PROCEDURES

Admissions Requirements

Candidates who seek admission to the Doctor of Educational Leadership (Ed.D.) program must submit a portfolio of items as delineated below. All applications are evaluated by one or more members of the graduate faculty, the Chair of the Graduate Education program, and the Dean of the School of Education. To apply for admission, the application is submitted to the Graduate Education office.

The following items are required in the candidates' portfolio:

1. An Application for Admission—Doctorate in Education (Ed.D.). Application fee: \$35.
2. Official transcripts of all college and university academic work.
3. Three (3) Recommendation forms from master degreed education professionals concerning probability of success in the program and one (1) cleric recommendation form (total of 4). The cleric recommendation will be waived for ORU Alumni.
4. Three samples of written work, such as terms papers, articles, or class papers to provide evidence of ability to write a dissertation. One of these must be a personal essay defining your goals, objectives, and a discussion of why you wish an advanced degree.
5. International candidates whose language of instruction is other than English must successfully complete the Test of English as a Foreign Language (TOEFL). Submit scores for review by the graduate faculty committee to demonstrate proficiency in the English language.

In considering a candidate for admission, the Admissions Committee considers such items as a match of the Ed.D. program to career goals, space in the program, 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 Education program until fully admitted.

Background Checks for Incoming Graduate Level Students

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.

Transfer of Credit Hours

Candidates for the Doctor of Education (Ed.D.) degree may transfer up to twelve (12) credit hours of post-master degree study from other institutions. Courses must be appropriate to the ORU program, grades earned must be a 3.0 GPA or higher (on a 4.0 scale), and course work cannot have been completed more than 10 years prior to the date of application for admission. Only course work which has not been used for any other degree may be considered for the doctoral degree program. Transfer credit will be approved on a course-by-course basis.

EXCEPTION: Applicants who have an Education Specialist Degree or its equivalent, or who have been accepted and enrolled in a similar doctoral program at an ORU-approved institution, may transfer up to 30 credit hours of post-master degree study if the above conditions are met.

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.

Course Load

A doctoral candidate is considered full time when enrolled in 6 hours in the fall or spring semester, 3 hours in the summer, or 2 hours of dissertation. A candidate must have written permission from his or her advisor to enroll in more than 9 hours a semester.

Orientation

All Graduate Education candidates are required to attend an orientation seminar within their first 6 hours. The Doctoral Orientation is held before the fall and spring module each year.

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 6 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.

Incomplete Grade

Candidates are expected to complete all course work within the designated time. If a candidate is unable to complete the work assigned due to exceptional circumstances, a Petition for Incomplete Grade Form with the instructor's approval must be submitted prior to the final class date. The candidate is responsible for making up the incomplete work and asking the instructor to submit a grade change to the Registrar. If this is not done during the following semester, the incomplete grade I will be changed to an F. It is possible to obtain an extension of an incomplete with prior approval.

The following information applies to an incomplete grade:

1. Since Summer Institute requires a preassignment and a postassignment, a grade of Incomplete will not be acceptable. All course work is due and grades awarded according to the dates indicated by the faculty of the Summer Institute.
2. A grade of Incomplete should include the expected date for candidates to complete the course work. ORU policy indicates a maximum of one semester, but the faculty member may adjust the completion date according to his or her professional judgment.

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 Graduate Education office or Students 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

Doctoral candidates are not required to attend Chapel, but they are strongly encouraged to attend.

Style and Formatting

All papers submitted for coursework in Graduate Education require the APA sixth edition format found in the current *Publication Manual of the American Psychological Association*. Additionally, all doctoral candidates must follow Graduate Education's *Doctoral Candidate Handbook* when completing their comprehensive exams and dissertation.

Research

Institutional Review Board Form: Federal policy requires that ALL research involving human subjects and animals be approved by an Institutional Review Board (IRB) to ensure that the rights and welfare of human and animal subjects are properly protected. **The approved review form, returned to the student 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 Graduate Education office.

Grade Policy

Candidates in the Graduate Education program 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. Candidates will be placed on probationary or suspension status if their performance falls below a 3.0 and with a grade in a core course below a B. Core courses with grades below a B must be retaken regardless of the candidates GPA. The candidate will be notified in writing by the Chair of Graduate Education of that status.

If the first semester of a candidate's performance falls between a 2.7 and 2.9 GPA, the candidate will be placed on probationary status. A GPA below 2.7 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 or she will become eligible for suspension.

Matters of probation and suspension will be reviewed by the Graduate Council, the Graduate Chair, and the Dean of the School 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 Education program because of inadequate academic performance may petition for readmission to the program after the suspension period has ended. Suspension status is for 6 months. A letter/petition for readmission to the program requires approval of the Advisor, the Chair of Graduate Education, and a majority vote of the Graduate Council and the Dean of the School of Education.

Notification of readmission, with any restricting conditions, shall be in writing by the Chair of Graduate Education. The candidate re-enters on probation; therefore, he or she must maintain a GPA of 3.0 for the remainder of the program. Should the candidate be readmitted, any required course with a grade of D or F indicated on his or 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 C or above (as long as the overall GPA maintained is a 3.0 or higher). No course(s) that was (were) completed during the suspension period will be accepted as a transfer course to the student's program.

Comprehensive Examination

A comprehensive written examination and oral examination are required for all candidates pursuing the Doctor of Education Degree.

After successful completion of a minimum of 45 hours of course work, including all doctoral core classes, and in consultation with the Advisor, the candidate is eligible to sit for the written and oral comprehensive examinations.

The form requesting permission to take the comprehensive examinations must be approved by the Advisor and filed with the Graduate Chair **6 weeks** in advance of the examination date. A \$25 nonrefundable examination fee must accompany the completed form.

An oral examination for the distance candidates will be held the day following the 2 days of the written examination. The oral examination for the residential candidates will be scheduled in concert with the candidates, the Advisor, and the Graduate Chair. The oral examination is conducted by the Graduate Council.

Advisement

The Graduate Chair will assign the candidate an advisor appropriate to the candidate's area of concentration. 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 School of Education for final approval. This

document should be carefully constructed since any change may hinder the timelines set for completion of the degree.

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.

GRADUATION PROCESS

Introduction

Please note that **you** are ultimately responsible for being aware of and meeting the requirements for graduation. Your advisor is a source of information and may remind you of upcoming deadlines, but it is **your responsibility** to know these requirements and take the steps necessary to fulfill them.

Oral Roberts University has only one annual graduation, which is held on the first Saturday of May or last Saturday of April. While degree requirements may be completed at the end of the fall, spring, or summer semesters, diplomas are issued and degrees granted only at this time. **Attendance at graduation is required.** Preparation for this event involves advance planning and meeting a number of deadlines.

Steps Toward Graduation

Complete degree requirements—This includes all coursework, written and oral comprehensive exams, and dissertation requirements. In planning for the graduation date, please be mindful of the calendar deadlines for comprehensive exams and dissertation. (These deadlines usually come earlier than you think!)

Complete an Application for Candidacy form—This must be completed and turned in to your advisor **by October 1st the semester prior to graduation.** This form alerts the Registrar's office to begin preparing a diploma. At this point, a graduation fee is added to your account. This also puts you on the mailing list for specific information about the School of Education Investiture Ceremony and other events. (Note: Withdrawal from candidacy from graduation must be made in writing by April 1.)

Pay your student account in full—To be eligible to participate in commencement exercises, your student account must be paid in full prior to April 14. Transcripts and diplomas will be held until all balances are paid in full.

Regalia—Graduation regalia are available through the bookstore in the spring. Cap, gown, hood, and tassel are ordered individually for Doctoral candidates. Custom regalia may be ordered no later than 8 weeks prior to the graduation ceremony. Rental regalia must be ordered no less than 30 days before the graduation ceremony.

There are many different options available on custom regalia. The gown and chevrons are black and the hood should have the ORU school color with a pale blue velvet trim. There are also several different fabric choices available. Pricing information is available from the bookstore. The education department requires the selection of the eight-sided velvet tam. The tam is not available for rental and must be purchased.

Rental regalia are ordered by the bookstore individually for each graduate. Please visit the bookstore 8 weeks prior to graduation, but no less than 30 days before graduation to be measured. Rental gowns are solid black with black trim. All rentals must be returned to the bookstore by the Tuesday following graduation. If you are leaving town and will not be able to return your items in person, please contact someone in the Graduate Education Department, and arrangements can be made. If rentals are not returned to the bookstore, you will be billed for the replacement cost.

Attend Graduation events—The Commencement Ceremony is held midday the first Saturday in May or last Saturday in April. The School of Education Investiture (hooding) Ceremony is held in the early evening on Friday. **Attendance at the Investiture and Commencement ceremonies is required.**

Receive your diploma—Diplomas are mailed out from the office of the Registrar.

Completion of Requirements in Summer or Fall

Those who complete all degree requirements during the summer sessions or at the end of the fall semester may request a letter from their advisor, signed by the Chair of the Graduate Education program and/or the Dean of the School of Education, confirming that all degree requirements have been met. Historically, such a letter has been sufficient for employment and/or advancement. The diploma will be issued at the next commencement and dated accordingly.

Awards

Honors and awards for graduating candidates are determined by the Graduate Council. All candidates for graduation are eligible for honors and/or awards. One Outstanding Graduate Candidate is selected from the Doctor of Education Degree candidates.

The criteria for selection include professionalism, GPA, character, achievements, and activities. The selection process may require an oral interview and a written, proposed acceptance speech. The Outstanding Graduate Candidate is honored at the Investiture Ceremony.

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.

Ed.D. = 7 years, 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 rational for not completing the program must be of an unusual and significant nature. Should the advisor agree that the rational 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?)

ORAL ROBERTS UNIVERSITY GRADUATE EDUCATION

DOCTOR OF EDUCATION

PROCEDURES AND REQUIREMENTS: STATEMENT OF UNDERSTANDING

Welcome to the Oral Roberts University Graduate School of Education!

The signature at the end of this **Statement of Understanding** confirms that the candidate has read the procedures, expectations and requirements listed below, and that said candidate understands that he or 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 Doctor of Education Degree.

1. **Upon written notice of acceptance, the candidate has 7 years to complete the program. (Extensions to this 7 years should be considered to be very rare!)**
2. The Graduate Chair will assign an advisor for those accepted based on the probable area of concentration, case load of advisors.
3. Once accepted into the doctoral studies program, all candidates are required to attend the Doctor of Education Degree Orientation Seminar. The seminar may be attended prior to acceptance if an application has been submitted. Instruction on the development of the required candidate eportfolio is included.
4. The candidate and advisor will construct the plan of study and submit it to the Graduate Chair and Dean of the School of Education for approval or modification.
5. Course work proceeds as indicated by the plan of study. Any deviations from the agreed plan will require advance approval of the advisor.
6. The candidate will set up an eportfolio (utilizing specific software and standards). This eportfolio will be utilized throughout the doctoral program for a collection of artifacts validating the candidate's experiences, growth, and success in the program.
7. After successful completion of a minimum of 45 hours of course work, including all doctoral core classes, and in consultation with the advisor, the candidate is eligible for the written and oral comprehensive examinations. A 16-hour written examination will be given on two consecutive days consisting of four, 4-hour sessions. (See sample Exam Request form.) An oral examination for the distance candidate will be held the day following the written examination, to be conducted by the Doctoral Examination Committee. The oral examination for the residential candidates will be scheduled in concert with the candidate, the advisor, and the Graduate Chair. Successful completion of

the comprehensive examinations is determined by many variables. Success in the course work phase of the degree program does better prepare the candidate for examinations, but does not guarantee the successful completion of the comprehensive examinations. The candidate is responsible to work with the advisor to plan an effective course of study and preparation.

8. The candidate will attend the Dissertation Prospectus Seminar after he or she has successfully completed the comprehensive examinations.
9. The candidate must understand that the dissertation process is what makes a doctoral degree unique. The dissertation process includes many variables. Some of these variables are directly related to the other program activities; however, many of the variables are unique to the dissertation process and the adult learner. Therefore, the successful completion of the program course work and comprehensive examinations will partially prepare the candidate for the dissertation process but will not guarantee dissertation success.
10. The Institutional Review Board (IRB) form is submitted to and approved by the Doctoral Dissertation Committee, the Graduate Chair, and the Dean of the School of Education.
11. **No research may be conducted prior to the approval of the IRB and dissertation Chapters 1-3.**
12. The dissertation is written with close supervision of the Doctoral Dissertation Committee Chair and under the guidelines of all applicable handbooks. The candidate will enroll in a minimum of 2 hours of dissertation credit each semester, not including the summer (unless actively working with your chair), with a **minimum** of 8 hours, until the oral defense of the dissertation is successfully completed. However, if a candidate is defending in the summer he or she must be enrolled in a minimum of 2 hours.
13. A comb-bound copy of the dissertation is submitted to each member of the Doctoral Dissertation Committee, the Graduate Chair, the Associate Dean, the Dean, and to the University Format Reviewer in preparation for the oral defense.
14. Once format is approved, the candidate will participate in the oral defense of the dissertation.
15. Once the candidate has successfully defended his or her dissertation, the final copy is submitted to the University Format Reviewer for final approval.
16. Following format approval, the candidate will submit copies of the dissertation to the Graduate School of Education for microfilming and binding.
17. The candidate must submit to the Graduate School of Education office a Candidacy Form for Graduation by October 1 for graduation the following year.

18. Candidates are expected to participate in the Investiture (hooding) and graduation ceremonies and are officially recognized as a Doctor of Education—Ed.D.

(Print) Candidate's Name

Z#

Date

Candidate's Signature

ORAL ROBERTS UNIVERSITY
GRADUATE EDUCATION FACULTY

Kim E. Boyd, Ed.D.*Dean, School of Education*

(918) 495-7084

kboyd@oru.edu**Jim V. Myers, Ph.D.***Professor*

(918) 495-6229

jmyers@oru.edu**J. Patrick Otto, Ed.D.***Chair, Graduate Education*

(918) 495-7087

jotto@oru.edu**Timothy D. Norton, Ed.D.***Professor*

(918) 495-6460

tnorton@oru.edu**J. Dwight Davidson, Ed.D.***Assistant Professor*

(918) 495-7309

ddavidson@oru.edu**Hallett Hullinger, Ed.D.***Associate Professor*

(918) 495-7073

hhullinger@oru.edu**Calvin G. Roso, Ed.D.***Associate Professor*

(918) 495-6595

croso@oru.edu**Mary Lou Miller, Ed.D.***Associate Professor*

(918) 495-6698

mmiller@oru.edu**Sherri D. Tapp, Ed.D.***Associate Professor*

(918) 495-7081

stapp@oru.edu