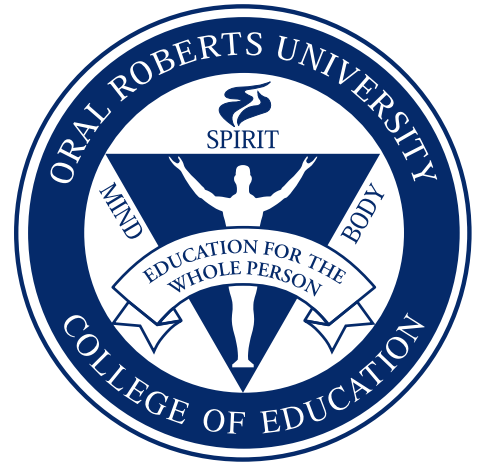




College of EDUCATION



Master of Education in Teaching and Educational Leadership –*Handbook*–

2022-2023



Oral Roberts University Graduate School of Education

HANDBOOK
MASTER of EDUCATION (M.Ed.)

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2022-2023

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ORAL ROBERTS UNIVERSITY GRADUATE SCHOOL OF EDUCATION

Preface

The *Handbook* is designed to familiarize you with the master's degree program requirements, resources, and policies. Policies and procedures may change from time to time by decision of the Graduate Council and/or office of the Graduate Education. Though every attempt will be made to keep this handbook current, these decisions will supersede any statements contained in this handbook

The *Handbook* does not replace the *University Catalog* or the *ORU Student Handbook* for general information on University policies and student life.

A note on terminology: You are referred to as a *student* by the University in general, but in the College of Education, you will be referred to as a *candidate*. As current and future educational leaders we work with students at every level. To avoid confusion we refer to those in our program as school leadership *candidates*, or simply as a *candidate*. An exception will occur where text from University policies have been included in this handbook.

Mission & Conceptual Framework

ORU educational graduate study is designed to help you fulfill the call God has on your life as an educator. Our multi-dimensional approach includes a biblical perspective and teaches the importance of ministering to the body, mind, and spirit in our professional endeavors.

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.

University 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."

University 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.

College of Education Vision Statement

The College of Education Vision Statement is based upon Romans 12:2

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

In keeping with the University's Statement 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 College of Education. 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 College of Education visual model consists of a strong foundation formed by the *Oral Roberts University Mission and a Christian Worldview and Biblical Foundation*. The cross is capped with *General Education*, while the crossbeam contents represent the *Academic Area of Emphasis* in each subject area of specialty and the *Professional Education* component represents 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 a continuous assessment to identify successes, evaluate needs, and identify the basis for future improvements.

PROGRAM DESIGN & REQUIREMENTS

Accreditation & Alignment

Accreditation

The College of Education’s graduate program is accredited by National Council of Accreditation for Teacher Education (NCATE) under the Council for the Accreditation for Educator Preparation (CAEP) and the Commission for the Office for Educational Quality and Accountability (OEQA), and is recognized by the Oklahoma State Regents for Higher Education and the Oklahoma State Department of Education for teacher and administrator programs. As such, the program curriculum is designed in alignment with a national, state, program, and institutional standards.

Program Standards Alignment

The Master of Education (M.Ed.) degree is offered in the following concentrations. Each is aligned with the appropriate institutional and professional standards:

Concentration	Institutional & Professional Standards:
Teaching	2016 InTASC Standards ORU Specific Standards
Building Level Leadership	NELP Building level ETS PASL Building level Tasks and Steps
Interdisciplinary	ORU Specific Standards

Design & Curriculum

Admission Status

You have been admitted as one of the following types of candidates:

- Degree-Seeking candidates are admitted with the intent to complete the full master’s program. Candidates are either fully admitted, recommended for conditional acceptance, or accepted on probation.
- Non-Degree seeking will not be allowed to proceed beyond 12 credit hours of work toward a program in the Graduate School of Education. An exception will be Non Degree Seeking Professional Development track candidates. These candidates may take up to 18 hours for Professional Development.

- The Fast Track program allows undergraduate students to take up to six hours a semester during the candidate's undergraduate junior and/or senior year. A total of 12 hours is allowed in the program. No additional tuition is charged when total hours (undergraduate plus graduate) enrolled are between 12 and 18 hours each semester.

Plan of Study

The Master of Education (M.Ed.) in Teaching and Educational Leadership is available in three areas of concentration: Interdisciplinary, Teaching, and Building Level Leadership.

The Interdisciplinary concentration combines core studies in educational leadership with graduate level electives in preparation for leadership, teaching, or working with organizations or individuals outside the traditional school system. Though this concentration does not lead to initial certification, it can in some cases be applied to add on to an existing certification.

The Teaching concentration offers the option of initial teacher certification, including a student teaching semester, meeting all the requirements for certification in Oklahoma. The alternative certification option focuses on knowledge and skills to improve effectiveness in the K-12 classroom, but does not include student teaching.

The Building Level Leadership concentration is preparation for the role of Principal in Public or Christian schools, leading to administrative certification in Oklahoma.

A program of study and degree plan is available at <https://oru.edu/academics/coe/index.php> :

Graduate Health & Physical Education

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

Areas of Certification

The state of Oklahoma has identified the following areas for which candidates can be recommended for certification: Art Education, Business Education, Early Childhood Education, Elementary Education, English Education, Health and Physical Education, Mathematics Education, Modern Foreign Language Education, Music Education, Science Education, Social Studies Education, Special Education, and Speech/Drama/Debate Education. Candidates who successfully complete the M.Ed. with teaching concentration are recommended for state certification by the ORU COE.

Additionally, individuals who have completed a bachelor's degree in other areas may complete an alternative certificate plan of study. Please note that these graduates are not recommended for

state certificate by the ORU COE. The M.Ed. Building Level Leadership concentration leads to the building level (Principal) administration certification.

Advisement

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

Program Advisors

Master of Education Concentrations	Advisor	Contact
Building Level Leadership	Dr. Jim Myers Dr. Patrick Otto	918.495.6229 jmyers@oru.edu
Interdisciplinary	Dr. Patrick Otto	918.495.7087 jotto@oru.edu
Teaching	Dr. Jared Johnston	918.495.7085 jjohnston@oru.edu

Course Delivery System and Distance Learning

The Graduate College of Education's Master Programs are designed for practicing professionals. Therefore, courses are taught using a variety of delivery systems. This includes courses offered in the form of evening classes, intensive two-and-a-half day On Campus / Online Hybrid Modules available throughout the school year, and fully online delivery systems.

Some Master level courses are cross-listed with undergraduate education courses. Graduate candidates enrolled in such courses will be expected to do additional work and perform at a higher academic level than those candidates at the undergraduate level. Other courses may be cross-listed with doctoral level courses. For masters' candidates, taking classes with doctoral candidates, this will push them to another level of professionalism and provides networking opportunities with potential employers.

Modular Courses: Face to Face or Virtual Synchronous. The M.Ed. program is designed primarily for in-person, face to face instruction. The modular format consists of 2½ days of face-to-face sessions, Thursday evening through Saturday afternoon. There are online pre- and post-assignments in the weeks before and after each mod. Fall sessions are held in September, October, and November; spring sessions are held in January, February, and March. There are limited

Summer offerings with two modular classes offered back to back, typically the third week of June. The exact dates of the mods are available approximately six months in advance.

We believe that in-person class attendance is optimal and that all candidates benefit from classroom interactions. However, we recognize that circumstances may, at times, make it difficult or impossible to attend a modular class in person. Therefore, candidates have the option to attend a modular class remotely via Zoom. There is no difference between virtual attendance via Zoom and in-person attendance in registration, tuition, or fees. Virtual attendance will not meet the in-person attendance requirements for international student visas.

Virtual students are held to the same standards of attendance, engagement, and professionalism as in-person students. Virtual students must have a stable internet connection capable of streaming video and a suitable, non-distracting setting. They are required to be present, undistracted, and on camera at all times when class is in session. They are expected to fully participate in classroom discussions and any projects or presentations. Virtual attendance is contingent upon meeting these conditions.

Candidates planning to attend a modular class as a virtual student should inform the instructor as soon as possible, no later than two weeks before the class meetings.

GENERAL POLICIES & PROCEDURES

Enrollment

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

Vision is the student service portion of the ORU website. Candidates can enroll in classes, check grades and print unofficial transcripts through Vision. The site is both login and password protected for your protection. A candidate's initial login is the student ID# (the Z-Number). The password is the candidate's birthday.

Graduate Orientation

An orientation seminar is presented virtually as part of GPED 100. The orientation seminar is designed to acquaint the candidates with ORU, the Graduate School of Education, and the policies and procedures to be followed throughout their program. Each candidate is held responsible for the information presented at this seminar.

Communication

Studies show that a primary key to success in a distance Graduate Program is regular communication. The Graduate School of Education communicates regularly with candidates through individualized emails, Facebook, Twitter and a monthly eNews Blast. Therefore, it is

imperative that the candidate regularly watches for and expects email contact from the Graduate Education office. Only the ORU email address will be used.

Admissions Status & Background Checks

All incoming graduate-level candidates are admitted on *conditional* status pending the successful completion of the background check. All incoming graduate level candidates will enroll in GPED 100 at the same time that they enroll in their first academic classes. GPED 100 is 0.0 credit and has no tuition. However it does incur a course fee for the background check and other program related expenses. The Admissions office or the College of Education Graduate Ombudsman can assist the new candidate to enroll in GPED 100. This is the same course as PED 100.02 Graduate Advisement.

Once enrolled in GPED 100, the candidate will upload all completed background check forms and final reports into the D2L online class drop box. The following conditions will apply at the conclusion of the first semester of enrollment in GPED 100:

- a. If the candidate successfully completed the background check process, the candidate's file will be updated and the admission condition will be removed.
- b. If the candidate fails to complete the background check process (has no final report), the candidate will be required to enroll for a second semester. This will require payment of the semester fees. The candidate is required to enroll in GPED 100, every semester until the background check is completed. The candidate will be allowed to enroll in only 9 credit hours under the background check admissions condition.
- c. If the candidate completes the background check process but receives a negative final report, the College 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 Courses

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

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

The transfer process should take place at the time of the candidate's first advisement session when the degree plan is completed.

General information on course transfer and the course transfer petition can be found at this link: <https://oru.edu/current-students/my-enrollment/registrar/transfer-info/transfer-procedure.php>

Special consideration for advanced standing and elective courses is available to M.Ed. graduates who enter the ORU Ed.D. program. See Dr. Otto, Graduate Chair, for details.

Readmission and Retention Policy

Readmission After two semesters of non-enrollment, the graduate candidate will be transferred to inactive status. To be readmitted, the candidate must complete the application for readmission and must meet the current requirements of his/her program.

It should be understood that changes in state certification requirements could result in changes in degree requirements. Readmission does not alter the candidates 5 year completion requirement. The candidate's 5 year time limit begins with their original acceptance into the program and does not restart with the readmission.

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

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

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

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

Notification of re-admission, with any restricting conditions, shall be in writing by the Chair of the Graduate School of Education. The candidate re-enters on probation; therefore, he/she must maintain a GPA of 3.0 for the remainder of the program. Should the candidate be re-admitted, any required course with a grade of "D" or "F" indicated on his/her transcript must be repeated

with a grade of "B" or above. An elective course with a grade of "D" or "F" must be repeated with the same or another elective course with a grade of "B" or above. No course(s) that was (were) completed during the suspension period will be accepted as a transfer course to the candidate's program.

Good Standing: Definition and Expectations

For a candidate to be considered for readmission, each of the good standing criteria must be met.

Academic Good Standing: A candidate may be considered in academic good standing when they have a GPA at or above 3.0.

A student who has failed the Comprehensive Exams twice will be withdrawn from the program and is no longer in good standing. Those who have successfully passed the comprehensive exams or have yet to complete the exams may be considered in academic Good Standing.

Disciplinary Good Standing: As noted in the ORU Honor Code and the University Catalog, candidates may be removed from the program for unethical, dispositional, unprofessional, and other specified conduct. These candidates have lost their good standing status. Candidates who have not been withdrawn from the program due to formal disciplinary action may be considered in good standing.

Expected Adequate Progress

Students have five years from the semester of admission to complete their program of study.

Those students nearing the end of their time limit may request an extension of their time. Extension proposals are initially made to the student's advisor. The proposal must explain why the student has not completed the program within the time limit and a plan for completing the program. The rationale for not completing the program must be of an unusual and significant nature. Should the advisor agree 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.

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.

Grievance Protocol

Graduate candidates 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 candidate's concerns are not addressed to his/her 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 candidate may appeal to the Dean of the College of Education. 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.

International Student Requirements

International Students are subject to federal, state and university requirements as described in the University Catalog and by the office for International Admissions. Contact the International Student Manager, Lisa Edwards at ledwards@oru.edu Phone: 918.495.6488.

Academic Procedures

Course Load

Candidates must enroll in at least 6 hours per semester to be considered full time. Anything less than 6 credit hours is considered part-time.

With the approval of the instructor, advisor, and the Graduate Chair, candidates may audit (take a course without credit). Audited courses do not count toward the completion of a program. There is a charge to audit courses. See the *ORU Catalog* and the Registrar's Office for auditing procedures. If the student desires to receive credit, he/she must retake the course.

Drop/Add Classes

Students are strongly encouraged to consult their faculty advisor when considering dropping and adding classes. When a course is dropped after two weeks, a "W" is recorded for students passing at the time of the drop. For students not passing, "WF" is recorded. Students withdrawing from a class after the twelfth week receive a "WF." The "WF" is counted as an "F" in determining the grade point average. Students called up for military duty can request a "WM."

A candidate may drop a modular class prior to the day of the first class meeting with a full refund. For a drop on the day of the first class meeting, the tuition refund will be 90%. Thereafter, there is no refund. A candidate may withdraw from a class prior to the due date for the post-assignment (30 days after the last class meeting).

Incompletes and Extensions

The issuance of an "I" grade is a rare occurrence. Those candidates who have experienced a catastrophic event and require additional time to complete the course assignments must request an

“I” prior to the final course post assignment, exam or capstone activity deadlines. For many of the courses the final course post assignment, exam or capstone activity deadlines are different from the formal end of semester grading period. For some courses this deadline corresponds with the end of the grading period for the semester. To request an “I” grade, the candidate must first confer with the course professor and create a plan to complete the course work. Only then should the petition be submitted. ORU petitions are handled electronically and may be found at this link: <https://petitions.oru.edu/>

The course professor may decline the request. In this case the professor will calculate a grade based on the course assignment that the candidate has submitted by the grading period.

If the “I” grade is granted, it is the candidate’s responsibility to follow through with the accepted completion plan. Failure to successfully fulfill the requirements of the approved completion plan will result in an “F” grade. A second “I” grade is not possible. However, a candidate failing to fulfill the requirements of the approved completion plan may request an “E” grade.

Extended Incomplete, “E”, grades may be granted only to those candidates who had been granted an “I”, but have experienced a continuing or additional catastrophic event which has prevented them from fulfilling their approved completion plan. An “E” grade is rarely issued. Procedurally, the candidate requesting an “E” grade follows the “Change of Grade” policy along with a timeline for completing the course work.

Degree Plan Change

To change a program of study area, candidates must fill out the MAJOR/MINOR change form on www.petitions.oru.edu. Candidates must then meet with the appropriate faculty advisor to complete a new degree plan.

Petition for Policy Exception

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

Chapel Attendance

During modules, chapel attendance is required on Friday. Otherwise, please feel free to attend as you are able. You may watch past chapels or livestream at <https://oru.edu/chapel/index.php>.

Research Papers

Formatting: All research papers submitted to the Graduate School of Education require the APA format found in the *Publication Manual of the American Psychological Association* (APA), Seventh edition.

Institutional Review Board Application

Federal policy requires that ALL research involving human subjects be approved by an Institutional Review Board (IRB) to ensure that the rights and welfare of human subjects are

properly protected. ***The approved review form, returned to the candidate by the IRB, is required prior to conducting any research.*** This form is required whether your research is approved or exempt. Contact IRB Chair, Dr. Mary Miller, mmiller@oru.edu.

Comprehensive Examinations

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

Master candidates are required to be enrolled in GPED 100 their first semester in the program and the semester that they take the comprehensive examination. Examination costs are included in the GPED 100 course fee.

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

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

The exam consists of three questions. Two of the questions directly reflect core courses. The third will vary by program and may reflect a core course or an elective. This will be explained in more detail in the Master Program Comprehensive Exam Study Guide. Should a candidate fail one question, he/she will have a second opportunity to retake a similar question. Should a candidate fail to pass two or all three questions he/she will have a second opportunity to retake the full exam (a similar but alternate version). Candidates are expected to pass the Comprehensive Exam on either the first or second attempt.

Graduation Candidacy Form

This form must be filled out in order to graduate and participate in commencement at Oral Roberts University. The deadline for May graduation is April 1st. Graduation information and the candidacy form can be found at: <https://oru.edu/current-students/my-enrollment/registrar/graduation/index.php> .

Cheating and Plagiarism

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

**ORAL ROBERTS UNIVERSITY
GRADUATE SCHOOL OF EDUCATION**

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The following individuals are also available to assist you with any questions you may have about the application process or the graduate program:

Dr. Shalana Duncan

Graduate Admissions & Enrollment Counselor
(918) 495-6804
shduncan@oru.edu

To apply, or for more information, call or email:

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