PHD IN EDUCATION: CURRICULUM STUDIES
MISSION STATEMENT

The mission of the Doctor of Philosophy in Curriculum Studies option is to educate scholars with a deep understanding and ability to create and use knowledge of curriculum studies in the field of education and in other scholarly communities interested in the advancement of education at the state, national, and international levels.

In articulating the field of curriculum studies, it is important to acknowledge the broadest views of curriculum, including content and organization of school, the social context in which school is situated, as well as the process of education both in and out of school. Curriculum studies is understood as both a disciplinary and an interdisciplinary field of study with its own distinctive history, conceptions, and modes of inquiry, always open to new scholarship. Curriculum theorizing, curriculum development and assessment, pedagogy, curriculum inquiry, curriculum history, leadership and advocacy, critical media literacy, teacher research, intercultural and international dialogue, the aesthetic experience and education, politics of curriculum, and nonviolence education are all part of the scholarship of curriculum studies in the program. Particular attention is also devoted to those absent from typical curriculum decision making: curriculum studies is concerned with issues of equity, access, and voice. Therefore, scholars in curriculum studies continually ask questions such as: What is the relationship between the knower and the known? What does it mean to educate and to be educated? What is the relationship between learning and teaching? What is the role of power in curriculum studies? What is the significance of curriculum theory and educational practice? What are the implications of teaching for social justice in a climate of increased bureaucratization and high stakes testing? What does it mean to cultivate curriculum dynamics of nonviolence? What is the relationship between the local and the global in international engagement?

OSU’s Curriculum Studies program is not only a state flagship but is also a national center for graduate study in Curriculum Studies with international visibility. The faculty members in Curriculum Studies have authored numerous books and peer-reviewed journal articles and play a leadership role in many national and international associations. Students in the Curriculum Studies program have opportunities to participate in the work of the OSU Curriculum Studies Project. The Curriculum Studies Project provides an organizational structure to bring together internationally renowned speakers, faculty, students, and other curriculum leaders for collaborative research projects, curriculum leadership events, and school-based initiatives.

The program prepares students for a variety of professional goals: curriculum generalists and specialists, curriculum coordinators, K-20 curriculum leaders, professors of education and teacher educators, curriculum designers and evaluators, curriculum materials writers, those working in educational administration at various levels, as well as educational leaders in social and cultural organizations.
Faculty
The faculty members in Curriculum Studies represent diverse backgrounds and interests in educational issues, and their disciplinary preparations provide a rich variety of approaches to research. All of the faculty have been classroom teachers with active research agendas and participate widely in national and international scholarly organizations.


**Faculty with Primary Affiliation in** Curriculum Studies

**Faculty Research Focus**

Brown, Pamela*  
Critical media literacy, autonomy, teacher research, qualitative research

Castle, Kathryn Emeritus*  
Curriculum studies, early childhood/elementary, teacher research

Dyke, Erin*  
Critical and culturally relevant pedagogy, interdisciplinarity, feminist and decolonial theory, social justice education

Fry, Pamela*  
Curriculum studies

Job, Jennifer*  
Curriculum theory, politics of education, political trauma curriculum, classroom discourse, media literacy

Wang, Hongyu*  
Curriculum theory, nonviolence education, college curriculum and teaching, East/West dialogues, cultural diversity

*Indicates membership in OSU Graduate Faculty

Spring 2017
Doctor of Philosophy in Education  
Degree Option: Curriculum Studies

REQUIREMENTS FOR DEGREE OPTION

All students admitted into the Ph.D. degree option in Curriculum Studies are expected to meet all university requirements and the requirements for admission to the PhD in Education. For students with no or little background in curriculum studies, additional leveling work may be required. The student and the respective advisory committee determine such prerequisite considerations as they design the program of study. Specific graduate courses that may be required include:

- CIED 5053 Curriculum Issues
- REMS 5013 Research Design and Methodology
- REMS 5953 Elementary Statistical Methods in Education

Students will be expected to use technology resources appropriately in course projects, assignments, and research. For students with little or no background in the uses of technology, additional leveling work may be required.

Students may select the Curriculum Studies Specialization or the Specialization with the Emphasis in College Teaching.

Ph.D. in Education (69 credit hours minimum)  
Degree Option: Curriculum Studies

COURSEWORK

**Common Program Core:** 9 credit hours
- SCFD 6983 Diversity & Equity
- CIED 6503 Doctoral Seminar
- SCFD 6113 Theoretical Foundations of Inquiry

**Extended Inquiry:** 12 credit hours
One qualitative and one quantitative research course are required; only one of the four research courses may be at the 5000 level. Students select appropriate courses in consultation with their advisor and dissertation committee. Examples of courses are the following:
- CIED 5073 Pedagogical Research
- CIED 6073 Advanced Pedagogical Research
- CIED 6163 Advanced Research Strategies in Curriculum
- CIED 6253 Designing and Conducting Mixed Methods Research
- OCED 6110 Quantitative Methods
- HIST 5023 Historical Methods
- REMS 5373 Educational Measurements
- REMS 6003 Analysis of Variance
REMS 6013 Multiple Regression Analysis
REMS 6663 Applied Multivariate Research
SCFD 6123 Qualitative Research I
SCFD 6190 Qualitative Research: Selected Methods
SCFD 6193 Qualitative Research II
SOC 5273 Qualitative Research Methods
STAT 5043 Sample Survey Designs

**Specialization for Curriculum Studies:** 24 credit hours
Students select appropriate courses in consultation with their advisor and dissertation committee. Examples of courses are the following:
- CIED 6030 Contemporary Issues (Topics) in Curriculum Studies
- CIED 6033 Analysis of Teaching
- CIED 6043 Curriculum Leadership
- CIED 6053 Advanced Curriculum Studies
- CIED 6063 Curriculum History
- CIED 6073 Advanced Pedagogical Research
- CIED 6133 Theory to Practice in Education
- CIED 6143 School Reform
- CIED 6153 Curriculum of Nonviolence
- CIED 6163 Advanced Research Strategies in Curriculum
- CIED 6183 Advanced Media Literacy in the Curriculum

**Specialization for the College Teaching Emphasis Area:** 24 credit hours
Students select appropriate courses in consultation with their advisor and dissertation committee. Examples of courses are the following:
- EDLE 6713/CIED 6030 Effective Teaching in Colleges and Universities
- CIED 6033 Analysis of Teaching
- CIED 6073 Advanced Pedagogical Research
- CIED 6043 Curriculum Leadership
- CIED 6053 Advanced Curriculum Studies
- CIED 6133 Theory to Practice in Education
- CIED 6183 Advanced Media Literacy
- CIED 6030 Contemporary Issues in Curriculum: Selected Topics
- EDLE 5313 Characteristics of Adult Learners
- HESA 6583 The Impact of College on Students and Society
- HESA 6753 Historical Development of Higher Education
- HESA 6843 The Academic Department

**Cognate area:** 9 credit hours
Students select appropriate related courses in consultation with their advisor and dissertation committee. These are to be graduate courses available at Oklahoma State University, preferably outside the College of Education.

**Independent Research:** 15 credit hours
CIED 6000 Dissertation
Research and Scholarship Preparation

In addition to the requirements listed above for degree completion, students must have (a) presented at a professional conference (national/international level preferred) and (b) submitted an article for refereed publication. Faculty will support and mentor candidates through these processes and encourage them to be actively involved in the Curriculum Studies Project.

For more information, please contact:
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