ADMISSION PACKET

SCHOOL OF TEACHING & CURRICULUM LEADERSHIP

Ph.D. in Education
Professional Education Studies

Specialization Areas:

Arts & Humanities
Literacy
Mathematics and Science
Special Education

Admissions Information Contents:

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APPLICATION PROCEDURE

There is one step now to the application process. September 15 and January 15 is the deadline for applicants who want to be considered for admission for the following spring/fall semester.

Please apply using the new graduate college online application:
https://gradcollege.okstate.edu/apply

The proposed major is Education; the degree sought is Ph.D.; and the specialization within major is Professional Education Studies.

The following items are required for a complete application and are uploaded during the application process:

1) Resume/CV
2) Names and email addresses for three references
   Submit three professional recommendations from the major advisor and faculty for any graduate work completed. These references should include statements relating to
   a) the applicant’s success in professional settings or commitment to professionals allied with the disciplines in the College of Education,
   b) the applicant’s prior academic record as a reflection of ability to succeed in a doctoral program, and
   c) the applicant’s potential for success in research, writing, and coursework at the doctoral level.

   Additional letters may be submitted from faculty members familiar with the applicant’s academic career or from professionals capable of addressing the applicant’s ability to successfully complete a doctoral program.

3) 2 page personal goals statement
   Submit a two-page statement clearly articulating how the Ph.D. program will contribute to your future goals. The statement should include an explanation of your goals and expectations for doctoral study and how prior academic and professional experiences have prepared you for your chosen area of study.
4) Official transcripts
Submit all official transcripts from all institutions of higher education directly to the Graduate College. (Note: A minimum grade point average in graduate coursework of 3.50 on a 4.00 scale is required.)

5) GRE or MAT scores
Submit either a GRE or MAT score current within the past five years. (Note: For the GRE, a score of 151 verbal and 150 quantitative is expected and 4.5 on the analytical scale. For the MAT, a raw score of 400 is expected.)

Information about the GRE can be found at www.gre.org. Copies of the *Bulletin of Information and List of Testing Centers with 100 practice items for the MAT* are available from the OSU University Testing and Evaluation Center. The GRE and MAT are given at OSU, Stillwater, University Testing and Evaluation Service, 107 UAT Building, 1524 W. Admiral Avenue, (405) 744-5958; at OSU Tulsa, the MAT is administered at the Student Success Center, North Hall, (918) 594-8404 and the GRE at Sylvan Learning Center, (918) 249-0820. Scores are automatically sent to the Graduate College when the institution code of 6546 is used and forwarded to the College of Education when the department code is given as 3101 or marked for education.

6) Writing sample
Submit an academic or scholarly paper you have written recently. Please do not submit an entire master’s thesis. You may submit an excerpt.

International applicants must also submit TOEFL scores if English is a second language.

Note: Some program options require a personal interview for admission. If an interview is required, you will be contacted and arrangements will be made.

<table>
<thead>
<tr>
<th>Application Deadlines:</th>
<th>January 15</th>
<th>for Summer or Fall enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>September 15</td>
<td>for Spring enrollment</td>
</tr>
</tbody>
</table>

**NOTE:** Incomplete applications will not be reviewed.
APPLICATION REVIEW PROCESS

The College of Education Office of the Associate Dean for Graduate Studies manages all processes and records pertinent to admission. Each option within the Ph.D. in Education has an admissions committee that reviews applications twice a year.

Admission decisions.

Usually within six weeks of the application deadline, candidates will be notified via a letter about admission status. Admission decisions are based on appropriate academic, scholarly and research alliances among the student, the faculty, and the focus of the Ph.D. program in Education. Available resources and current enrollment within the program play a significant role in the admission decision. The graduate faculty in the program option will determine the number of students that may be admitted at any given time.

Request for additional information.

If the admissions committee determines that an applicant is deficient in one or more of the standards, the committee may request the following of the applicant before a final decision is rendered regarding admission status:

- A faculty-supervised on-campus writing exercise will be administered. The applicant will be provided with a scholarly article two weeks prior to the writing exercise. The applicant will be given two hours to produce a written response to a question regarding the article.
- The applicant will participate in an on-campus interview with members of the admissions committee.

Standards for provisional admission.

Provisional admission may be recommended for an applicant who shows excellent promise but does not meet all of the standards listed above. In order to be granted unqualified admission, applicants admitted on a provisional basis must, within one calendar year, earn a minimum GPA of 3.5 in nine hours of doctoral coursework designated by the admissions committee.
School of Teaching and Curriculum Leadership (STCL)

ADMISSION CRITERIA

Applicants are evaluated on the following standards:

- Successful completion of a rigorous master’s degree program.
- Demonstration of superior writing skill.
- Indication of ability to conduct original research.
- Clearly articulated goals and objectives that are consistent with the desired degree option.
- Strong endorsement by professional references who can address applicant’s academic ability.
- Demonstrated knowledge in the field of specialization.
- Appropriate GRE or MAT score.

Leveling work and standards for technological competence.

Applicants must have appropriate background experiences specified for each degree option. In all degree options, students will be expected to use technology resources appropriately in course projects assignments and research. Admissions committees may stipulate that an applicant without an appropriate background complete additional leveling coursework.
School of Teaching and Curriculum Leadership (STCL)

DEGREE INFORMATION

The faculty members in the Ph.D. in Education have designed the curriculum to provide the knowledge, skills and experiences necessary for understanding teaching and learning. Students plan their programs in consultation with their advisors and dissertation committees. The total number of hours required for the degree is 69 hours past the master’s degree, and all hours listed are required minimums. Some programs may require more than the 69-hour minimum. Students may take additional hours. The degree has the following components:

COURSEWORK

Common Program Core: 9 credit hours

- SCFD 6983  Diversity & Equity Issues in Education and
- SCFD 6113  Theoretical Foundations of Inquiry and
- CIED 6503  Doctoral Seminar

Extended Inquiry: 12 credit hours

At least six of these hours, selected from courses such as those listed below, should be composed of the same type of research method (i.e., quantitative, qualitative, historical, etc.).

- CIED 6073  Advanced Pedagogical Research
- CIED 6253  Designing and Conducting Mixed Methods Research
- REMS 6003  Analysis of Variance
- REMS 6013  Multiple Regression Analysis
- REMS 6023  Psychometric Theory
- REMS 6033  Factor Analysis in Behavioral Research
- REMS 6663  Applied Multivariate Research
- REMS 5963  Computer Applications in Nonparametric Data Analyses
- SCFD 6123  Qualitative Research I
- SCFD 6190  Qualitative Research: Selected Methods
- SCFD 6193  Qualitative Research II

Note: Check the pre-requisites on each of these courses.

Cognate area: 9 credit hours

The doctoral advisory committee will work with individual students to select the most appropriate courses to enhance their knowledge within their specializations.

Independent Research: 15 credit hours

- CIED 6000  Dissertation
Specialization: 24 credit hours
Students select one of the following specialization focus areas and select credit hours from courses such as those listed below within that focus area.

Arts and Humanities Focus
- CIED 5033 Teaching Foreign Languages in the Schools
- CIED 5153 Advanced Studies in Children's Literature
- CIED 5143 Language Arts in the Curriculum
- CIED 5323 Teaching Social Studies in the Schools
- CIED 5350 The Visual Arts in the Curriculum
- CIED 6152 Current Issues in Art in the School Curriculum
- CIED 6850 Post Modern Theory and the Humanities

Literacy Focus
- CIED 5463 Literacy and Technology Across the Curriculum
- CIED 5733 History of Reading
- CIED 6060 Special Topics in Literacy Ed
- CIED 6083 Seminar in Writing Pedagogy
- CIED 6433 Seminar in Literacy (Issues and Trends)
- CIED 6513 Staff Development in Literacy Education
- CIED 6683 Language, Literacy, and Culture
- CIED 6850 Directed Reading
- CIED 6853 Improvement of Instruction in Reading
- CIED 6880 Internship: for literacy educators
- CIED 6680 Internship: in literacy research methodologies

Additional courses in curriculum studies, English, TESOL, anthropology, sociology, social foundations, etc. as approved by the student’s advisory committee.

Mathematics and Science Focus
- CIED 5050 Integrating Mathematics and Science Applications
- CIED 5223 Teaching Science in the Elementary School
- CIED 5243 Environmental Education in the Curriculum
- CIED 5253 Rational Number Concepts, Proportional Reasoning, and Classroom Interactions at the Elementary Level (PK-6)
- CIED 5263 Assessment and Evaluation in School Mathematics
- CIED 5270 Practicum in School Mathematics
- CIED 5273 Number Concepts and Assessment at the Elementary Level (PK-6)
- CIED 5280 Workshop in Science Education
- CIED 5283 Problem-Centered Learning in Mathematics
- CIED 5293 Teaching and Learning Mathematics in Technology
- CIED 5613 Effective Teaching of Mathematics
- CIED 5750 Seminar in Mathematics Education
- CIED 5923 Algebra and Mathematical Tasks at the Elementary Level (PK-6)
- CIED 5933 Teaching Measurement and Data at the Elementary Level (PK-6)
- CIED 5943 Mathematics Leadership and Coaching
- CIED 6013 Assessment in Science Education
- CIED 6080 Seminar in Science Education
- CIED 6123 Teaching the Nature of Science in Secondary Science Education
- CIED 6750 Research in Mathematics Education

Special Education Focus
- SPED 6183 Legal Aspects in Special Education
- SPED 6603 Current Trends and Issues in Special Education
- SPED 6743 Single Subject Design in Special Education
- EPSY 6333 Instructional Assessment and Consultation
- SPED 6543 School and Interagency Collaboration
In addition to the requirements listed above for degree completion, students must have (a) presented at a professional conference and (b) submitted an article for publication. Faculty will support and mentor candidates through these processes.

For more information please feel free to contact the Professional Education Studies coordinator:

Dr. Qiuying Wang  
256 Willard Hall  
405-744-8001  
qiuying.wang@okstate.edu

Note: Students will proceed through their degree programs with the assistance and guidance of a faculty advisor and an advisory committee. The student develops a plan of study, submits a dissertation proposal, completes a qualifying examination, and completes a dissertation following the procedures outlined by the Graduate College, the Ph.D. program, and the degree option. (See the program web site and the University Catalog for further detail about the expectations for the degree.)

Note: Students should download the STCL graduate student handbook at http://education.okstate.edu/images/graduate_studies/graduate-handbook.pdf
The Doctor of Philosophy in Education is based on the strength and diversity of its faculty members. Current faculty members, with their respective areas of research focus, are as follows.

<table>
<thead>
<tr>
<th>Faculty Name/E-mail</th>
<th>Research Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Angle, Julie</strong>&lt;br&gt;<a href="mailto:julie.angle@okstate.edu">julie.angle@okstate.edu</a></td>
<td>Science teacher education, STEM education, Nature of science, National Board Certification, Science teacher efficacy, Research experiences for teachers, pre-service science teachers</td>
</tr>
<tr>
<td><strong>Davis, Kimberly</strong>&lt;br&gt;<a href="mailto:kimbeed@okstate.edu">kimbeed@okstate.edu</a></td>
<td>Increasing access to STEM content for students with mild disabilities</td>
</tr>
<tr>
<td><strong>Hathcock, Stephanie</strong></td>
<td>Science education, science teacher education, environmental education, STEM education, professional identity, professional development, gifted education, creativity, differentiation</td>
</tr>
<tr>
<td><strong>Ivey, Toni</strong>&lt;br&gt;<a href="mailto:toni.ivey@okstate.edu">toni.ivey@okstate.edu</a></td>
<td>Science education, science teacher education, education policy, beginning teacher support, mentoring, STEM, geoscience education, engineering education, mixed methodologies</td>
</tr>
<tr>
<td><strong>Kander, Faryl</strong>&lt;br&gt;<a href="mailto:faryl.kander@okstate.edu">faryl.kander@okstate.edu</a></td>
<td>Identity, agency, and power in children’s learning; linguistically and culturally diverse learners; teacher research</td>
</tr>
<tr>
<td><strong>Nowell, Shanedra</strong>&lt;br&gt;<a href="mailto:shanedra.nowell@okstate.edu">shanedra.nowell@okstate.edu</a></td>
<td>Secondary education, Urban education, Social Studies education, Media Literacy, Literacy in Social Studies, Place-based Education, Teacher Identity, Social Justice education &amp; Educational Technology</td>
</tr>
<tr>
<td><strong>Ormsbee, Chris</strong>&lt;br&gt;<a href="mailto:ormsbee@okstate.edu">ormsbee@okstate.edu</a></td>
<td>Dialogue as pedagogy, representation of diverse perspectives in literature for children and young adults, and teacher preparation</td>
</tr>
<tr>
<td><strong>Parsons, Sue</strong>&lt;br&gt;<a href="mailto:sue.parsons@okstate.edu">sue.parsons@okstate.edu</a></td>
<td>Teaching and learning of fractions, integrating technology in the mathematics classroom, equity issues in mathematics, STEM</td>
</tr>
<tr>
<td><strong>Sanogo, Adrienne</strong>&lt;br&gt;<a href="mailto:adrienne.redmond@okstate.edu">adrienne.redmond@okstate.edu</a></td>
<td>Art and writing integration, children’s literature, nonfiction literacy, K-8 writing instruction</td>
</tr>
<tr>
<td><strong>Sanders, Jennifer</strong>&lt;br&gt;<a href="mailto:jenn.sanders10@okstate.edu">jenn.sanders10@okstate.edu</a></td>
<td>Mathematics Preservice and In-service Teacher Education, Beliefs about Teaching and Learning Mathematics, STEM, Engineering Education, Novice Mathematics Teacher Support</td>
</tr>
<tr>
<td><strong>Utley, Juliana</strong>&lt;br&gt;<a href="mailto:juliana.utley@okstate.edu">juliana.utley@okstate.edu</a></td>
<td>Field-based faculty study groups, teacher research, ESL, project-based learning</td>
</tr>
<tr>
<td><strong>Vasinda, Sheri</strong>&lt;br&gt;<a href="mailto:sheri.vasinda@okstate.edu">sheri.vasinda@okstate.edu</a></td>
<td>Teacher education, cross-linguistic comparison of literacy development, bilingual education, early reading intervention</td>
</tr>
<tr>
<td><strong>Wang, Qiuying</strong>&lt;br&gt;<a href="mailto:qiuying.wang@okstate.edu">qiuying.wang@okstate.edu</a></td>
<td>Adolescent literacy, 21st century literacies, English Education, teacher education, pedagogical implications of popular culture and technology integration</td>
</tr>
<tr>
<td><strong>Worley, Virginia</strong>&lt;br&gt;<a href="mailto:worleyv@okstate.edu">worleyv@okstate.edu</a></td>
<td>English education, philosophy of education, postmodern theories, French feminist theories, women’s studies, place of education,</td>
</tr>
</tbody>
</table>
multi/cultural studies

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