

# **GRADUATE HANDBOOK**

## **Master of Science**

### **Teaching, Learning, and Leadership**

#### **(TLL)**

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**SCHOOL OF**  
**TEACHING, LEARNING & EDUCATIONAL SCIENCES**



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**Option Areas:**

- **Curriculum and Leadership Studies**
- **Elementary, Middle, Secondary, and K-12 Education (EMS K12)**
- **Gifted Education**
- **Mathematics and Science**
- **Reading and Literacy**
- **Special Education**
- **Workforce and Adult Education**

## **INTRODUCTION**

The College of Education, Health and Aviation is organized into four “schools.” Within the School of Teaching, Learning and Educational Sciences we offer a Master of Science (M.S.) Degree with seven options and one Master of Arts in Teaching (MAT) Degree.

The Master of Science in Teaching, Learning, and Leadership (TLL) degree is designed to provide a sound knowledge base in curriculum and pedagogy. Within the 36-hour M.S. in Teaching, Learning, and Leadership (TLL) there are several options, including Curriculum Studies; Elementary, Middle, Secondary, and K-12 Education (EMS K12); Gifted and Talented; Mathematics and Science; Reading and Literacy; Special Education; and Workforce and Adult Education. This handbook will note areas where you need to refer to your program option for guidance on option-specific policies and procedures.

Designed for those who want to increase their understanding, effectiveness, and leadership qualities in their work with learners of all ages, the various options of the degree program prepare graduates for positions as curriculum planners, school educational leaders, and teacher researchers. Core courses in curriculum issues, educational advocacy, and leadership provide a basis that is both theoretically rich and practically oriented, and each applicant can choose the particular option area that best meets her/his needs and interests.

## **OPTIONS AND EMPHASIS AREAS**

Curriculum Studies Option

Elementary/Middle/Secondary/K-12 (EMS K-12) Option

Elementary and Middle Level Emphasis

Secondary Emphasis

Gifted Education Option

Mathematics/Science Option

Mathematics Education Emphasis

Science Education Emphasis

Mathematics and Science Education Emphasis

Elementary Mathematics Education Emphasis

Reading/Literacy Option

Special Education Option

Workforce and Adult Education Option

## ADMISSION INFORMATION

To apply for admission to the M.S. TLL in Education program, complete an online application to OSU Graduate College, <http://gradcollege.okstate.edu>. Indicate your preference for the Master of Science in Teaching, Learning, and Leadership and choose a program option. Next, submit the following materials online for review by an admissions committee:

- Official transcripts from all institutions of higher education indicating completion of a bachelor's degree (Note: a minimum GPA of 3.0 for undergraduate and 3.5 for graduate work is required).
- A statement of professional goals and objectives including how the degree supports your goals/interests (approximately 500 words)
- Resume or Curriculum Vitae (CV) that includes your educational background, professional experience, professional awards and honors, publications (if any), professional service, and references.
- A personal interview may be required as part of the admissions process, depending on the program option area.

Note: Non-degree seeking students can apply no more than 9 graduate hours to a degree program.

International applications must also submit TOEFL scores if English is a second language. <http://gradcollege.okstate.edu/content/application-process-0>

Each program option will review admission materials once a month, make admission recommendations, and assign a temporary advisor to students admitted into the program option. The review process may take from 2-6 weeks during the fall and spring semesters or longer during the summer session.

## SCHOLARSHIPS AND FINANCIAL AID

There are numerous scholarships available for which graduate students can apply. For information about College of Education Scholarships, call 405/744-3355 or visit <https://education.okstate.edu/scholarships>.

Graduate students may apply for teaching and research assistantships for half time (20 hours/week). For information about graduate assistantships, contact the program coordinator for your desired option.

For information about [financial aid](#), contact the OSU Scholarships & Financial Aid Office, 119 Student Union, 405-744-6604.

## **PROGRAM COMPONENTS**

The TLL in Education program consists of coursework, comprehensive exam, and a creative component. Some areas may require professional examinations. The coursework component of the program consists of the following:

- Common Core - Common to all options within the TLL (6 hours)
- Research and Inquiry Requirement (3 -6 hours)
- Specialization/Emphasis Courses specific to each option area (varies by program area)
- Creative Component or Thesis

See Appendix A for option area degree sheets.

## **PROGRESS THROUGH THE DEGREE PROGRAM**

This section highlights important steps to take after admission and during the early coursework semesters of your program.

### **Getting started in the Program**

You will be informed of your admission via e-mail. Upon acceptance, you will be assigned a temporary advisor. Contact your temporary advisor for an initial conversation about your degree plan. Newly admitted students have an automatic “advising hold” that needs to be lifted before you can register for your first semester of courses, and your temporary advisor will lift the hold after your initial meeting or phone conversation.

While your advisor will provide assistance, there is much you can do to inform yourself of the requirements for your degree and program option. Each degree option has a program description with course choices on its website. Get a copy of the University Catalog from the OSU Website, Graduate College office, or bookstore and read about program requirements and course descriptions cataloged by course prefixes. Consult the OSU web site, <http://go.okstate.edu> for course schedules. Visit the Graduate College website (<http://gradcollege.okstate.edu>) for the most up-to-date information applicable to all graduate programs.

### **Assignment of Temporary Advisor**

The admissions review process takes several weeks. The Graduate Coordinator will send you an admissions letter with the admissions committee recommendation and the name of your temporary advisor. Contact your temporary advisor to discuss enrollment, formation of an advisory committee, and the required formal Plan of Study. As delineated in the OSU Catalog, the temporary advisor will remove the enrollment hold and guide you in the selection of courses for the first semester or summer session. Additionally, your temporary advisor will

explain the process of forming an Advisory Committee, which may or may not include the temporary advisor.

Your temporary advisor may or may not eventually become your permanent advisor. As you progress through your coursework and interact with faculty, you will discover more about your own research interests and which faculty members can best support you in your program. The faculty understands that your temporary advisor may or may not be the best match for you in the end. You should feel free to discuss the composition of your committee, including your choice for advisor and committee chair, with your temporary advisor. If you have filed a plan of study and wish to change your committee, you will need to initiate a committee change form.

### **Non-Degree Seeking Students**

You may take up to 9 hours as a non-degree seeking student that may count toward degree requirements before being admitted to a degree program. If you have been admitted as a non-degree seeking student, you must re-apply to the degree option of your choice in order to be admitted into a degree program.

### **Continuous Enrollment Requirements**

The Graduate College requires that graduate students maintain continuous enrollment throughout the degree program. The specific requirements for continuous enrollment and progress to degree can be found on the Graduate College website at <http://gradcollege.okstate.edu/enrollment>.

### **Leave of Absence Provisions**

If you are unable to maintain continuous enrollment, you should consider requesting a Leave of Absence. The Graduate College policies on Leave of Absence can be found at <http://gradcollege.okstate.edu/leave-of-absence-policy>. Approval of a student Leave of Absence from the TLL is contingent upon good academic standing as defined by the Graduate College. In order to be reinstated at the end of the Leave of Absence, you must meet the admissions criteria in place at the time of your initial admission to the program. In addition, you must meet the conditions set forth by your graduate advisory committee (or academic advisor in the case that the committee has not yet been formed) as indicated in the letter from the committee/advisor that must be attached to the Leave of Absence Request Form. Students whose military orders call for deployment are automatically approved for a leave of absence for the duration of their deployment. Students with military orders that prevent them from continuous enrollment do not need Leave of Absence approval but do need to notify their academic advisor/advisory committee members. Their Leave of Absence will not be counted toward their time-to-degree limits.

### **Graduate Forms**

Each milestone in the graduate program (e.g., Plan of Study & Graduate Clearance Form) requires a specific form to notify the Graduate College of your progress. While these forms must be signed by your advisor and/or advisory committee, you will be the one to begin the

process by completing the form and routing it as needed. The OSU Graduate College website contains links to the most current versions of the required forms, including the online Plan of Study form (<http://gradcollege.okstate.edu/forms>). As a master's student, it is your responsibility to initiate and follow through on these processes and assure that these forms are appropriately completed and submitted to the Graduate College in a timely manner.

### **College of Education, Health and Aviation Graduate Student Services Coordinator**

Within the College of Education, Health and Aviation we have a graduate coordinator, Rachel Pots, who is helpful in answering procedural questions specifically about forms, deadlines, and other requirements. Her contact information is as follows and you may reach out to her when you have questions.

Kristen Kulling  
Coordinator, Graduate Student Services  
OSU College of Education, Health & Aviation  
102A Willard Hall | Stillwater, OK 74078  
Phone: 405.744.9483 | Fax: 405.744.6399

### **Master Advisory Committee**

The Master Advisory Committee serves to assist you in planning the most appropriate coursework and related program experiences. The committee should be composed of three faculty members who hold Graduate Faculty membership. Your temporary advisor will help you identify the committee chair and committee members, all of whom must be full members of the Graduate Faculty. The committee chair's primary duty is to monitor the progress of the student toward the degree. Other committee members' duties include participating in examinations per Graduate College and program requirements, attending regular meetings of the advisory committee, and interacting regularly with committee members and the student to monitor progress toward the degree. The student and the members of the advisory committee should consult regularly to review the progress of the student's work.

You have the option of changing the membership of your advisory committee at any time. However, a written request for changing a committee's membership must be signed digitally by all old and new committee members and submitted to the School Head (this is now an online process). The request should include a clear rationale for the proposed change (e.g., faculty member retirement, etc.). Pending the School Head's approval, the appropriate notification will be forwarded to the Graduate College. The link to these forms are available on the Graduate College website.

### **Plan of Study Meeting**

You must complete a draft of the Plan of Study (POS) online and also convene a Plan of Study Meeting with your full committee. The purpose of the meeting is to get the whole committee's input on developing a Plan of Study that includes required courses in specific programs,

selected elective courses and other related experiences that best support your goals. You are responsible for initiating and arranging the Plan of Study meeting with the assistance of your advisor.

According to the Graduate College policy, the Plan of Study is to be submitted prior to the end of the third semester of enrollment. If you do not have an approved Plan of Study on file by this time, you may face an advising hold that will prevent you from registering for classes. Once approved online by the committee, the Plan of Study goes to the Graduate College for final approval. Changes in the plan can be made using the same online Plan of Study form, and must be approved by the Masters Advisory Committee and the Dean of the Graduate College.

### **Annual Review Process**

Faculty in your program option are required to have a process in place to monitor your progress through the program each year. The goal is to identify students encountering difficulties and provide support. Each program option has its own process for conducting the annual review process that must be completed by March 15th of each year. Your advisor will explain the requirements of your program option. Be sure to meet any stated deadlines and provide complete information when requested.

### **Thesis or Non-Thesis Option**

Graduate students, in consultation with their advisor, will determine whether they will complete a thesis or complete the non-thesis option. Both options have value to the graduate student. For example, if you are considering a doctoral degree in the future you should consider a thesis. The thesis option requires the graduate student to conduct research that meets the rigor and guidelines provided by the graduate college. <https://gradcollege.okstate.edu/tdg>.

Students who choose the non-thesis option will work with their faculty to submit a comprehensive scholarly project demonstrating their knowledge and leadership. The non-thesis component will differ by option area.

### **Comprehensive Examinations**

The comprehensive examination is designed to measure your proficiency in the field specialization, your understanding of agency and advocacy, knowledge of research in the field of specialization, and knowledge of diversity and working with diverse learners. All TLL students are required to pass a comprehensive exam before the degree is granted. You should take the initiative in communicating with your advisor and registering for the comprehensive exam at <http://education.okstate.edu/masterscomp> very early in the semester in which you plan to take the exam.

Be sure to check with your advisor concerning program-specific guidelines. Masters students typically take comprehensive exams the last semester of their coursework. The content of the comprehensive exam is based on program core coursework, specialization area, and research. For most programs, the exam is administered in a take-home format. Take-home

exams are “open-book,” with high expectations for references and writing; students are given a time frame within which to complete and submit the exam. Your program may offer a sit down exam instead. Sit-down exams take place on campus for a one-day testing period. During that one-day testing period there is a morning and afternoon session in which students respond to questions. Be sure to check with your advisor concerning program-specific guidelines and exam dates.

The entire responsibility for developing the comprehensive examinations resides with your Advisory Committee. The Advisory Committee has the most pertinent information about your program and objectives. Decisions regarding the examination should, therefore, reside with the Committee. Typically, the Advisory Committee chair solicits questions from all committee members and takes responsibility for the evaluation of the examinations. See Appendix B for a copy of the Comprehensive Examination Rubric.

### **Reporting Results of Comprehensive Examinations**

The chair of the Advisory Committee will gather committee member evaluations and make a summary evaluation that will be reported to the Graduate Coordinator, who will report results to the Graduate Studies Office. The chair of the Advisory Committee may choose to report the evaluation results and feedback directly to you as well. The Graduate Coordinator will send you a letter of evaluation results as soon as possible following the examination.

In the event that you do not pass the comprehensive examination on your first attempt, you will be permitted to retake the examination when offered the following semester. You may be required to retake the entire exam or only a portion of it at the discretion of your advisory committee. You must remain enrolled as a degree candidate for at least two semester hours per semester or six credit hours per year until requirements are completed. You must reapply to take the examination and indicate a second retake on the application form. A third and final retake requires approval from the Graduate Dean.

### **Graduation**

A final revised Plan of Study (if needed) and a Graduation Clearance Form must be submitted to the Graduate College (the deadline changes each semester). Once the Graduation Clearance form has been approved by the Graduate College, the student must complete the Application for Graduation through the Office of the Registrar.

The academic calendar with deadlines can be found online at <https://gradcollege.okstate.edu/graduate-college-academic-calendar>.

Graduation checklist for Master’s students: <https://gradcollege.okstate.edu/masters-checklist>

## ACADEMIC INTEGRITY

### Responsible Conduct of Research

All students in the TLL program are required to pass training in the Responsible Conduct of Research. Oklahoma State University is making use of the Collaborative Institutional Training Initiative (CITI) as a component of training in the area of Responsible Conduct of Research (RCR). This online training program consists of a series of tutorial modules focusing on different aspects of RCR and is intended for anyone engaged in research. The training is appropriate for faculty, staff, and students conducting research in the natural sciences, physical sciences, social and behavioral sciences, humanities, and fine arts. Modules include instructional material, case studies, and additional suggested readings. At the end of each module is a short quiz. The results of each quiz are recorded and provided to you and to the Office of University Research Compliance. You must have a cumulative score of 80% to pass/complete the course. Additional information follows. You can access the training modules from the OSU Graduate College website (<http://gradcollege.okstate.edu/>). This must be completed before your Plan of Study can be approved. A copy of your successful completion should be e-mailed to your advisor.

### Institutional Review Board (IRB)

Before research begins, all research (including thesis, reports, and creative components) involving human subjects must be approved by the Institutional Review Board (IRB). In order to submit an application, you must first successfully complete the IRB training. Please consult the IRB website for details at <https://irb.okstate.edu/>. If your research involves humans, then you will need to complete an IRB application form and include a summary of your research plan with the application. Your IRB application must be approved and signed by your advisor before it is submitted to the IRB office for approval. Once the IRB begins to review your application, you can expect the process to take about one month (sometimes it is less or more). Be sure to include a signed letter of consent from the administrator in charge if your research will take place in a school/institutional setting or will involve research on teachers or students.

## TLL FACULTY

Julie Angle	Science Education
Penny Cantley	Special Education
Jennifer Cribbs	Mathematics Education
Adam Crawley	Literacy Education
Erin Dyke	Curriculum Studies
Gayla Foster	PK-12 Art Education
Candace Gann	Special Education (Option Coordinator)
Starla Halcomb	Workforce and Adult Education (Option Coordinator)

Stephanie Hathcock	Science Education (Gifted Education Option Coordinator)
Toni Ivey	Science Education (Option Coordinator)
Shanendra Nowell	Social Studies Education
Amy Olson	Science Education
Claudia Otto	Special Education
Sue Parsons	Literacy Education
Jennifer Sanders	Literacy Education
Adrienne Sanogo	Mathematics Education
Maryjo Self	Workforce and Adult Education
Donita Shaw	Literacy Education (TLL Program Coordinator)
Jon Smythe	Curriculum Studies
Joe Teratino	Foreign Language
Juliana Utley	Mathematics Education (Option Coordinator)
Sheri Vasinda	Literacy Education (Option Coordinator)
Qiuying Wang	Literacy Education
Hongyu Wang	Curriculum Studies (Option Coordinator)
John Weaver	Mathematics Education
Shelbie Witte	English Education
Virginia Worley	English Education

**Important Links:**

- Graduate Faculty Database:  
<http://graduatefaculty.okstate.edu/Default.aspx>
- Oklahoma State University Guidelines for Best Practices in Graduate Education  
<https://gradcollege.okstate.edu/best-practices>
- Plan of Study Portal:  
<http://gradcollege.okstate.edu/planofstudy>

- Checklist for Masters Students:  
<http://gradcollege.okstate.edu/masters-checklist>
- Graduate Student Appeals:  
<https://gradcollege.okstate.edu/content/appeals-policy>
- Leave of Absence Policy:  
<https://gradcollege.okstate.edu/leave-of-absence-policy>
- Responsible Conduct in Research Overview:  
<http://compliance.okstate.edu/rcr/rcr-index>
- RCR Core Subject Areas:  
<http://compliance.okstate.edu/rcr/core-subject-areas>
- RCR Training:  
<http://compliance.okstate.edu/rcr/training>
- RCR Policy:  
<https://stillwater.sharepoint.okstate.edu/Policies/Shared%20Documents/Requirements%20for%20Training%20in%20the%20Responsible%20Conduct%20of%20Research.pdf>
- Appropriate Use of Human Subjects in Research:  
<https://irb.okstate.edu/>
- Student Code of Conduct:  
<https://studentconduct.okstate.edu/code>
- Graduate Student Appeals Policy:  
[http://gradcollege.okstate.edu/sites/default/files/appeals\\_policy.pdf](http://gradcollege.okstate.edu/sites/default/files/appeals_policy.pdf)
- Grade Appeals Policy:  
<https://academicaffairs.okstate.edu/content/grade-appeals-board-policies-procedures>
- Graduate Assistantships: <http://gradcollege.okstate.edu/assistantship>
- International Teaching Assistant Test <https://gradcollege.okstate.edu/ita>
- Fall/Spring/Summer Enrollment Guidelines: <https://gradcollege.okstate.edu/enrollment>
- Student Health Insurance: <http://uhs.okstate.edu/student-health-insurance-plan>
- Tuition Waiver Forms: <http://gradcollege.okstate.edu/FormsPage>

***Dismissal from the Graduate Program:*** Graduate students may be dismissed from their program for failure to meet academic standards. In such instances, the student will be notified of the intent to dismiss and informed of his/her rights for due process and appeal (*See section XII. Appeals Processes*). If a student appeals the decision to dismiss, s/he must be allowed to maintain enrollment and continue working toward the graduate degree in the same manner as any other graduate student in the program during the appeals process. Continued enrollment is not required to appeal. Once the decision of the appropriate appeals panel is made, it will be final.

## Appendix A: Option Area Degree Sheets

### MASTER OF SCIENCE IN TEACHING, LEARNING, AND LEADERSHIP (TLL) Option: Curriculum & Leadership Studies

#### REQUIRED OF ALL STUDENTS FOR ADMISSION:

Undergraduate degree in education or related field; vita/resume; typewritten goals statement (about 500 words) consistent with mission of graduate degree program and program option. Each program option will review once a month admissions materials, make admissions recommendations, and assign a temporary advisor to admitted students in that program option. The review process may take 4-6 weeks fall and spring semesters or longer during summer session.

**For Unqualified Admission:** 3.0 undergraduate GPA; undergraduate degree in education or related field; well-written goals statement consistent with mission of graduate degree program and degree program option; availability of academic advisor.

#### DEGREE REQUIREMENTS

A minimum of 36 hours beyond the Bachelor's degree and a thesis or creative component is required.

#### COMMON CORE

**6 hours**

- CIED 5053 Curriculum Issues
- CIED 5813 Educational Advocacy and Leadership

#### RESEARCH AND INQUIRY

**6 hours**

- CIED 5073 Pedagogical Research **AND**
- Selected Research course with Advisor's approval such as SCFD 5913 Intro to Qual Res, REMS 5953 Stat Meth in Educ, or REMS 5013 Res Design & Meth

#### PROGRAM CORE

**6 hours**

- CIED 5623 Multicultural and Diversity Issues in Curriculum **AND**
- CIED 5043 Issues of Teaching **OR**
- Selected course with Advisor's approval

#### AREA OF EMPHASIS

**12 hours**

##### Curriculum Leadership

12 hours selected from courses listed below:

- CIED 5043 Issues of Teaching
- CIED 5123 Curriculum in the Secondary School
- CIED 5163 Middle School Curriculum
- CIED 5173 Kindergarten-Primary Curriculum
- CIED 5183 Media Literacy Across the Curriculum
- CIED 5313 Curriculum of the Elementary School

CIED 5623 Multicultural & Diversity Issues  
CIED 5723 Gender and Curriculum  
CIED 5730 Seminar in Education: Curriculum Topics with Advisor's approval  
SCFD 5883 Educational Sociology  
OSU Writing Project **OR** other courses with Advisor's approval

**ELECTIVES or THESIS**

**6 hours**

CIED 5000 Thesis  
Courses with Advisor's approval

Program Coordinator: Dr. Hongyu Wang [hongyu.wang@okstate.edu](mailto:hongyu.wang@okstate.edu) 405-744-8019

**MASTER OF SCIENCE IN TEACHING, LEARNING, AND LEADERSHIP**  
**Option: Elementary, Middle, Secondary, and K-12 Education**

**REQUIRED OF ALL STUDENTS FOR ADMISSION:**

Undergraduate degree in education or related field; vita/resume; typewritten goals statement (about 500 words) consistent with mission of graduate degree program and program option. Each program option will review once a month admissions materials, make admissions recommendations, and assign a temporary advisor to admitted students in that program option. The review process may take 4 - 6 weeks fall and spring semesters or longer during summer session.

**For Unqualified Admission:** 3.0 undergraduate GPA; undergraduate degree in education or related field (additional content area courses may be required for unqualified admission, dependent upon a review of transcripts); current vita/resume; well written goals statement consistent with mission of graduate degree program and degree program option; availability of academic advisor.

A minimum of **36 hours** beyond the Bachelor's degree is require

**COMMON CORE**

**6 hours**

CIED 5053 Curriculum Issues ®  
CIED 5813 Educational Advocacy and Leadership ®

**RESEARCH REQUIREMENT** (select two or one plus three courses designated ®) **3/6 hours**

SCFD 5913 Introduction to Qualitative Research **OR**  
REMS 5013 Research Design and Methodology **OR**  
CIED 5073 Pedagogical Research **OR**  
REMS 5953 Elementary Statistical Methods

**PROGRAM CORE**

**6 hours**

CIED 5623 Multicultural and Diversity Issues in Curriculum ® **OR**  
SPED 5993 Diversity in Special Education **AND**  
CIED 5043 Issues in Teaching ® **OR**  
CIED 5643 Integrating Teaching in the Elementary Level **OR**  
CIED 5663 Integrating Teaching in the Secondary School

**AREAS OF EMPHASIS** (choose one)

**12 hours**

Elementary/Middle Education

12 hours selected from, but not limited to

Art (CIED 5350)  
Children's and Young Adult Literature (CIED 5153, 5353, 4313\*)  
Language Arts (CIED 5143®)  
Foreign Language (CIED 5033 or CIED 4263)  
Health and Physical Education (HHP 5833)  
Curriculum (CIED 5163, 5173, 6113)  
Literacy/Reading (CIED 5423, 5433, 5463, 5473, 5523)

Mathematics (CIED 5050, 5253<sup>®</sup>, 5263<sup>®</sup>, 5270, 5273, 5283, 5293<sup>®</sup>, 5913, 5923, 5933, 5943)

Science (CIED 5193, 5223, 5050, 5243, 5280)

Social Studies (CIED 5323)

Special Education (SPED 5624, 5633, 5743, 5993)

Seminar courses (CIED 5720, 5730)

Secondary Education (6 - 12 Math, Science, Social Studies, English) and K - 12 Foreign Language and Art

3 hours selected from

Subject area teaching/curriculum course (CIED 4313\*, 5033, 5050, 5143, 5223<sup>®</sup>, 5243, 5253<sup>®</sup>, 5323, 5350, 5433, 5613<sup>®</sup>)

9 hours selected from

Content area from Arts and Science or other appropriate subject related courses

**ELECTIVES or THESIS** (Select thesis and 3 hours **OR** creative component and 9 hours) **9/6 hours**

CIED 5000 Thesis (6 hours)

Course(s) from but not limited to CIED, EPSY, OCED, EDLE, EDTC, REMS, SCFD, and SPED

**TOTAL CREDIT HOURS**

**36 hours**

## MASTER OF SCIENCE IN TEACHING, LEARNING, AND LEADERSHIP

### Option: Gifted and Talented Education

#### REQUIRED OF ALL STUDENTS FOR ADMISSION:

Undergraduate degree in education or related field; vita/resume; typewritten goals statement (approx. 500 words) consistent with mission of graduate degree and program option. Faculty in each program option will review admissions materials once a month, make admissions recommendations, and assign a temporary advisor to admitted students in that program option. The review process may take 4-6 weeks fall and spring semesters or longer during summer session. **For Unqualified Admission:** 3.0 undergraduate GPA; evidence of proficiency in written communication; availability of academic advisor

A minimum of **36 hours** beyond the Bachelor's degree is required.

#### **COMMON CORE** (Specific courses required of all TLL majors) **6 hours**

CIED 5053	Curriculum Issues <sup>®</sup>
CIED 5813	Educational Advocacy and Leadership <sup>®</sup>

#### **RESEARCH REQUIREMENT** (Select one) **3 hours**

CIED 5073	Pedagogical Research <sup>®</sup>
REMS 5013	Research Design and Methodology <sup>®*</sup>
REMS 5953	Statistical Methods in Education <sup>®*</sup>
SCFD 5913	Introduction to Qualitative Research <sup>®</sup>

\*These are required pre-requisites for students wishing to pursue a PhD in Education

#### **AREA OF EMPHASIS** (Gifted and Talented Education) **21 hours**

GTED 5063	Introduction to Gifted Education
GTED 5163	Counseling Techniques for Teachers of Gifted Learners
GTED 5363	Differentiating Curriculum for the Gifted & Talented*
GTED 5763	Teaching Techniques and Models for Gifted Education
GTED 5993	Identification and Behavioral Characteristics of Gifted Learners
GTED 5863	Developing Programs for Gifted Learners
GTED 5620	Practicum in Education of Exceptional Learners

\*Not required for Specialist Certification

#### **ELECTIVES or THESIS** **6 hours**

Select thesis OR creative component and 6 hours of coursework approved by committee

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Important Information:

- <sup>®</sup> Indicates courses with at least one-third research content. Students in this program must complete at least three courses with an <sup>®</sup>.
- In order to qualify for the Oklahoma Gifted Education Specialist Certification, candidates must hold a valid teaching license and have two years of teaching experience.

**MASTER OF SCIENCE IN TEACHING, LEARNING, AND LEADERSHIP**  
**Option: Mathematics/Science Education**

**REQUIRED OF ALL STUDENTS FOR ADMISSION:**

Undergraduate degree in education or related field; vita/resume; typewritten goals statement (about 500 words) consistent with mission of graduate degree program and program option; the equivalent of an undergraduate major or minor in mathematics or science OR a satisfactory score on the quantitative portion of the Graduate Record Exam. Faculty in each program option will review admissions materials once a month, make admissions recommendations, and assign a temporary advisor to admitted students in that program option. The review process may take 4 - 6 weeks fall and spring semesters or longer during summer session.

A minimum of **36 hours** beyond the Bachelor's degree is required

**COMMON CORE**

**6 hours**

CIED 5053	Curriculum Issues <sup>®</sup>
CIED 5813	Educational Advocacy and Leadership <sup>®</sup>

**RESEARCH REQUIREMENT**

**6 hours**

CIED 5073	Pedagogical Research
MATH 5913	Intro to Research in Mathematics Education
*REMS 5013	Research Design and Methodology
*REMS 5953	Elementary Statistical Methods
STAT 5013	Statistics for Experimenters I
SCFD 5913	Introduction to Qualitative Research
OR other research methodology focused courses approved by advisor.	
*These are required pre-requisites for students wishing to pursue a PhD in Education	

**Area of Emphasis**

**18 hours**

Choose 18 hours in the appropriate area of emphasis.

Elementary Mathematics Education

SMED 5253	Rational Number Concepts, Proportional Reasoning, and Classroom Interactions at the Elementary Level (PK-6)
SMED 5273	Number Concepts and Assessment at the Elementary Level (PK-6)
SMED 5283	Problem-Centered Learning in Mathematics <sup>®</sup>
SMED 5913	Algebra and Mathematical Tasks at the Elementary Level (PK-6)
SMED 5923	Geometry, Spatial Visualization, and Learning Trajectories at the Elementary Level (PK-6)
SMED 5933	Teaching Measurement and Data at the Elementary Level (PK-6)
SMED 5943	Mathematics Leadership and Coaching

Secondary Mathematics Education

SMED 5050	Integrating Mathematics and Science Applications
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SMED 5253	Rational Number Concepts, Proportional Reasoning, and Classroom Interactions at the Elementary Level (PK-6)
SMED 5263	Assessment and Evaluation in Mathematics
SMED 5273	Number Concepts and Assessment at the Elementary Level (PK-6)
SMED 5283	Problem-Centered Learning in Mathematics <sup>®</sup>
SMED 5293	Teaching and Learning Mathematics with Technology <sup>®</sup>
SMED 5613	Effective Teaching of Mathematics in the Secondary <sup>®</sup>
SMED 5750	Seminar in Mathematics Education
SMED 5913	Algebra and Mathematical Tasks at the Elementary Level (PK-6)
SMED 5923	Geometry, Spatial Visualization, and Learning Trajectories at the Elementary Level (PK-6)
SMED 5933	Teaching Measurement and Data at the Elementary Level (PK-6)
SMED 5943	Mathematics Leadership and Coaching

### Science Education

CIED 5193	Inquiry and Problem-Based Learning in Science Education
CIED 5730	Seminar in Education
SMED 5050	Integrating Mathematics and Science Applications
SMED 5223	Teaching Science in Schools <sup>®</sup>

### **Elementary Mathematics and Science Education**

Students will work with their advisor to choose 18 hours of SMED coursework that includes both science education and mathematics education courses appropriate for the elementary teacher.

### **ELECTIVES or THESIS**

**6 hours**

Select thesis OR creative component and 6 hours of courses.

### Important Information:

- <sup>®</sup> Indicates courses with at least one-third research content. Students in this program must complete at least three courses with an <sup>®</sup>.
- Elementary teachers wishing to meet certification requirements for the elementary mathematics specialist certification should work with their advisor to take the appropriate 18 hours of SMED courses and meet other certification requirements.
- Secondary teachers are recommended to take at least 6 hours of graduate level (1) mathematics and/or statistics content courses or (2) science content courses.
- Secondary teachers wishing to meet the Higher Learning Commission's requirement of a master's degree with 18 hours of mathematics/science coursework should work with their advisor to meet this requirement. It will require an extra 3 hours on your degree plan. [18 hours = 6 hours in Research area + 3 hours math/science prefix course in emphasis area + 6 areas of Elective Math/science + 3 hours of math/science above the 36 hours in the degree]

Faculty contact - Mathematics Education: Juliana Utley, 405-744-8111

Faculty contact - Science Education: Toni Ivey, 405-744-8019

**MASTER OF SCIENCE IN TEACHING, LEARNING, AND LEADERSHIP**

Option: Workforce and Adult Education

**REQUIRED OF ALL STUDENTS FOR ADMISSION:**

Undergraduate degree in education or related field; vita/resume; typewritten goals statement (about 500 words) consistent with mission of graduate degree program and program option.

Each Program Option will review once a month admissions materials, make admission recommendations, and assign a temporary advisor to applicants in that program option. The review process may take 4-6 weeks.

**For Unqualified Admission:** 3.0 undergraduate GPA; undergraduate degree in education or related field; well written goals statement consistent with mission of graduate degree program and degree program option; availability of academic advisor.

**DEGREE REQUIREMENTS**

A minimum of **36 hours** beyond the Bachelor's degree in required.

**COMMON CORE**

**6 hours**

CIED 5053	Curriculum Issues
CIED 5813	Educational Advocacy and Leadership

**RESEARCH AND INQUIRY REQUIREMENT**

**6 hours**

WAED 5443	Interpreting Research in Workforce Education
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**And one of the following:**

AGED 5983	Research Design in Occupational Education
REMS 5013	Research Design and Methodology
REMS 5953	Statistical Methods in Education
SCFD 5913	Introduction to Qualitative Research
STAT 5013	Statistics for Experimenters I

**PROGRAM CORE**

**9 hours**

WAED 5153	Curriculum Planning in Workforce Education or CTED 4343, Occupational Analysis and Curriculum Development
WAED 5233	Advanced Instructional Procedures in Workforce Education or Graduate section of CTED 4103.
WAED 5313	History, Principles and Organization of Workforce Education

**AREAS OF EMPHASIS**

**15 hours**

15 hours selected from, but not limited to courses listed below. Students should work with Advisor to select courses appropriate for emphasis in WAED teaching, administration, workforce development or engineering education.

CTED 4123*	Coordinating Career and Technical Student Organizations & Activities
CTED 4213*	Safety, Organization and Management of Learning Facilities
EDLE 5723	School Law
WAED 5000**	Thesis or Report
WAED 5010***	Seminar
WAED 5013	Characteristics of Adult Learners
WAED 5123	Evaluation of Workforce Education Programs and Instruction
WAED 5133	Internationalism, Globalization and Workforce Education
WAED 5143	Organization and Administration of Adult Education
WAED 5203	Foundations of Adult and Continuing Education
WAED 5223	Program Planning for Workforce and Technical Educators
WAED 5333	Administration and Supervision of Workforce Education Programs
WAED 5340***	Special Problems in Workforce Education
WAED 5353	Instructional Strategies for Adults
WAED 5423	Individualizing Competency-Based Instruction Programs
WAED 5703	Adult Learning in Diverse Settings
WAED 5720***	Workshop
WAED 5730***	Special Topics in Adult Education
WAED 5833	Workforce and Adult Consulting
WAED 5880	Internship in Workforce Education
WAED 5910***	Developing and Analyzing Teaching Content

\* A senior level class available for graduate and undergraduate credit.

\*\* For degree by thesis, 6 hours WAED 5000 Thesis plus thirty (30) hours of coursework required; for degree with creative component, thirty-six (36) hours coursework plus creative component required.

\*\*\* Check with advisor for guidance.

**MASTER OF SCIENCE IN TEACHING, LEARNING, AND LEADERSHIP**  
**Option: Reading/Literacy**

**REQUIRED OF ALL STUDENTS FOR ADMISSION:**

Undergraduate degree in education or related field; vita/resume; typewritten goals statement (about 500 words) consistent with mission of graduate degree program and program option

**For Unqualified Admission:**

3.0 undergraduate GPA; evidence of proficiency in written communication; availability of academic advisor

**A minimum of 36 hours beyond the Bachelor's degree is required. Degree coursework consists of:**

<b>COMMON CORE</b>		<b>6 hours</b>
	CIED 5053 Curriculum Issues <sup>®</sup>	
	CIED 5813 Educational Advocacy and Leadership <sup>®</sup>	
<b>RESEARCH AND INQUIRY (Select One)</b>		<b>3 hours</b>
	SCFD 5913 Introduction to Qualitative Research <b>OR</b>	
	REMS 5013 Research Design and Methodology <b>OR</b>	
	CIED 5073 Pedagogical Research	
<b>AREA OF EMPHASIS (Reading Specialist Certification Program)</b>		<b>21 hours</b>
	CIED 5143 Language Arts in the Curriculum	
	CIED 5153 Advanced Studies in Children's Literature	
	CIED 5423 Literacy Instruction in the Primary Grades <sup>®</sup>	
	CIED 5433 Reading and Writing in the Content Area	
	CIED 5463 Reading Assessment and Instruction	
	CIED 5523 Practicum in Reading Instruction	
	CIED 5553 Literacy Leadership and Coaching	
<b>ELECTIVES or THESIS</b>		<b>6 Hours</b>
Each student must complete six hours of elective coursework or a master's thesis. Please discuss your options with your advisor.		

**IMPORTANT INFORMATION**

- Courses marked with an <sup>®</sup> include at least one-third research content. Students in this program must complete at least three <sup>®</sup>-designated courses in addition to the required research course.
- All students completing the Reading/Literacy program option are required to submit a portfolio commiserate with requirements set forth by the State of Oklahoma for Reading Specialist Certification. A portfolio requirement overview (and other helpful program information) is available for review at <http://readingspecialist.okstate.edu>
- In order to qualify for Reading Specialist Certification, candidates must hold a valid teaching license and have two years of teaching experience.
- Program Coordinator: Dr. Sue Christian Parsons, [sue.parsons@okstate.edu](mailto:sue.parsons@okstate.edu)

**MASTER OF SCIENCE IN TEACHING, LEARNING AND LEADERSHIP  
Option: Special Education (SPED)**

**REQUIRED OF ALL STUDENTS FOR ADMISSION:** Undergraduate degree in education or related field, vita/resume, two letters of recommendation, typewritten goals statement (about 500 words) consistent with mission of graduate degree program and program option. Each program option will review admissions materials once a month, make admissions recommendations, and assign a temporary advisor to admitted students. The review process may take 4-6 weeks during Fall and Spring semesters and/or longer during summer.

**For Unqualified Admissions:** Passing score on the OGET, at least a 3.0 undergraduate GPA and 3.00 GPA on graduate work completed before applying to the OSU SPED program. An applicant who does not meet these criteria can be considered for provisional admission.

**A minimum of 36 hours beyond the Bachelor’s degree is required. Degree coursework consists of:**

<b>COMMON CORE</b> (specific courses required of all TLL options)	<b>6 hours</b>
CIED 5053    Curriculum Issues ®	
CIED 5813    Educational Advocacy and Leadership ®	
<b>RESEARCH AND INQUIRY</b> (Select One Course)	<b>3 hours</b>
CIED 5073    Pedagogical Research	
REMS 5013    Research Design and Methodology	
REMS 5953    Statistical Methods in Education	
<b>PROGRAM CORE (specific courses required of all SPED students)</b>	<b>12 hours</b>
SPED 5683    Models of Instruction in the Inclusive Classroom	
SPED 5673    Improving Literacy Skills of Individuals with Disabilities <b>OR</b> approved reading course	
SPED 5743    Planning and Instruction in Special Education	
SPED 5150    Seminar in Special Education	
<b>AREA OF EMPHASIS</b>	<b>9-15 hours</b>
Students taking less than 15 hours of coursework from Area of Emphasis may select, with advisor’s approval, up to 6 hours of coursework from the Electives section included on this degree sheet.	
SPED 4723    Transition into Adulthood for Individuals with Disabilities	
SPED 5123    Characteristics & Teaching Methods for Students with Autism Spectrum Disorders	
SPED 5620    Practicum with Exceptional Learners	
SPED 5623    Characteristics of Students with Mild/Moderate Disabilities	
SPED 5783    Assessing Students with Disabilities	
SPED 5883    Classroom and Behavior Management	
SPED 5993    Culturally Responsive Teaching in Special Education	
<b>ELECTIVES</b>	<b>up to 6 hours</b>
EPSY 5103    Human Development in Psychology	

EPSY 5463	Psychology of Learning
EPSY 5753	Psychoeducational Assessment of Pre-Schoolers
EPSY 5853	Applied Behavior Analysis
EPSY 5783	Psycho-Educational Testing of Exceptional Individuals
EPSY 5793	Individual Intellectual Assessment of Children and Youth
CIED 5143	Language Arts in the Curriculum
CIED 5423	Literacy Instruction in the Primary Grades
CIED 5433	Reading and Writing in the Content Areas
CIED 5463	Reading Assessment and Instruction
SMED 5113	Knowing and Learning in Mathematics and Science
SMED 5253	Rational Number Concepts, Proportional Reasoning, & Classroom Interactions
SMED 5273	Number Concepts and Assessment
SMED 5913	Geometry and Spatial Visualization
SMED 5923	Algebra and Mathematical Tasks
SMED 5933	Data and Probability

### **IMPORTANT INFORMATION**

- Program admission is contingent based on availability of advisor
- All students completing the MS-TLL SPED option are required to submit a portfolio commensurate with requirements set forth by the State of Oklahoma for Special Education Teacher Certification.
- Students seeking initial SPED teacher certification must meet OSUs Professional Education requirements found at <https://education.okstate.edu/peu/certification>

## Appendix B: Comprehensive Exam Rubric

### Teaching, Learning, and Leadership Comprehensive Exam Rubric

Objectives: The Teaching, Learning, and Leadership (TLL) comprehensive exam is designed to assess the understanding of the significant content and process areas of our master’s degree program through the [LEADS Core Values](https://education.okstate.edu/peu/leads) (<https://education.okstate.edu/peu/leads>).

Directions: Advisor/Chair, you will give your students their comprehensive exams in your typical format and with the number of questions you determine. One rubric per student will be completed based on the totality of the student’s answers.

Goal / Objective	<b>Satisfactory 3 points</b>	<b>Marginal 2 point</b>	<b>Unsatisfactory 1 points</b>
Leadership, Agency and Advocacy	Demonstrates the ability to advocate for and/or with students and families toward their needs and concerns, both inside and outside of school. Articulates an awareness of and responsiveness to emerging trends/initiatives impacting students and classrooms through teaching stance, classroom resources, and standards and assessments. In-depth evidence of how educational policies and trends influenced work.	Demonstrates the ability to advocate for and/or with students and families toward their needs and concerns, both inside and outside of school, but without awareness of emerging trends/initiatives impacting students and classrooms through teaching, classroom resources, and standards and assessments. Some evidence of and/or unclear about how educational policies and trends influenced work.	Little to no evidence of the ability to advocate for and/or with students and families toward their needs and concerns, both inside and outside of school, awareness of or responsive to emerging trends/initiatives, or how educational policies and trends influence work.
Research	Provides evidence of Integration of theory and practice. Use of higher-order thinking skills such as applying, analyzing, evaluating, or creating demonstrates depth and breadth of knowledge. Consistently cites references that support all key issues resulting in a scholarly, thoughtful voice.	Integration of theory and practice is present, yet sometimes weak. There is some evidence of higher-order thinking skills, such as applying, analyzing, evaluating, or creating. Citation information is vague or not clearly relevant to the topic. Several key issues or portions of the responses are unsupported and/or incorrectly cited.	Little to no integration of theory and practice is present. Little to no evidence of higher-order, or critical, thinking skills such as applying, analyzing, evaluating, or creating.

Pedagogy	Provides evidence of understanding and use of a variety of assessment strategies to evaluate and modify the teaching/learning process to ensure the continuous intellectual, social, and physical development of learners. Understanding of the process of curriculum integration and use of a variety of instructional strategies to encourage students' development and learning is evident.	Provides evidence of partial or inconsistent understanding and use of a variety of assessment strategies to evaluate and modify the teaching/learning process to ensure the continuous intellectual, social, and physical development of learners. Partial or inconsistent understanding of the process of curriculum integration and use of a variety of instructional strategies to encourage students' development and learning is evident.	Little to no evidence of understanding of connections and use a variety of assessment strategies to evaluate and modify the teaching/learning process to ensure the continuous intellectual, social, and physical development of learners. Little to no evidence of understanding of the process of curriculum integration and use of a variety of instructional strategies to encourage students' development and learning is evident.
Diversity	Provides evidence of understanding of differences in age, gender, ethnicity, culture, socioeconomic status, and intellectual, physical, and language abilities. An understanding of differentiated instruction by demonstrating the ability to vary their approaches to learning and creating opportunities that are adaptable to individual differences in learners is evident.	Provides evidence of partial or inconsistent understanding of differences in age, gender, ethnicity, culture, socioeconomic status, and intellectual, physical, and language abilities. A partial or inconsistent understanding of differentiated instruction is evident.	Little to no evidence of understanding of differences in age, gender, ethnicity, culture, socioeconomic status, and intellectual, physical, and language abilities. Little to no evidence of understanding of differentiated instruction is evident.
Quality of Writing	Response is free of grammar, usage, and mechanics that distracts the reader from content. Clear organization is obvious.	Response contains noticeable errors in grammar, usage, and mechanics so that the reader is distracted from the content. There is limited organization in the response.	Response contains an abundance of errors in grammar, usage, and mechanics so that meaning is obscured. There is no or little organization in the response.
Specialization	Individualized per program	Individualized per program	Individualized per program

**Pass, 15 points:** Satisfactory completion of the graduate comprehensive exam required for the TLL graduate degree

**Requires Revision, 13-14 points :** Concern for and/or minimal response in multiple areas, requiring student revision and resubmission

**Fail, 12 points or below:** Based on the answers provided, the student does not demonstrate a mastery of knowledge and understandings of the topics covered in the exam and must, therefore, retake the exam in full during the next administration of the comprehensive exam

**Appendix C: Creative Component Rubric**

**TLL MASTER’S NON-THESIS (“Creative Component”)  
COMMITTEE MEMBER RUBRIC**

Student Name \_\_\_\_\_

Degree/Option \_\_\_\_\_

Date of Evaluation \_\_\_\_\_

Title of Creative Component \_\_\_\_\_

Committee Member Name \_\_\_\_\_

Directions: Advisor/Chair, you will complete one rubric per student based on the totality of the student’s work. After scoring with the rubric, please select an overall rating.

- A. meets the requirements for the master’s program.
- B. does not meet the requirements for the master’s program.
- C. needs additional support in the following area \_\_\_\_\_.

**Evaluation of Non-Thesis “Creative Component”**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Not Applicable</b>
<b>Leadership, Agency &amp; Advocacy</b>	Evidence of an informed perspective of <b>agency and advocacy</b> , & evidence of strong connections developed during graduate program.	Addresses <b>agency and advocacy</b> & includes some evidence of agency and advocacy connections developed during graduate program.	Unclear connections to <b>agency and advocacy</b> within the project. Does not fully provide evidence of diversity or diverse perspectives.	Lacks completion or evidence of an informed perspective of <b>agency and advocacy</b> .	
<b>Leadership, Agency &amp; Advocacy Comments</b>					
<b>Research</b>	Scholarly, well conceptualized, well organized, evidence of an <b>informed</b>	Acceptable conceptualization, addresses the perspective of <b>scholars and</b>	Unclear conceptualization of <b>scholarship and theory</b> within the	Lacks completion or evidence of an informed	

	<b>perspective of scholars and applicable theory,</b> addresses major people/concepts, & evidence of strong connections developed during graduate program.	<b>applicable theory,</b> & includes some evidence of research connections developed during graduate program.	project. Does not fully provide evidence of scholars and or applicable theories in the project.	perspective of <b>scholarship and applicable theory.</b>	
<b>Research Comments</b>					
<b>Pedagogy</b>	Evidence of an informed perspective of <b>pedagogical application,</b> addresses <b>approaches to teaching and learning,</b> & evidence of strong connections developed during graduate program.	Acceptable <b>pedagogical application,</b> & includes some evidence of connections to teaching and learning developed during the graduate program.	Unclear conceptualization of <b>pedagogical application</b> within the project. Does not fully provide evidence of teaching and learning within the project.	Lacks completion or evidence of an informed perspective of <b>pedagogical application.</b>	
<b>Pedagogy Comments</b>					
<b>Diversity</b>	Evidence of an informed perspective of <b>diversity,</b> & evidence of strong connections developed during graduate program.	Addresses <b>diversity</b> & includes some evidence of diversity connections developed during graduate program.	Unclear connections to <b>diversity</b> within the project. Does not fully provide evidence of diversity or diverse perspectives.	Lacks completion or evidence of an informed perspective of <b>diversity.</b>	
<b>Diversity Comments</b>					

<b>Specializa- tion</b>	Clear and convincing evidence of depth and breadth of knowledge within <b>specialization</b> area is present within the creative component.	Acceptable evidence of knowledge within <b>specialization</b> area is present within the creative component.	Unclear or superficial evidence of knowledge within <b>specialization</b> area is present within the creative component.	Lacks <b>specialization</b> area within the creative component.	
<b>Specialization Comments</b>					
<b>Presenta- tion</b>	<b>Presentation</b> of creative component was well conceptualized, well organized, and provided clear evidence of strong connections developed during graduate program.	<b>Presentation</b> of creative component was acceptable and adequately addresses the connections developed during graduate program.	<b>Presentation</b> of creative component was unclear. Did not provide sufficient evidence in one or more areas or provide connections developed during graduate program.	Unacceptable <b>presentation</b> , lacks completion or evidence.	
<b>Presentation Comments</b>					