



# **ADMISSION PACKET**

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**SCHOOL OF TEACHING & CURRICULUM LEADERSHIP**

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## **Ph.D. in Education Professional Education Studies**

### **Specialization Areas:**

**Arts & Humanities**

**Literacy**

**Mathematics and Science**

**Special Education**

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## School of Teaching and Curriculum Leadership (STCL)

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# APPLICATION PROCEDURE

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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](http://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.

<b>Application Deadlines:</b>	<b>January 15</b>	<b>for Summer or Fall enrollment</b>
	<b>September 15</b>	<b>for Spring enrollment</b>

**NOTE: Incomplete applications will not be reviewed.**



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# APPLICATION REVIEW PROCESS

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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.



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# ADMISSION CRITERIA

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### **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.



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# DEGREE INFORMATION

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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 <b>and</b>
SCFD 6113	Theoretical Foundations of Inquiry <b>and</b>
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
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**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](mailto: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](http://education.okstate.edu/images/graduate_studies/graduate-handbook.pdf)



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### PROGRAM FACULTY

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.

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

**Elvira Sanatullova-Allison**  
elvira.allison@okstate.edu