

CURRICULUM STUDIES GRADUATE HIGHLIGHTS (2014-2015)

JACKIE BACH, PH.D.

Elena and Albert LeBlanc Associate Professor of Education, Louisiana State University
Year of Graduation: 2006



I'm currently teach courses in English Education and Curriculum Theory at LSU. The courses I took in the Curriculum Studies program were fundamental in shaping me into the teacher scholar I am today. The readings we read in these courses were interdisciplinary in nature and connected theory with practice in ways I had not thought of previously. I remember reading one book in particular, in which the author focused on the intersections between curriculum and popular culture. That book, along with the guidance of my professors who pointed me toward conferences and journals who would be open to my ideas, led to my first publication as a graduate student. Today, I am working on my first book whose subject was inspired, nurtured, and celebrated by the faculty in OSU's Curriculum Studies program.

TIFFANY BALLARD, PH.D.

Director of Curriculum and Instruction, Coweta Public Schools
Year of Graduation: 2010

The Curriculum Studies program helped prepare me to be a data-driven, collaborative, forward-thinking leader within public education. This top ten program has opened doors for me in leadership positions that otherwise would not have been open so fast in my career. Since graduating in 2010, my focus has been on improving public education and being an advocate for teachers. Initially, I was instrumental in running a federally funded School Improvement Grant for a large urban high school. We were able to transform the school and increase student learning, specifically in English and Mathematics. Currently, I supervise eight schools (from PreK-12) as the Director of Curriculum and Instruction for Coweta Public Schools. In addition to working with schools in my district, my role as a National School Reform Initiative Facilitator keeps be busy. Throughout several states, I train, facilitate and help public schools and universities create, maintain, and participate in Critical Friend Groups/Professional Learning Communities utilizing School Reform Initiative practices. Also, with several school districts in Oklahoma, I create, design, help implement professional learning in one-on-one coaching and large group settings. I continue to be a learner, staying up with current issues, trends, theory, practice and research. To help continue my growth as a learner/teacher, I adjunct at Oklahoma State University, Northeastern State University and at Tulsa Community College.



KELLI A. CARNEY, PH.D.

Assistant Professor of Library Media, Northeastern State University

Year of Graduation: 2013



I hold OSU's Curriculum Studies program in high esteem. This program has significantly contributed to my work as both an educator and as a leader. The experiences I had in each class uniquely played dual roles by improving my public school teaching at the time and influencing my future teaching as a college professor. Presentations, class projects, and collaboration prepared me for my current tenure track position. Some of my professors saw more in my potential than I visualized at the time, and therefore helped me hone in on specific skills and dispositions they knew I'd fall back on someday. Without this program, I know I wouldn't be successful in my current endeavors. I teach graduate students who are pursuing their master's degree or certification in school

librarianship and serve as program chair. I'm reminded often of my journey through the Curriculum Studies program as I prepare lessons and advise my students. I continue to be inspired by the level of dedication of my professors as I seek to be the leader and role model they were to me.

JANET COOPER DUNLOP, PH.D.

Assistant Superintendent, Broken Arrow Public Schools

Year of Graduation: 2007

My Ph.D. in Curriculum Leadership and Social Foundations in simple terms, has meant choice. My education at OSU prepared me to be able to choose my current path in public education administration, without limiting me to that choice. It opened up possibilities in public education, private education, the professoriate or the private sector. It also provided me with the credentials that gain respect whether I am in a variety of social and professional circles. Because of the rich knowledge base my Ph. D. provided, I have deeper understanding of the historical, sociological and political influences surrounding education in the US, and this has helped me navigate the current climate of education in Oklahoma. This understanding gives me confidence in my current role as the Assistant Superintendent for Broken Arrow Public Schools, and with this confidence I will advocate for students every day, and know the research behind my stance truly supports decisions that are best for students, parents, teachers, principals and my community. I am so very proud to be an OSU alum, and I am thankful for the opportunities I have had as a result of my education I received there. In October 2014 I was selected to represent Oklahoma School Administrators and teachers by presenting in front of the Oklahoma legislature twice through an interim study on our assessment system and the effect of changing our standards in the state.



ROBIN FUXA, PH.D.

Coordinator of Field Experience and Clinical Practice, Professional Education,
Oklahoma State University
Year of Graduation: 2012



My hope going into my degree program was to be better equipped to disrupt the inequitable *status quo*, to be more confident and capable as a researcher and as an advocate for teachers and the children with whom they work. I now work with teachers and other school leaders to afford teacher candidates opportunities to work with mentors in settings in which they can grow professionally while also serving the school community. I am honored to be part of an institution that serves as a partner to schools in an era of external “reform.” One of my favorite aspects of my current position is working with teacher candidates on the less tangible qualities of teaching and learning. When teachers consider their dispositions and pedagogical orientations as educators, when they ask questions about hidden and null curricula, for example, often they begin to notice opportunities to make curricula more inclusive. Considering what students are learning in this more holistic sense—and taking positive action as a result—can open the school doors wider to better ensure the system affords rich and meaningful opportunities to *all* children and their families to foster more equitable spaces. In this way and innumerable others, my Curriculum Studies degree has had a visible impact on my work, and, hopefully, enriches the professional lives of the teacher candidates with whom I work as they seek to build safe and welcoming spaces for their own students. I am grateful to have such a wonderful scholarly grounding through which I continue to grow both personally and professionally.

STEVE HAHN, M.S.

Executive Director, Anti-Bullying Collaboration ABC (Tulsa)

Year of Graduation: 2008

The ABC is comprised of 30 cross-sector partners spanning education, mental health, advocacy and more. Our mission is to promote a safe, civil, and respectful community by preventing bullying among children, youth, and adults.

I was probably not the traditional Curriculum Studies graduate student during my course of study. As an educator in non-profit, my work focused on and continues to be working collaboratively, cross-sector with educators and students through policy development, legislative advocacy, and the inclusion of social and emotional academic learning, PK-12. A Master's Degree from the CS program has proven a key pathway to success and advancement throughout the course of my career and is one accomplishment of which I am most proud. Professionally, my graduate thesis continues to significantly contribute to my work. I regularly utilize my thesis as a resource with teachers and aspiring educators in the university setting for training purposes. I highly recommend the CS program to those seeking advancement and innovation within their current field of PK-12 or non-profit education.



JENNY JACKSON, M.S.

Pre-AP Chemistry Science Teacher, Science Instructional Lead, Union High School

Graduation Year: 2013



The curriculum studies program at OSU-Tulsa gave me a time and space to analyze current curriculum issues that otherwise I wouldn't have had a chance to think about. Through this program I was able to grow as an educator by analyzing current multicultural and gender diversity issues in curriculum. Through multiple classes, including Nonviolence in Education, my philosophy on teaching and education has evolved. I was able to develop more accessible curriculum for different groups of students taking my class and create a classroom culture that is accepting of all students. I have also had chance to present

at conferences and provide professional development to my peers on how these influences have changed the way I conduct my class and teach Chemistry.

BOBBI KAY LEWIS, PH.D.

Associate Professor and Associate Director of undergraduate studies, the School of Media and Strategic Communications, Oklahoma State University

Year of Graduation: 2009

I teach courses in strategic communications, event planning and communication, integrated marketing communications, copywriting and strategy. My main research interest is experiential learning and social learning theory as they apply to strategic communications education and practice. I have published articles and book chapters in these areas.

Curriculum Studies is the study of teaching and learning. I feel very fortunate to have been educated in the areas of teaching, learning, curriculum design and evaluation. Most professors do not get the opportunity to study what it means to be an effective teacher and gain an understanding of different learning styles. My education in Curriculum Studies informs my job as an educator on a daily basis. I place a heavy emphasis on experiential learning and strive to create a culture of learning that develops my students into critical-thinking problem solvers who work well collaborating with others. Much of my research has also been on experiential learning and developing communities of practice. As the associate director of undergraduate studies in the School of Media & Strategic Communications, I assisted in the redesign of the school's undergraduate curricula and creation of the strategic communication degree program. I believe that all professors, no matter what their discipline, could benefit from principles and knowledge gained in the Curriculum Studies graduate program.



PEGGY LISENBEE, PH.D.

Assistant Professor of Urban Education, The University of Tulsa

Year of Graduation: 2009



The Curriculum Studies program at Oklahoma State University provided a firm foundation of theoretical underpinnings in the field of education. In my profession as a teacher educator, I teach curriculum and instruction method courses for teacher education candidates. My use of a constructivist lens is evident in the activities included as well as the discussion emanating from candidates participating in my method courses. Theory to practice is clearly modeled in order for candidates to be able to construct their own understanding. I feel that by constructing their own pedagogy through discussions and activities modeled for them, teacher education candidates have a better understanding of how to create a deep and focused curriculum for their students. This, in turn, will make them more effective as educators in their own classrooms someday. I appreciate the time and attention given to theory during my academic journey in the Curriculum Studies program at OSU.

EMILY MORTIMER, M.S.

Education Supervisor, Tulsa Zoo

Year of Graduation: 2012

Working in free-choice education, curriculum takes many different forms and has many different meanings to the diverse districts I work with each day. The Curriculum Studies program at OSU helped me formulate a broad view of curriculum and allowed me the opportunity to connect with professional in various roles in Education. The faculty were very knowledgeable in their areas of study and created learning atmospheres of open dialogue and deep, critical thinking. This program was much more than a degree, it allowed the space to make connections and establish relationships that have blossomed into great partnerships. Currently, as the Education Supervisor at the Tulsa Zoo, I have started working with various districts whom I made contact through my graduate studies to design curriculum integrating conservation, STEM and different aspects of diversity.



JON L. SMYTHE, PH.D

Director of Enrollment Services, Northeast Campus, Tulsa Community College

Year of Graduation: 2012

Curriculum Studies offers the opportunity to explore curriculum as a practice embedded within larger social, cultural, national, and transnational narratives. One important goal of Curriculum Studies is to create openings within curriculum for drawing out the multiplicity of educators' and students' lived experiences in response to an ever-increasing focus on standardization and sameness. In creating spaces where differences are valued, Curriculum Studies creates a pathway toward more ethical approaches to teaching and learning in a globalized world.



One of my most rewarding achievements in the Curriculum Studies program was to use my experiences as a Peace Corps teacher as the starting point for my dissertation for which I gathered the stories of other Peace Corps teachers. Reflecting on our similarities and differences was challenging, thought-provoking, and instructive on numerous levels. Thanks to the encouragement and assistance of Curriculum Studies faculty, my dissertation was published in book form in March, 2015.