

**SCHOOL
of
TEACHING & CURRICULUM LEADERSHIP
(STCL)**

**GRADUATE HANDBOOK
2009-10**

COLLEGE OF EDUCATION

OKLAHOMA STATE UNIVERSITY

August 27, 2009

**SCHOOL OF TEACHING AND CURRICULUM LEADERSHIP
(STCL)**

<http://www.okstate.edu/education/stcl/>

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Financial Aid/ Scholarships/Assistantships

For information and application help:
Contact the OSU Scholarships & Financial Aid Office,
119 Student Union, 405 744-6604.

For information about COE Scholarships:
Call 405 744-3355 or visit okstate.edu/education/scholarship
There are numerous scholarships available
for which graduate students can apply.

For information about graduate assistantships:
Contact the STCL office, 405 744-9898, 244 Willard

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L.E.A.D.S.

Leadership – The Professional Education Unit (PEU) prepares candidates who are committed to the belief that professional educators providing quality education are the foundation of a prosperous and democratic society. The candidates advance their professions as innovative leaders and advocates who support all learners and families, in the context of diverse systems and communities.

Ethics and Professionalism – The Professional Education Unit prepares candidates who demonstrate ethical and professional behavior in their interactions with students, families, colleagues, and communities and practice social justice. The candidates demonstrate an understanding of legal aspects in their professional roles. As life-long learners, they engage in continuous professional development, collaborate with colleagues in the learning community and other professional arenas and reflect upon their practice.

Academics and Professional Roles – The Professional Education Unit, through curriculum, instruction, field experiences, clinical practice and the use of technology, prepares knowledgeable candidates who reflect upon the connections between academics and their professional roles.

Content Knowledge – The Professional Education Unit prepares candidates who value the importance of knowledge and learning by providing them with a rich learning environment, technology, and supervised experiences in academic areas. The candidates possess subject matter competence and enthusiasm for the subject matter; they are life-long learners of the central concept and methods of inquiry in their subject matter areas.

Integration – The Professional Education Unit prepares candidates who demonstrate integration of theory into practice incorporating appropriate pedagogy, methodology, content knowledge, curriculum, inquiry and research-based practices in diverse settings. The candidates understand the process of curriculum integration and use of a variety of instructional strategies to encourage students' development and learning. They assist students with career awareness and apply career concepts to the academic curriculum.

Human Growth and Development-including special populations -The Professional Education Unit prepares candidates who understand how students/clients learn and develop and can provide learning opportunities that support their intellectual, social, and physical development at all levels including early childhood, elementary, middle level, secondary, and adult. The candidates understand that students vary in their approaches to learning and create opportunities that are adaptable to individual differences in learners.

Learning Environment – The Professional Education Unit prepares candidates who understand the dynamics of individual and group behavior and use communication techniques to develop, facilitate and manage positive approaches to learning. Candidates select styles that work best for their learning environments and are able to adapt to different circumstances. They choose

procedures that are appropriate for all students/clients including those with diverse backgrounds, with exceptionalities, and English language learners.

Technology – The Professional Education Unit prepares candidates who understand technology as a complex integrated process for analyzing problems and devising, implementing, evaluating and managing solutions to those problems in situations in which learning is purposive and controlled. The candidates are able to use technology to help all students/clients learn by providing a conceptual understanding of how knowledge, skills and dispositions related to education and information technology and instructional technology are integrated throughout the curriculum, instruction, field experiences, clinical practices, assessments and evaluations.

Teaching/Professional Practice Assessment – The Professional Education Unit prepares candidates who use best practices to create learning environments and instructional opportunities based upon Oklahoma and national standards that lead to student learning and development. Candidates understand 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. They demonstrate reflective practice.

Diversity – The Professional Education Unit prepares candidates who believe everyone deserves the opportunity to learn and can learn; they possess knowledge, skills, and dispositions to serve as effective professionals who understand and meet the needs of a diverse society. Candidates provide evidence of understanding of differences including age, gender, ethnicity, culture, socio-economic status, and intellectual, physical, and language abilities.

Service Orientation/Community Outreach – The Professional Education Unit prepares candidates who value and engage in service and meaningful involvement of the learners/clients, their families and communities. Candidates engage in result oriented service to address the economic, educational, public safety, environmental, and other human needs.

STCL GRADUATE PROGRAM GOALS

Graduate programs in the School of Teaching and Curriculum Leadership build upon and reflect what is fundamental in the “L.E.A.D.S. Statements” of the Professional Education Unit. The more specific purpose of graduate programs in STCL is to provide advanced preparation which will enable professional educators to assume leadership roles. In STCL, this means developing curriculum specialists who are educational leaders and educational leaders who understand curriculum. Accordingly, two points of emphasis-- leadership and curriculum--are evidenced in each masters and doctoral program. Helping professional educators prepare for leadership roles necessitates program attention to the following five areas:

RESEARCH--to equip professional educators with (a) research knowledge to draw upon in making educational decisions; and research skills necessary for the creation and dissemination of new knowledge.

PEDAGOGY--to prepare professional educators who demonstrate advanced understanding of the social, psychological, cultural, moral and ethical dimensions of teaching and learning.

DIVERSITY--to prepare professional educators who demonstrate understanding of the pedagogical implications of diversity and individual differences.

TECHNOLOGY--to prepare professional educators who are sensitive to the impact of technology on education, and who are competent in the use of technology to enhance research and instruction.

AGENCY--to prepare professional educators as proactive agents who have the background, skill, and will to provide leadership for needed improvement, change and transformation in educational settings.

(adopted: 8/12/98)

**SCHOOL OF TEACHING AND CURRICULUM LEADERSHIP
GRADUATE DEGREE PROGRAM OPTIONS**

M.S. Teaching, Learning, and Leadership

<http://www.okstate.edu/education/stcl/stclgradprogram.html>

Options:

Contact Program Coordinator:

Curriculum & Leadership Studies
Curriculum Leadership

Dr. Pamela Brown
237 Willard Hall
405/744-8004
Pamela.u.brown@okstate.edu

Elementary, Middle School, Secondary & K-12

Elementary/Middle School

Dr. Caroline Beller
227 Willard Hall
405/744-8147
caroline.beller@okstate.edu

Secondary/K-12

Dr. Patricia Jordan
247 Willard Hall
405/744-8142
patricia.jordan@okstate.edu

Integrated Math/Science
Environmental Education

Dr. Patricia Jordan
247 Willard Hall
405/744-8142
patricia.jordan@okstate.edu

Occupational Education Studies
Administration & Leadership,
Technical Education,
Trade & Industrial Education

Dr. Lynna Ausburn
257 Willard Hall
405/744-8322
lynna.ausburn@okstate.edu

Reading/Literacy
Reading Specialist

Dr. Suzii Parsons
253 Willard Hall
405/744-8104
sue.parsons@okstate.edu

Library Media Specialist

Dr. Susan Stansberry
207 Willard Hall
405/744-8007

Secondary Education for Teachers
Non-Traditionally Certified

susan.stansberry@okstate.edu
Dr. Patricia Jordan
247 Willard Hall
405/744-8142
patricia.jordan@okstate.edu

Special Education
Mild/Moderate Disabilities

Dr. Jamie Van Dycke
248 Willard Hall
405/744-9440
jamielv@okstate.edu

Mathematics/Science

Dr. Juliana Utley
233 Willard Hall
405/744-8111
juliana.utley@okstate.edu

Ph.D. in Education

Options:

Contact Program Coordinator:

Curriculum Studies

Dr. Pamela Brown
237 Willard Hall
405/744-8004
pamela.u.brown@okstate.edu

Occupational Education Studies

Dr. Lynna Ausburn
257 Willard Hall
405/744-8322
lynna.ausburn@okstate.edu

Professional Education Studies

Dr. Patricia Jordan
247 Willard Hall
405 744/8142
patricia.jordan@okstate.edu

Social Foundations

Dr. Guoping Zhao
211 Willard Hall
405/744-9897
zhaog@okstate.edu

STCL GRADUATE STUDY

Where to Begin?

Complete an application to OSU Graduate College, <http://gradcollege.okstate.edu>. In Stillwater, the Graduate College office is in 202B Whitehurst, 405/744-6368. In Tulsa, go to the 1st Floor of Administration Hall, 918/594-8455. Application information and form can also be obtained at the Graduate College web site. Include official transcripts and application fee with form. Indicate your preference for a master's degree in Teaching, Learning, & Leadership (TLL) and a program option or for the PhD in Education and a program option (see options above). Include a program option in order to be assigned a temporary advisor who will help you get started.

What about Financial Aid/Assistantships/Scholarships?

For information and application help, contact the OSU Scholarships & Financial Aid Office, 119 Student Union, 405/744-6604. For information about COE Scholarships, call 405/744- 3355 or visit www.okstate.edu/education/scholarships. There are numerous scholarships available for which graduate students can apply. For information about graduate assistantships, contact the STCL office, 405/744-9898, 244 Willard. Graduate students may apply for teaching and research assistantships for quarter (10 hours/week) or half time (20 hours/week).

What's Next?

If you have been admitted as a special student, you must re-apply to the degree option of your choice in order to be admitted into a degree program. Once admitted to the OSU Graduate College, you may take up to 9 hours as a special student that may count toward degree requirements before being admitted to a degree program. If you apply to the PhD program, you will be contacted and asked to provide materials for the program option admissions process. PhD admissions deadlines are March 1, and Oct. 1. An admissions committee will review your materials and make an admissions recommendation. The letter admitting you to either the master's or PhD degree program will name a temporary advisor. Contact your temporary advisor to lift an enrollment hold and for course information, plan of study information, and help in selecting an advisory committee. Get a copy of the University Catalog from the Graduate College office or bookstore and read about program requirements and course descriptions cataloged by course prefixes. Consult the OSU web site, <http://www.okstate.edu> for course schedules.

When Do I Graduate?

Complete all requirements for your degree program (see next pages). During your last semester, complete the application for diploma and file it with the OSU Registrar. You are also required to submit a graduation clearance form and revised plan of study signed by you and your advisor. These must be submitted to the Graduate College by the end of the second week of the semester in which you intend to graduate. You may choose to attend the Graduate College graduate hooding ceremony, in academic regalia, held in fall and spring semesters. You will be hooded by either your advisor, a member of your advisory committee, or the Graduate College Dean. There is no summer hooding ceremony.

SCHOOL OF TEACHING AND CURRICULUM LEADERSHIP (STCL) GRADUATE PROGRAM GUIDELINES

Note: Consult the most current OSU catalog and web site regarding the Graduate College calendar, services, regulations, and other important information. Guidelines and other information contained in this handbook are subject to change without notice. Also, please check with your advisor for program-specific information.

MASTER'S DEGREE GUIDELINES

Master's Students Admission policy

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 admissions materials, make admissions recommendations, and assign a temporary advisor to applicants in that program option.

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

For Provisional Admission:

(1.) 2.6 overall undergraduate GPA PLUS 2.8 upper division undergraduate GPA

OR

(2.) 2.6 overall undergraduate GPA PLUS 3.5 GPA in first 6 hours of graduate coursework required for the degree program option

Provisionally admitted students will be fully admitted one semester following their provisional admission provided they fulfill all stipulations of their provisional admission and maintain at least a 3.0 GPA in all graduate coursework required for the degree option. If a 3.0 is not maintained, then student is put on strict academic probation.

For Admission under Strict Academic Probation:

(1.) 2.0-2.59 overall undergraduate GPA and/or 2.0-2.79 upper division undergraduate GPA

(2.) 2.0-2.59 overall undergraduate GPA plus at least a 3.0 GPA in the first 9 hours of graduate coursework required for the degree program option

Students under Strict Academic Probation will be fully admitted provided they fulfill all stipulations of their strict academic probation and make at least a "B" grade in next 9 hours of approved graduate coursework beyond what has already been taken. If they do not, then admission is denied.

Denial of Admission:

Students can be denied admission based on any of the following:

1. inadequate GPA that does not meet the minimum required for Strict Academic Probation
2. a grade of “D” or “F” in a graduate course or more than one C in graduate courses
3. student goals and interests that are inconsistent with degree program mission and degree program option mission
4. academic misconduct or dishonesty for which there is documentation
5. unavailability of an academic advisor in requested degree program option

Post Admission/Continuation policy

Continuation in the program can be denied based on any of the following:

1. inadequate GPA that does not meet the minimum required for Strict Academic Probation
2. a grade of “D” or “F” in a graduate course or more than one C in graduate courses
3. academic misconduct or dishonesty for which there is documentation

Master’s Student Forms

Forms for Master’s students may be obtained from the COE Graduate Office or downloaded from the Graduate College web site. It is the responsibility of the student to see to it that these forms are appropriately completed and submitted to the Graduate College in a timely manner. All forms are routed through the STCL main office, College of Education Graduate **Studies** Office, and finally to the Graduate College.

Assignment of Temporary Advisor

As delineated in the OSU Catalog, the Temporary Advisor will guide the student in the selection of courses for the first semester or summer session. The Temporary Advisor should also explain the process of forming an Advisory Committee, which may or may not include the Temporary Advisor. When you find out who your Temporary Advisor is, contact that person to remove an enrollment hold and to discuss your program.

Master’s Advisory Committee

The Advisory Committee serves to assist the student in planning the most appropriate course work and related program experiences. The Advisory Committee should be composed of at least three faculty members. The Temporary Advisor will collaborate with the student to identify the committee chair and committee members. Each program area may have specific policies regarding the composition of committees. The committee chair is responsible for soliciting/writing comprehensive exam questions. The committee is responsible for evaluating the comprehensive exam responses. The committee is responsible for approval of the **Plan of Study** and the Creative Component **or** Thesis.

Students have the option of changing the membership of their Advisory Committee at any time. However, a written request for changing a committee's membership must be submitted to the School Head and include a clear rationale. Pending the School Head's signature, the appropriate form will be forwarded to the Graduate College. Forms for changing the members on Advisory Committees may be obtained from the COE Graduate Studies Office.

Plan of Study Meeting

The Preliminary Conference or Plan of Study (POS) Meeting is held for the purpose of developing a Plan of Study that includes required courses in specific programs, selected elective courses and other related experiences such as completion of either the Creative Component, or Thesis and the Comprehensive Examination. The Plan of Study meeting is arranged by the student with the assistance of the advisor. It is a meeting held with the student and members of the advisory committee. The student's advisor generally serves as the chair of the advisory committee. The chair and each committee member approve and sign the Plan of Study. The student also signs. Once signed and approved, the Plan of Study is routed through STCL, the COE Graduate **Studies** Office, and finally to the Graduate College.

Special Note: The preliminary plan of study for the degree must be filed with the Graduate College prior to the completion of the 17th graduate hour for students working on a master's degree. Failure to do so may result in inability to enroll and complete degree program. An approved revised plan of study and a Graduation Clearance Form must be filed with the Graduate College no later than the second week of the semester in which you plan to graduate.

Independent Study (CIED 5850 Directed Study)

In order to take up to 6 hours by Directed Study, you must get the approval of your advisor and the faculty member who will supervise the study. In addition, the following form should be completed and signed by the student, the supervising faculty member, and your advisor before the study begins.

Independent Study/Directed Reading Proposal

Due by Friday of the first week of enrollment

To be completed by Student:

Name	CWID	Phone
Mailing Address		Email

1. Course Number, credit hours, semester/year
2. Proposed content of studies
3. Justification for request; specify why content cannot be obtained from a regularly offered course.
4. Explain the relationship of the proposed independent study to your program or research.
5. List text materials/resources, if applicable
6. Indicate proposed schedule of meetings with professor

To be completed by Instructor:

1. Describe grading expectations (number of papers, exams and grading scale, etc.)
2. Deadline for work to be submitted

Approval Signatures

Instructor

Date

Student

Date

Committee Chair/Advisor

Date

Taking the Comprehensive Examination

Students should consult with the Program Area Coordinator to obtain more specific information about exams. Comprehensive exams are typically taken in the final semester when students have completed the majority of course work and other related program requirements. The exams are usually scheduled after the sixth week of the semester and around the seventh to the tenth week of the semester. Check for dates with your advisor. All students including those doing a take home exam must register to take the exam with the COE Graduate Studies Office. Look for postings on the STCL bulletin boards located in the hallway on the second floor of Willard Hall in Stillwater and Main Hall in Tulsa.

Typically the content of the exam is based on three primary areas: program core areas, area of specialization, and research. The number of questions is determined by each program area. The exam is taken either in a session scheduled for a full day (Creative Component option) or half day (Thesis option) or as a take home exam, depending on program area requirements. (See your advisor).

It is the option of the advisory committee to administer an oral examination following the completion of written exams. The thrust of the oral exam depends, in part, on the quality and sufficiency of the written exam. The oral exam provides the student the opportunity to develop more fully the written response.

The entire responsibility for developing the comprehensive examination resides with the student's advisor in consultation with the advisory committee. The advisor has the most pertinent information about the student's program and objectives. Decisions regarding the examination should, therefore, reside with the advisor and advisory committee.

Evaluation of the Comprehensive Examination

The responsibility for ensuring that the master's comprehensive exams are appropriately evaluated resides with the advisor. At least two members of the master's advisory committee must evaluate student exams and, should there be disagreement between the evaluations, a third member will evaluate the exam.

Reporting Comprehensive Examination Results

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

Students will be permitted to retake the examination at its next offering the following semester in the event that a previous examination was not passed. Students taking the examination the second time are not necessarily required to take all portions of the examination.

Before doing this, the student 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. The student must reapply to take the examination and indicate a second or third retake on the application form.

GUIDELINES TO PREPARE FOR THE COMPREHENSIVE EXAM

Practical Tips: The following are suggested ideas for preparing for the comprehensive exams. Students should also consult their program area advisors for additional suggestions, procedures, and requirements.

- * Organize ALL your class notes, texts, articles, and other materials, and look for major connecting names and themes.
- * Read recent (last 5 years) journals in your field (such as the Phi Delta Kappan, Educational Leadership, the Journal of Curriculum & Supervision, Curriculum & Teaching Dialogue, The Journal of Industrial Teacher Education, etc.) for current issues, ideas, and names.
- * Read carefully any book or title specifically mentioned by your advisor.
- * During the exam, develop clear arguments in your response that are well supported. Get to the point fast and with evidence. Be ready to critique ideas! Name names! Your knowledge of authorities in the field is important. Also, be able to call on your own experiences and ideas. Be specific!
- * Call your advisor with any questions you have.

General Guidelines (Based on common core, program and research requirements):

Curriculum Questions:

- * Major reforms, ideas, documents
- * Major theorists (from Dewey to Tyler to Pinar) and their ideas
- * Historical development of American curriculum
- * Definitions of curriculum and terms like hidden and null curriculum
- * Current curriculum issues in the schools, technology centers, and other education settings effect of narrative inquiry on curriculum and teaching
- * Models of curriculum change and implementation
- * Participants and “players” in curriculum design
- * The political, social, economic, philosophical, historical, and psychological foundations of curriculum
- * Diversity and issues of class, race, gender, etc.—multicultural curriculum
- * And any material from specific curriculum courses, like middle school, elementary, occupational, etc.—curriculum integration, developmentally appropriate curriculum, etc.

Teaching/Pedagogy:

- * Philosophical, sociological, psychological, historical, etc. foundations of teaching/pedagogy
- * Major issues in teaching
- * Major theorists of teaching/instruction/pedagogy (Eisner, Van Manen, Noddings, Delpit)

- * Teacher Professional Development
- * Role of teacher narrative/lore in teacher development
- * Role of teacher research in teacher development
- * Teacher reflection
- * Themes of teaching (care, tact, etc.)
- * Teaching for diversity
- * Promoting professionalism
- * Teacher as agent of change
- * Teaching as a vocation (calling)
- * Teacher autonomy and agency
- * Relationship of teaching and curriculum
- * Teaching of Adults
- * Major authors/experts

Multicultural/Diversity Issues:

- * Definitions of multicultural education
- * Major theorists
- * Concepts of race, gender, etc. and meanings for schooling
- * Your own sense of difference applied to your work as an educator
- * Diversity and teaching and curriculum—things to do in actual practice
- * Resources for diverse teaching and curriculum

Research/Inquiry:

- * Major differences between quantitative, qualitative, and mixed methods research
- * Issues of validity, reliability, trustworthiness, participant selection, etc.
- * Definition of pedagogical research and methods for doing teacher research
- * Ethical issues
- * Role of collaboration
- * Your own journey as a teacher researcher
- * Benefits and obstacles to teacher research
- * Questions of research rigor and reliability
- * Major theorists in teacher research
- * Good research questions/topics
- * How to design a teacher research study

Leadership/Advocacy:

- * How to advocate for important issues and for whom (and where and when)
 - * The role of the curriculum leader
 - * Putting together a curriculum design process
 - * Collaboration
 - * Theories of leadership (e.g. difference between leadership and management)
-
- * Professional development that matters (e.g. study groups)
 - * Persuading teachers they can be leaders

- * Teacher evaluation
- * Making school reform happen
- * Exploring professionalism (e.g. professional organizations)

Area of Specialization:

Your area of specialization may be included in one of the other questions (e.g. you are asked to design a teacher research project in literacy...). Look to your advisor for guidance here. You should be able to discuss the theoretical, historical, and contemporary issues related to your area of specialization supported by the professional literature in your field.

Requirements vary depending upon whether students choose Plan I (Thesis option), Plan II (Report option), or Plan III (Creative Component option). Advisors will provide information about program requirements for each plan.

Consult the Graduate College Thesis Dissertation Handbook available from the Graduate College or at <http://www.gradcollege.okstate.edu>. A thesis must conform to the format specifications in this manual and may be submitted electronically to the Graduate College. Check with your advisory Committee members about their desire for paper copies.

Thesis Guidelines

In order to facilitate your timely completion of the Thesis of your Master of Science degree, it is necessary for you to work with your advisor (committee chair) to decide on a topic, format, and requirements for the final product to be defended formally to your entire committee in a public forum. The process of researching and building your Thesis is rigorous and demanding as befits the culminating effort of your Master of Science degree. The Thesis is generally a written report of a research-based original study you have designed and carried out. A traditional thesis consists of five chapters, usually titled Introduction to the Study, Literature Review, Methodology, Findings (or Results), and Implications of the Study. This traditional format is only a suggestion; the faculty will also consider students' ideas for other Thesis formats.

To begin the discussion with your advisor about your Thesis, please write a summary (3-5 pages) including the following points:

Working Title—What is your research topic?

Rationale—What is the purpose? Why did you choose this study? What is the need for the study for your own professional development and for others in the field? What is your goal for the study? What do you hope to accomplish through its completion?

Description of Study—What is your plan? Describe your methodology in detail. If you will be using human subjects, include a draft of your application to the OSU Institutional Review Board. (See Graduate College website at <http://gradcollege.okstate.edu/> for downloadable forms and instructions.) You must build in ample time (often a full semester) to secure necessary permissions before beginning research. What is your research plan? Include a projected timeline and list of materials and assistance you may need.

Literature Review—a Working Bibliography of at least 20 sources from current (last 6 years) research literature related to your project. Older literature may be included if it is especially pertinent; however, it should not be counted in the total. Format according to most recent edition of American Psychological Association guidelines.

Submit this written proposal to your advisor for review and feedback by the third week of your last Spring or Fall semester of regular coursework (the semester before you enroll in final thesis hours). If you intend to complete your Thesis during a Summer session,

contact your advisor before the last week of the Fall semester prior to set up a completion schedule. Get approval of your proposal by your committee members.

Make regular appointments with your advisor to review progress. He/she will work with you to set up chapter-by-chapter reviews. You should expect to provide multiple drafts over time of your work as your committee chair requests. It is your responsibility to find out the Graduate College deadlines for thesis defense and filing. Your advisor and committee members will work with you to set up a date for your public Thesis defense, but you must plan to have copies of your Thesis to each committee member at least 10 days in advance. Following the defense, your committee may require additional revision(s). Regardless of the final format of your Thesis, you must include a written Literature Review weaving together related research into a coherent section supporting the need for your project. Consult OSU Masters Theses available in the library for examples of literature Reviews and for other examples of Thesis formatting, style, and content Use APA style for text citations and reference list.

Typical Thesis Checklist	
Student Responsibilities	Applicable Dates
1. For research involving human subjects: Institutional Review Board training and application completed (with advisor's help) and submitted to advisor before submitting to Institutional Review Board for Approval	Should be completed the semester prior to graduation – IRB TRAINING APPROVAL REQUIRED BEFORE GATHERING DATA
2. Written 3-5 page proposal to advisor (following informal discussions)	Due end of 3 rd week of classes the semester prior to graduation
3. Advisor approval of proposal received; suggestions for revisions should be addressed immediately by student working together with advisor	
4. Regular appointments with advisor to discuss progress on thesis	
5. Final draft of Thesis submitted to advisor	Before end of 10 th week of classes the semester before graduation
6. Final draft copy of Thesis submitted to Graduate College	
7. Thesis presentation date/time scheduled with committee members	
8. Draft copies to committee members after advisor approves	At least 10 days prior to scheduling defense
9. Final copy of Thesis submitted to Graduate College	Check the Graduate College Academic Calendar for actual deadlines for submission at http://gradcollege.okstate.edu/current_students/calendar.html
10. Results of Final Examination (Defense Results) due to Graduate College	Check the Graduate College Academic Calendar for actual deadlines for submission at http://gradcollege.okstate.edu/current_students/calendar.html

*For Summer Graduation, please see advisor for dates

You also need to be familiar with the OSU Graduate College Thesis Manual. Students can access this document at <http://gradcollege.okstate.edu/student/thesis/default.html>.

Creative Component Guidelines

Please speak with your advisor for specific program area policies, guidelines, and practices for the development of the Creative Component. For example, in the reading/literacy program area, the Creative Component requirement is satisfied with a Portfolio. In order to facilitate your timely completion of the Creative Component it is necessary for you to work with your advisor (committee chair) to decide on a topic, format, and requirements for the final product to be presented formally to your entire committee in a public forum. The Creative Component is different from a thesis in that there is more flexibility in what your final product looks like; however, the process of researching and building your Creative Component is rigorous and demanding as befits the culminating effort of your Master of Science degree.

To begin the discussion with your advisor about your Creative Component, please write a summary (3-5 pages) including the following points:

Working Title:

What is your topic?

Rationale:

What is the purpose? Why did you choose this project? What is the need for the project for your own professional development and for others in the field? What is your goal for the project? What do you hope to accomplish through its completion?

Description of Project:

What is your plan? If your Creative Component is a research project, describe your methodology in detail if you will be using human subjects, include a draft of your application to the OSU Institutional Review Board. (See Graduate College website for downloadable forms and instructions.) You must build in ample time to secure necessary permissions before beginning research. If your project is text-based, describe your plan for completion and the format for your final product. What process will you follow to carry out your work? Include a projected timeline and list of materials you will need.

Literature Review:

A Working Bibliography of at least 12 sources from current (last 6 years) research literature related to your project. Older literature may be included if it is especially pertinent; however, it should not be counted in the total. If your Creative Component is a literature review, include at least 30 sources from current research literature. Format according to the most recent edition of the American Psychological Association guidelines.

Submit this written proposal to your advisor for review and feedback by the end of the third week of your last Spring or Fall semester of enrollment. If you intend to complete your Creative Component during a Summer session, contact your advisor before the eighth week of the Spring semester prior to set up a completion schedule.

Make an appointment with your advisor by the ninth week of classes (Spring or Fall) to

review progress. Your Creative Component should be completed and a final draft presented to your committee chair by the end of the thirteenth week of classes during a Spring or Fall semester. Your chair may require additional revision(s). Regardless of the final format of your Creative Component, you must include a written Literature Review weaving together related research into a coherent document (or section) supporting the need for your project. Consult OSU Masters Theses available in the library for examples of Literature Reviews. Use APA style for text citations and reference list. You do not need to use a running head, and you may structure your title page as you wish. You will be required formally to present your completed Creative Component to your committee members for final evaluation.

CREATIVE COMPONENT CHECKLIST	
Appointment with advisor to discuss progress	Before end of 9 th week of classes
Final Creative Component submitted to advisor	Before end of 13 th week of classes
Complete additional Revisions as needed	
Creative Component presentation date/time scheduled with committee members	Student must schedule before Finals Week
Creative Component approved by committee	
Approval Form signed and submitted to Graduate Student Records Office	

Ph.D. in EDUCATION GUIDELINES

Admission Process

Apply to the Graduate College indicating your preference for the PhD in Education and give a program emphasis option. Once your application has been received, the COE Graduate Student Records Office will contact you and request that you send materials for an admissions folder to be reviewed by an admissions committee. Items you will be requested to provide include: official transcripts indicating completion of a master's degree program; a statement of professional goals and objectives including reasons for how the degree fits your goals/interests; 3 letters of recommendation from former academic advisors speaking to the quality of your work as a graduate student; samples of your writing such as copies of a thesis, creative component, report, published articles, curriculum documents you have developed, etc.; and a current (within past five years) official score on either the Graduate Record Exam or the Millers Analogies Test. Contact the University Testing & Evaluation Service, 107 UAT Building, 405/744-5958, for testing information. A personal interview may be required as part of the admissions process, depending on the program option area.

The deadlines for submitting admissions materials are:
October 1 (spring admission), and March 1 (summer/fall admission)

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 a plan of study.

As delineated in the OSU Catalog, the Temporary Advisor will remove the enrollment hold and guide the student in the selection of courses for the first semester or summer session. Additionally, the Temporary Advisor should explain the process of forming an Advisory Committee, which may or may not include the Temporary Advisor.

Doctoral Forms

The OSU Graduate College website gives the most current required doctoral forms that includes the plan of study form, qualifying exam report and application for admission to candidacy, and result of final exam form.

It is the responsibility of the student to see to it that these forms are appropriately completed and submitted to the Graduate College in a timely manner.

Doctoral Advisory Committee

The Doctoral Advisory Committee serves to assist the student in planning the most appropriate course work and related program experiences. The Doctoral Advisory Committee should be composed of at least four faculty members who hold Graduate

Faculty membership. The Temporary Advisor will collaborate with students to identify the committee chair and committee members. Each program area may have specific policies regarding the composition of committees. However, the Chair of the Doctoral Advisory Committee must be a Member or full member of the Graduate Faculty. The Dissertation Advisor (who in many cases is also the Chair) must be a Member or Full Member of the Graduate Faculty. Other members of the committee must be Members or Full Members of the Graduate Faculty.

STCL faculty strongly encourage consideration of doctoral committee members, serving as the outside member, who have an appointment outside the College of Education (COE) when such faculty can make clear contributions to the candidate's research and are willing to serve. In cases where it is determined that no such Faculty are available to the student, the outside member may be from the COE as long as he or she is not a member of the same School or was not a member of the same former department as the committee chair and majority of the committee.

Students have the option of changing the membership of their Doctoral Advisory Committee at any time. However, a written request for changing a committee's membership must be submitted to the School Head and include a clear rationale. Pending the School Head's signature, the appropriate notification will be forwarded to the Graduate College. Forms for changing the members on Doctoral Advisory Committees may be obtained from the COE Graduate Studies Office.

Preliminary Conference or Plan of Study Meeting

The Preliminary Conference or Plan of Study (POS) Meeting is held for the purpose of developing a Plan of Study that includes required courses in specific programs, selected elective courses and other related experiences. The Plan of Study meeting is arranged by the student with the assistance of the Advisor. It is a meeting held with each student and members of the Advisory Committee.

According to the OSU University Catalog, the Plan of Study is to be submitted prior to the completion of the 28th credit hour (beyond the master's degree). Once approved and signed by the committee, the Plan of Study goes to the STCL office, 244 Willard Hall, then to the COE Graduate Studies office, and then is submitted to the Graduate College for final approval. Changes in the plan can be made with the approval of the Doctoral Advisory Committee and the Dean of the Graduate College.

Independent Study (CIED 6850 Directed Reading)

In order to take up to 6 hours of Directed Reading, you must get the approval of your advisor and the supervising faculty member. In addition, the following form should be completed and signed by the student, the faculty member, and the advisor before the study begins.

Independent Study/Directed Reading Proposal Due by Friday of the first week of class

To be completed by Student:

Name CWID Phone

Mailing Address E-mail

1. Course Number, credit hours, semester/year
2. Proposed content of studies
3. Justification for request: specify why content cannot be obtained from a regularly offered course
4. Explain the relationship of the proposed independent study to your program or research.
5. List text materials/resources, if applicable
6. Indicate proposed schedule of meetings with professor

To be completed by Instructor:

1. Describe grading expectations (number of papers, exams and grading scale, etc.)
2. Deadline for work to be submitted

Approval Signatures

Instructor Date

Student Date

Committee Chair/ Advisor Date

Dissertation Outline/Proposal

You should consult with your advisor regarding the requirements for this document. The document is submitted to members of the Doctoral Advisory Committee for review, discussion, and approval, within the context of the program policy, through a committee meeting for the purpose of group discussion.

The typical document should include:

1. A working title, thoughtfully rendered;
2. A clear, concise, and specific statement of purpose--what the study will be designed to do, and which must include a carefully and thoughtfully worded completion of a sentence which begins: "The purpose of this study is to"
3. A rationale explaining why the study is worth doing;
4. A research context which situates the study in an established, related line of inquiry; research frame or perspective, or research tradition;
5. A prediction of the literature(s) to be reviewed, with some sense of organization and proportion;
6. A preview of methodology which addresses in general terms how the study will be conducted;
7. A projected timeline;
8. A forecasting of potential impediments in which the student confronts his or her sense of the major obstacles or challenges the study may entail;
9. A reference section for citations used in the prospectus.

Dissertations must conform to the format in the Graduate College Thesis Dissertation Handbook available from the Graduate College or at <http://www.gradcollege.okstate.edu>. In addition, dissertations generally follow the format, especially for references, as outlined in the most recent edition of the American Psychological Association guidelines.

Doctoral Qualifying Examinations

Students need to check with their advisors concerning program-specific guidelines. Qualifying exams are typically taken when students have completed the majority of course work and other related program requirements. According to the OSU Catalog, the qualifying examination is designed to measure the student's proficiency in the field of specialization, the breadth and depth of his or her professional education background and his or her knowledge of cognate subjects and the examination must be passed and the results reported to the Graduate College before the degree is granted.

Typically the content of the qualifying exam is based on three primary areas: program core areas, area of specialization, and research. Within program areas, policy provides options of selecting written exams that are administered individually or en masse, "closed-book," or "take-home" exams with specific parameters and timelines.

The entire responsibility for developing the doctoral qualifying examination resides with the student's Doctoral Advisory Committee. The Advisory Committee has the most pertinent information about the student's program and objectives. Decisions regarding the examination should, therefore, reside with the Committee. Typically the doctoral advisory committee chair

solicits questions from all committee members.

Doctoral Oral Examinations

The oral exam is optional (with dissertation committee approval). The thrust of the oral exam depends, in part, on the quality and sufficiency of the written exam. The oral exam provides the student the opportunity to develop more fully the written response. Follow-up dialogue about the process, research direction, committee composition, might also become part of the oral exam.

Revisions in Doctoral Advisory Committee Membership

After successful completion of qualifying exams, students should be encouraged to review the composition of their Doctoral Advisory Committee and make revisions, if appropriate, so that they will be assisted maximally in the research phase.

Evaluation of Qualifying Examinations

The entire responsibility for the evaluation of Doctoral qualifying examinations resides with the student's Advisory Committee.

Reporting Results of Qualifying 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 the student as well. The Graduate Coordinator will send the student a letter of evaluation results as soon as possible following the examination.

Students will be permitted to retake the examination at its next offering the following semester in the event that a previous examination was not passed. Students taking the examination the second time are not necessarily required to take all portions of the examination. Before doing this, the student 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. The student must reapply to take the examination and indicate a second or third retake on the application form.

Dissertation Proposal Hearings

After the successful completion of the qualifying exams, the student will fully develop and present a dissertation proposal to the Doctoral Advisory Committee for approval. If the dissertation research involves human subjects/participants then the student must complete the required training and application to be approved by the OSU Institutional Review Board.

The dissertation proposal includes those chapters of the dissertation that generally provide the full context and rationale for the study, present the literature review, and explain the research procedures.

Consult the Graduate College Thesis Dissertation Handbook available from the Graduate

College or at <http://www.gradcollege.okstate.edu/student/thesis/default.html>. The final copy of the dissertation must conform to the format specifications in this manual. In addition, dissertations generally follow the format, especially for references, as outlined in the most recent edition of the American Psychological Association guidelines.

Dissertations may be submitted electronically to the Graduate College. Check with your advisory committee members about their desire for paper copies.

Admission to Doctoral Candidacy

Doctoral students will be admitted to candidacy following this sequence: approved plan of study, passing the qualifying exam, and dissertation committee approval of proposal. Once all of these are successfully completed, the doctoral advisory committee signs the form approving admission to doctoral candidacy. The student also signs the form indicating a semester when the student expects to finish degree requirements and graduate. The form is routed through the school, to the COE Graduate Studies office, and finally to the Graduate College.

Doctoral Dissertation Defense

The final examination is the oral defense of the dissertation. Students provide a copy of the dissertation in advance to the advisor, each committee member, and an advisor signed copy to the Graduate College preferably several (at least two) weeks before the defense. The dissertation must conform to the format and specifications set forth in the Graduate College Thesis and Dissertation Manual, published and available from the Graduate College.

According to the OSU Catalog, the dissertation has three main functions: (1) training in research, (2) promoting professional growth, and (3) contributing to the professional knowledge in education. The committee will notify the Graduate College immediately of the results of the final examination on the appropriate form. After the candidate has successfully completed the final examination, he/she will make all changes required by the committee and by the Graduate College and submit the dissertation in final form signed by the committee to the Graduate College.

The dissertation defense is open to any member of the Graduate Faculty or other visitors with the approval of the Committee Chair. Visitors, other than committee members, are not permitted to vote and will be excused at the discretion of the Committee Chair. The Chair is the person who is responsible for the conduct of this final examination. The oral should be announced at least two weeks in advance with a posting on STCL bulletin boards. Information for the announcement should be provided by the committee chair at least two weeks in advance so that the announcement can be prepared by office staff. In addition, a copy of the dissertation or an abstract should be provided by the student to the STCL office for those interested in reading it prior to the examination.

Summer dissertation defenses are not encouraged due to difficulties scheduling faculty who may not be on campus and to meeting deadlines. Any summer dissertation defense must be agreed upon by all members of the Advisory Committee. A member of the Advisory Committee may not be replaced for non-agreement to a summer defense.

Graduation

A final, accurate and approved [revised] plan of study and a Graduation Clearance Form must be filed with the Graduate College by the end of the second week of the semester or summer session in which the degree is to be conferred. The application for diploma is also completed and submitted to the OSU Registrar.

GRADUATE FORMS

Please check with the OSU Graduate College website and the COE Graduate Student Records Office to confirm that you have obtained the most current required forms for documenting various aspects of your graduate program. Go to the Graduate College web site to download forms. Please check to make sure you have all the appropriate forms and that you meet the deadlines for submitting forms.

GRADUATE COLLEGE STYLE MANUAL

The Graduate College Style Manual specifications must be followed for the master's report and thesis and the doctoral dissertation.

The Graduate College Style Manual is available from the Graduate College. It is also available via the World Wide Web: <http://gradcollege.okstate.edu/student/thesis/default.html>

“A report, thesis, or dissertation must conform to the format specifications set forth in this manual. The style of the document is to be determined by the advisory committee and should be reflective of publications in the student's discipline.” (OSU University Catalog)

RESPONSIBLE CONDUCT OF RESEARCH

All STCL graduate students 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. To access the training modules, go to the OSU Graduate College website.

INSTITUTIONAL REVIEW BOARD (IRB) INFORMATION

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 <http://compliance.vpr.okstate.edu/hsp/index.htm>. If your dissertation 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,

the STCL School Head, and the COE Associate Dean for Graduate Studies, Outreach, & Research 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.

“Because university policy requires prior approval of all research involving human subjects, the letter from the IRB granting approval of the research must be included in the appendix of any thesis or dissertation submitted to the Graduate College in fulfillment of degree objectives. Failure to obtain approval for use of human subjects means that the thesis or dissertation cannot be accepted.” (OSU University Catalog)

An IRB packet of information, including an application form, can be obtained from the IRB office in 219 Cordell North or online at the following address: <http://compliance.vpr.okstate.edu/hsp/index.htm>
This web site provides a helpful tutorial, training modules, plus copies of sample consent letters/forms.

**SCHOOL OF TEACHING AND CURRICULUM LEADERSHIP (STCL)
FACULTY SPECIALIZATIONS AND RESEARCH INTERESTS**

Faculty	Specializations	Research Interests
Allan Allday, Ph.D. Auburn University allan.allday@okstate.edu	Behavior Management, Emotional/Behavioral Disorders, and Autism Spectrum Disorders	Studying how changes in teacher behavior affects students behavior
Julie Angle, Ph.D. Oklahoma State University julie.angle@okstate.edu	Secondary Science Education	Science teacher efficacy, National Board Certification and other Teacher variables as predictors of Oklahoma students' end-of- instruction (EOI) Biology I test scores.
Lynna Ausburn, Ph.D. University of Oklahoma lynna.ausburn@okstate.edu	Adult workforce Education Quantitative Research Methods Technology-based Teaching and Learning	Virtual Reality, applications, Educational Futures, Distance Learning, and Technology Applications for Learning, Learning Styles and Strategies in Technical Subjects , Development of Reflective Practice
Seemi Aziz, Ph.D. University of Arizona seemi.aziz@okstate.edu	Literacy Education (Language, Reading & Culture)	Adolescent & Children's Literature; Language Arts; Reading; Literacy; Colonial & Post-Colonial Discourse; Critical Content Analysis; Critical Pedagogy; Diversity Issues within Education; Semiotics; and Visual Culture
Caroline Beller, Ph.D. Texas A&M University caroline.beller@okstate.edu	Science Education	Staff Development Science Education
Pamela Brown, Ed. D. Oklahoma State University pamela.u.brown@okstate.edu	Curriculum studies	Diversity, critical media literacy, autonomy, teacher research
David Buckner, Ph. D. University of Arkansas david.buckner@okstate.edu	K-12 Social Studies	Civics and civic participation and the impact of terrorism on public education
Kathryn Castle, Ed. D. University of Virginia kathryn.castle@okstate.edu	Curriculum Studies, Early Childhood/Elementary	Children's Socio-cognitive Reasoning; Teacher Research
C. Robert Davis, Ph.D. University of Oklahoma robert.davis@okstate.edu	Special Education	Special Education Law; Parents of children with Disabilities, Alternative Education

Jean Dockers, Ph.D. University of Arkansas jean.dockers@okstate.edu	Middle Level Education, and Science Education	Inquiry Science, Pedagogical content Knowledge, content Integration, and Alternate conceptions in Science
Alice Giacobbee, Ph.D. College of William & Mary alice.giacobbe@okstate.edu	Special Education; Literacy	Mentoring Beginning Special Educators Language Experience Approach to Reading and Children with Disabilities
Sandra Goetze Ph. D., University of Oklahoma sandra.goetze@okstate.edu	Literacy education and instructional technology	At-risk readers, Vocabulary Development, and Critical Literacy
Jeffery Hawkins, Ed. D. University of San Francisco jeffrey.hawkins@okstate.edu	Social Studies Education; International & Multicultural Education; Content Analysis of Social Studies Curriculum & Classroom Materials	Content Analysis Research, Financial Literacy, Culturally Responsive Teaching, and Social Studies Research
Toni Ivey, Ph.D. Texas A&M University toni.ivey@okstate.edu	Science Education	Science Education; Science Teacher Education; Education Policy; Beginning Teacher Support; and Mentoring
Patricia Lamphere-Jordan, Ed.D. University of Houston patricia.jordan@okstate.edu	Mathematics Education	Technology in Mathematics, Reform Mathematics, Mathematics Knowledge of Pre- service Candidates
Nadine Olson, Ph.D. University of Georgia nadine.olson@okstate.edu	Foreign Language Education, Spanish	Foreign Language Pedagogy, Hispanic Children's Literature, Whole Language Curriculum for Elementary School Spanish Programs
Christine Ormsbee, Ph.D. University of Kansas ormsbee@okstate.edu	Learning Disabilities, Emotional Disturbance, Mental Retardation, and Autism	Preassessment/prereferral, General Education Interventions, and Preservice Prep.
Suzii Parsons, Ph.D. Arizona State University sue.parsons@okstate.edu	Literacy Education (Reading/Language Arts), Children, youth, and adult Literature,	Children's literature and reader response, development of pre- service teachers (personal literacy, diversity, service learning)
Adrienne Redmond Oklahoma State University adrienne.redmond@okstate.edu	Mathematics Education, K-8	Teaching and learning of fractions; integrating technology in the mathematics classroom; and equity issues in mathematics

Jennifer Sanders, Ph.D. University of Florida jenn.sanders10@okstate.edu	Language, Literacy, and Culture Writing Instruction	Art and Writing Integration Children's Literature
Mary Jo Self Ed. D., Oklahoma State University maryjo.self@okstate.edu	Occupational Education	Professional development, retention of teachers, mentoring, National Board of Professional Teaching Standards
Julie Thomas, Ph. D. University of Nebraska julie.thomas@okstate.edu	Elementary Science and Gifted Education	Elementary Science Teaching and Learning, Environmental Science Education, Strategy Instruction in Science and Mathematics Science and Mathematics Integration, Teaching with Technology
Juliana Utley, Ph.D. Oklahoma State University juliana.utley@okstate.edu	Mathematics Education	Affective Issues in Mathematics Education, Mathematical Knowledge of pre-and in-service teachers, Technology in Mathematics Education
Jamie Van Dycke, Ph. D. University of Oklahoma jamielv@okstate.edu	Special Education	Self-determination and self- advocacy for individuals with disabilities; secondary transition; student involvement in the IEP process; and family and sibling dynamics
Barbara Walker, Ed.D. Oklahoma State University barbara.walker@okstate.edu	Reading Education, Reading Difficulties	Dimensions of Cognitive Style and Success with Differentiated Reading Instruction
Hongyu Wang, Ph.D. Louisiana State University hongyu.wang@okstate.edu	Curriculum theory, Women and Gender's Studies Cross- cultural inquiry	Post structuralism and Education Eastern Thought & Education Multicultural Education
Qiuying Wang, Ph.D. University of Illinois qiuying.wang@okstate.edu	Literacy Education	Literacy Education; Cross- linguistic comparison of literacy development, Bilingual Education
Virginia Worley, Ph.D. University of Oklahoma virginia.worley@okstate.edu	Philosophy of Language and Literature Education, Teaching area assigned: English Education, Philosophy of Education	Philosophy of education, women's studies, post modern theory, concept of place, diversity
David Yellin, Ph.D. Arizona State University david.yellin@okstate.edu	Elementary Language Arts Education; Literacy Education	Portfolio Assessment, Process Writing, Whole Language Philosophy and the Language Arts Classroom

STUDENT RESOURCES, FACILITIES, & ORGANIZATIONS

COE Computer Labs/Technology Center

405/744-7351

Willard 002 plus computer labs

<http://www.okstate.edu/education/tech/>

Curriculum Materials Library (CML)

405/744-6310

001 Willard; <http://www.library.okstate.edu/cml/>

Children's book collection; reference & readers' advisory assistance; curriculum guides

COE Coordinator of Career Services

Ms. Michelle Crew

102A Willard

405/744-4876

Services Provided:

- Career advisement
- Resume & cover letter development
- Job search strategies
- Interviewing tips & strategies
- Career transition advice

Student Academic Services and Undergraduate Studies Office

405/744-6290

106 Willard Hall

COE Graduate Student Association (COEGSA)

The purpose of COEGSA is to improve all aspects of graduate student education in the COE and to improve graduate student life at OSU. This association arranges career and academic workshops and networking opportunities. For more information, see

<http://www.orgs.okstate.edu/coegsa>

Graduate Student and Professional Student Association (GPSGA)

The GPSGA is the representative organization for all graduate students at OSU. Each dept. or program offering a graduate degree is entitled to elect one graduate student to represent their dept. or program for one academic year. All graduate and professional students at OSU are members of the GPSGA and the National Association of Graduate and Professional Students.

<http://www.orgs.okstate.edu/gpsa/index.html>