

SCHOOL OF TEACHING, LEARNING AND EDUCATIONAL SCIENCES

Graduate Programs

The School offers graduate degree programs at the master's and doctoral levels. While specialization is required, maximum program flexibility enables students to meet individual goals. Programs are designed to prepare persons to enter public or private elementary and secondary schools as teachers or school psychologists, curriculum directors, department heads, reading/literacy specialists and instructional leaders or enter other educational institutions and community agencies as educational leaders. Doctoral programs provide preparation for university teaching and research, as well as for P-12 roles, such as curriculum administrators.

Programs in the School offer the Master of Science (MS) in Teaching, Learning, and Leadership, Master of Arts in Teaching (MATT), Master of Science in School Psychology, a Graduate Certificate in College Teaching, an education Specialist in School Psychology, a Doctor of Philosophy in School Psychology, and a Doctor of Philosophy (PhD) in Education.

Master of Science in Teaching, Learning and Leadership (TLL)

Erin Dyke, PhD—Associate Professor and TLL Degree Coordinator

A student may earn the degree of Master of Science (MS) in Teaching, Learning, and Leadership. Students specialize in several areas highlighted below as TLL options. All options include at least one research course. Students planning an emphasis in K-12, secondary education, or math/science education may incorporate graduate coursework from an academic discipline. The master's degree program is also frequently designed to qualify graduates for certification in a specific area.

The *Curriculum and Leadership Studies* option provides a sound foundation in curriculum knowledge including the social, philosophical, ethical, political, historical and psychological aspects of curriculum, curriculum planning, pedagogy and curriculum leadership. The degree program will deepen one's knowledge of curriculum and will prepare graduates for positions as curriculum leaders, curriculum planners, curriculum administrators, curriculum consultants, teacher leaders and teacher researchers. Program content will benefit those teachers pursuing National Board Certification. Many classes are offered on both Stillwater and Tulsa campuses.

The *K12 Masters* (K12) provides choices for students to include coursework to enhance their understanding of teaching and learning at their chosen level, and in the case of secondary or K-12 to include content area coursework.

The *Math/Science Education* option provides extended coursework in both content area and pedagogy as students take courses in math or science education and additional math or science courses through the College of Arts and Sciences. The option also includes coursework integrating math and science pedagogy so that graduates will be skilled in content integration between the two areas. The option is designed to prepare teacher leaders in math education and/or science education.

This option asks applicants to either hold an undergraduate major or minor in mathematics or science or post a satisfactory score on the quantitative portion of the Graduate Record Exam.

The *Reading and Literacy* option provides students with experiences to develop knowledge of comprehensive, P-12 literacy curriculum and instruction including regular and intensive reading instruction, literacy assessment and evaluation, language arts/writing instruction, and the roles of children's literature. The program also supports candidates' development in the areas of education theory and research, curriculum design, creating literate environments, appreciating and including diverse learners, and providing quality professional development as program administrators or literacy coaches. Students who complete the Reading Specialist requirements can be recommended to the Oklahoma State Department of Education for P-12 Reading Specialist certification.

The *Special Education* option is designed to prepare educators to work effectively with children and youth with mild to moderate disabilities. The option encompasses two primary pathways: Advanced Educator and Initial Certification. Classes are scheduled during evenings and weekends, and can be taken on a part-time or full-time basis. Classes utilize a variety of instructional formats including face-to-face classroom interaction, compressed video and hybrid design, where instruction includes both classroom interaction and online learning. To be eligible for state certification, students must pass Teacher Certification Examinations.

Master of Science in School Psychology

A degree in educational psychology with an option in school psychometrics is awarded to students who are en route for either the EdS or PhD degree in school psychology. Students must be admitted to the EdS or PhD program to receive the MS. (Students are not admitted directly to the MS degree.)

College Teaching Graduate Certificate

Hongyu Wang, PhD—Professor, Curriculum Studies

College Teaching Graduate Certificate is housed in Curriculum Studies Program at School of Teaching, Learning and Education Studies. It is a stand-alone certificate program to help current college and university faculty (including both full-time and part-time faculty as well as graduate teaching assistants who have college teaching assignments) develop and improve knowledge, skills, and capacities for successful college teaching, as well as advance their teaching vision, philosophy and adaptability in a rapidly changing society at a range of institutions of higher education. Credit hours successfully completed are transferable to Curriculum Studies options in MS and PhD degree.

Graduate Certificate for Effective Teaching in Elementary Schools

The Graduate Certificate for Effective Teaching in Elementary Schools is housed in the Elementary Education Program at School of Teaching, Learning and Education Studies. It is a stand-alone certificate program to help alternatively-certified teachers develop and improve knowledge, skills, and capacities for successful teaching, classroom management, content pedagogy, and reflection on professional practice. Credit hours successfully completed are transferable to the EMSK12 options in MS in Teaching, Leadership and Learning.

Graduate Certificate for Effective Teaching in Secondary Schools

The Graduate Certificate for Effective Teaching in Secondary Schools is housed in the Secondary Education Program at School of Teaching, Learning and Education Studies. It is a stand-alone certificate program to help alternatively-certified teachers develop and improve knowledge, skills, and capacities for successful teaching, classroom management, content pedagogy, and reflection on professional practice. Credit hours successfully completed are transferable to the EMSK12 options in MS in Teaching, Leadership and Learning.

Graduate Certificate for Elementary Mathematics Specialist

Jennifer Cribbs—Professor, Math Education

Graduate Certificate for STEM Education

Karen Zwanch—Assistant Professor, Math Education

Education Specialist (EdS) in School Psychology

Brian Poncy, PhD—Professor, EdS Program Training Director

The NASP-approved (National Association of School Psychologists) specialist program is available. The EdS is the appropriate level of training for those who are interested in applying psychology to a variety of child-related learning and adjustment problems, and for the improvement of children's mental health in school settings. Specialist-level school psychologists typically work in school systems and function in diverse roles including consultation, psychological and psycho-educational assessment, and intervention to facilitate success for all children. The EdS program at OSU is approximately 77 hours, consistent with the NASP standards for training, and meets the Oklahoma State Department of Education certification requirements. Successful completion of this program leads to eligibility for certification by the Oklahoma State Department of Education as a school psychologist and also the NASP National Certification in School Psychology (NCSP). Applications for the EdS program are due February 1 for consideration for admission the following semester.

PhD in School Psychology

Gary Duhon, PhD—Professor and PhD Program Training Director

The doctoral program in school psychology is accredited by the American Psychological Association and approved by the National Association of School Psychologists. The program follows the scientist/practitioner model that emphasizes the application of the scientific knowledge and methodological rigor in the delivery of school psychological services and in conducting research. Training in the scientist/practitioner model is for the purpose of developing a Science-Based Child/Learner Success orientation in students. Doctoral-level school psychologists function in diverse and important roles including consultation, assessment, intervention therapy, supervision, program evaluation and research to facilitate success for all learners. They add to the understanding of children and their families by contributing to the scientific knowledge base related to all aspects of child development. They are employed in many different settings including elementary and secondary schools, private practice, university, hospitals and mental health centers. School psychologists work with diverse populations and provide psychological

services to children, youth, families, caregivers, school personnel, adult learners and individuals with special needs, as well as to the systems in which these individuals need to be successful. Applications for the PhD program in school psychology are due by January 1 for the following fall enrollment.

Doctor of Philosophy in Education

Students in the Doctor of Philosophy in Education program critically analyze teaching and learning in different contexts both inside and outside of school, explore how these processes are embedded in wider social, political and economic contexts, and envision the possibilities for improving teaching and learning. To this end, the program has an emphasis on the critical production of research with the intent that graduates from this program will contribute to their scholarly fields while addressing the needs of the state of Oklahoma, the country and the larger global community. The integration of seven degree options—Curriculum Studies; Educational Technology; Language, Literacy, and Culture; Mathematics and Science Education; Professional Education Studies; Social Foundations of Education; and Workforce and Adult Education—provides a conceptually coherent doctoral program in which students and faculty explore teaching and learning in new ways within various cultural milieus, such as the family, occupations, public schools and universities. The Ph.D. degree, with options housed in two Schools within the College of Education, Health and Aviation, prepares researchers and leaders to serve in professional positions in universities, P-12 schools, career and technical schools, research agencies, policy agencies and other educational settings (such as museums, educational publishing, and curriculum development).

The *Curriculum Studies* option's mission is to educate scholars with a deep understanding and ability to create and use knowledge of curriculum studies in the field of education and in other scholarly communities interested in the advancement of education at the state, national, and international levels. In articulating the field of curriculum studies, it is important to acknowledge the broadest views of curriculum, including content and organization of school, the social context in which school is situated, and the process of education both in and out of school. Curriculum studies is understood as both a disciplinary and an interdisciplinary field of study with its own distinctive history, conceptions, and modes of inquiry, always open to new scholarship. Curriculum theorizing, curriculum development and assessment, pedagogy, curriculum inquiry, curriculum history, leadership and advocacy, critical media literacy, teacher research, and intercultural and international dialogue are all part of the scholarship of curriculum studies in the program. Particular attention is also devoted to those absent from typical curriculum decision making; curriculum studies is concerned with issues of equity, access, and voice. This option is housed in the School of Teaching, Learning and Education Sciences.

The *Educational Technology* option focus is on the core areas of the field: design, development, utilization, production and evaluation of instructional systems, human computer interaction and technology applications to support learning and teaching. The doctoral program emphasizes research using educational technology in applied settings. The Ph.D. in Education/Educational Technology prepares future researchers for a variety of professional positions. Graduates are typically employed as university faculty, educational or instructional technology specialists in universities, community colleges and schools, or as training managers or instructional designer/developers in corporate settings. This option is housed in the School of Educational Foundations, Leadership and Aviation (SEFLA).

The *Mathematics Education* option prepares students to conduct research on teaching and learning mathematics at the P-12 level. Research may focus on a variety of aspects of teaching and learning mathematics including the affective domain and employ a wide variety of quantitative, qualitative or mixed methods. Graduates are prepared to teach a broad range of mathematics education courses at both the undergraduate and graduate levels and are qualified for faculty positions in community colleges or secondary teacher education programs as well as other mathematics education leadership positions. This option is housed in the School of Teaching, Learning and Education Sciences.

The *Language, Literacy, and Culture* option focuses on the intersection of theory, research, practice and policy in the examination of language, literacy and culture from early childhood through adulthood recognizing the centrality of literacy in promoting equitable opportunities in our global society. Students explore language and literacy demands across diverse contexts and across social movements to promote equity and honor linguistic and socio-cultural diversity as cultural capital. Specializations in this option include reading, writing and New Literacies; English education; children's and adolescent literature; and world language education. This option is housed in the School of Teaching, Learning and Education Sciences.

The *Professional Education Studies* option is intended to develop scholars of educational theory and research who advance knowledge fundamental to teaching and learning in a diverse and global society and fundamental to social justice and equity in education. Diverse perspectives include but are not limited to in-depth study of theories used to advance social justice and equity in education, teaching and learning; analyses of diverse teaching and learning contexts; application of inquiry-based teaching-learning theory; use of research methodologies (qualitative, quantitative, mixed methods and conceptual/theoretical methodologies) for studies in education; and conceptualization and reconceptualization of the meaning and value of social justice and equity in education, teaching, learning and teaching-learning contexts. This option is housed in the School of Teaching, Learning and Education Sciences. Maximum flexibility is provided for students to develop a specialization that meets their scholarly interests and career goals. Special Education is one specialization/emphasis area available in this option.

The *Science Education* option prepares students to conduct research on teaching and learning science at the P-12 level, and beyond. Research may focus on a variety of aspects of teaching and learning science and employ a wide variety of quantitative, qualitative or mixed methods. Graduates are prepared to teach a broad range of science education courses at both the undergraduate and graduate levels and are qualified for faculty positions in community colleges or secondary teacher education programs as well as other science education leadership positions. This option is housed in the School of Teaching, Learning and Education Sciences.

The *Social Foundations* option is intended to prepare future scholars and educators to employ a number of different disciplinary perspectives to analyze critically and evaluate policies and practices within and outside education to understand better how such policies and practices shape educational institutions. This approach is intended to heighten students' abilities to examine, understand and explain educational arrangements, processes and practices to develop a disciplined sense of policy-oriented educational responsibility. Scholars in social foundations are expected to contribute to advancing the educational enterprise at national and international levels. This option is housed in the School of Educational Foundations, Leadership and Aviation (SEFLA).

The *Workforce and Adult Education* option is intended to strengthen research activities for improving practice in occupational education, provide graduate programs that reflect transformative roles in occupational education and the workplace, strengthen leadership and outreach services to the discipline, expand activities in international workforce development, and strengthen the cultural diversity in the field of occupational education studies. The focus is to prepare persons for leadership positions in higher education; international occupational education and workforce development organizations; national, state and community agencies; as well as public and private educational institutions. This option is housed in the School of Teaching, Learning and Education Sciences.

General Program Requirements, Application Procedures and Financial Aid Master's Program

TLL master's degree options requires a minimum of 36 hours of coursework. In addition to coursework students take a comprehensive exam and complete either a Creative Component or Thesis. The Creative Component can take a variety of forms, as approved by the Advisory Committee, from an advanced paper to a creative demonstration of expertise gained through the degree. The thesis is original research. The student's Advisory Committee (three members) assists the student through all aspects of the program. Application to the Graduate College precedes program admission decisions. For unqualified admission an applicant must have completed an undergraduate degree in Education or a related field and must submit a curriculum vita and goals statement aligned with the option area chosen. Option areas have minimum grade-point requirements for the undergraduate degree and may have additional materials that make up the admissions packet.

Doctoral Program

The Doctor of Philosophy (PhD) degree requires a minimum of 69 semester hours beyond the master's degree. Application to the Graduate College precedes program admission decisions. For program admission, candidates submit scores from the Graduate Record Exam or the Miller Analogies Test, a Statement of Goals and Objectives, references and examples of written expression. An interview may be required. To enter candidacy, students must pass a qualifying exam. Candidates conduct independent, original research reported through a dissertation. The student's Advisory Committee (four members) assists the student through all aspects of the program.

Financial Aid

Some support is available each year for research assistantships and for qualified graduate students to assume teaching responsibilities in the undergraduate curriculum. Interested persons are encouraged to apply at any time. Applications can be obtained from the School of Teaching, Learning and Education Sciences.