Leadership Team Minutes
Wednesday, March 22, 2017, 9:00-11:18
333 Willard, Stillwater/ 2205 MCB, Tulsa

<table>
<thead>
<tr>
<th>Present Leadership Team members and guests</th>
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<tbody>
<tr>
<td>Julie Koch, SAHEP Interim School Head</td>
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<td>Gary Duhon, SAHEP Associate School Head</td>
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<td>Terry Stinnett, SAHEP Faculty Rep</td>
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<td>Susan Stansberry, Interim SES School Head</td>
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<td>Mwarumba Mwavita, SES Associate School Head</td>
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<td>Ben Bindewald, SES School Representative</td>
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<td>Jenn Sanders, STCL School Head</td>
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<td>Adrienne Sanogo, STCL Associate School Head</td>
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<td>Shelbie Witte, STCL Faculty Rep</td>
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<td>Al Carlozzi, Tulsa Faculty Rep</td>
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<td>Jennifer Job, COE Student Affairs Chair</td>
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<td>Donna Lindenmeier, COE P&amp;P Chair</td>
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<td>Ed Harris, COE FDRC Chair</td>
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<td>Bert Jacobson, Associate Dean for Research,</td>
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<td>Engagement and Administration</td>
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<td>Robert Davis, Associate Dean for Academic Affairs</td>
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<td>John Romans, COE Dean</td>
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<td>Penny Thompson, SES faculty</td>
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<td>Mike Yough, SAHEP faculty</td>
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<td>Chad Depperschmidt, SES faculty</td>
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<td>Denise Unruh, Senior Director of Development, OSU Foundation</td>
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<td>Everett Miller, Grant Development Associate, in Corporate &amp; Foundation Relations</td>
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**Review and approve previous meeting minutes**
Dr. Koch motioned to approve minutes with edits and Dr. Lindenmeier seconded. The minutes were approved.

**Denise Unruh, Senior Director of Development, OSU Foundation**
- Denise Unruh, Senior Director of Development, OSU Foundation, introduced Everett Miller, Grant Development Associate, in Corporate & Foundation Relations. Everett will handle private fund grants, the research for funding and proposal writing. He will work closely with Tim Schlais and independently on projects with faculty members.
- Faculty are encouraged to share information about projects at OSUgiving.com/PrivateFunding (downloadable form) or reach out to Everett at emiller@osugiving.com
- School Heads requested a list of research titles compiled from monthly reports on IRB activity.

**Julie Koch, Interim SAHEP School Head**
- Last week, SAHEP had a Nursing Program Director candidate on campus. Another candidate will be visiting next week.
- The two new units, SAHEP-Counseling and Counseling Psychology & Health Education and Promotion and SAHEP- Health and Human Performance & Leisure/Recreation Management and Recreational Therapy, are moving along with plans for next year. Dr. Koch is working with both units STCL and SES.
- Counseling Psychology and School Psychology internships matches were 100%. There were 7 and 10. Admissions are also rolling along nicely.
- Chris Anthony, a School Psychology a faculty member, is expecting a baby.

**Susan Stansberry, Interim SES School Head**
- SES approved their revised ARPT doc. It will be ready to send forward as soon as their new unit name is decided.
**Jenn Sanders, STCL School Head**
- Candace Gann has accepted an offer for Assistant Professor in Special Education.
- Literacy Education had a visit from West Virginia University faculty members to discuss possible research projects. Literacy Education is seen as a model in terms of pedagogy.
- An Education Leadership candidate is visiting campus today. The research presentation is today at 11:30.
- Dr. Sanders was asked to join the Oklahoma Teacher Shortage Task Force.
- SMED was consulted in Leaders of sciences and math education.
- A private school collection in California asked STCL to develop STEM models for them.
- April 21, 10:30-11:30 in Willard 010: Dr. Kerri Richardson of University of North Carolina-Greensboro will deliver a talk about the pedagogy of online teaching. Please contact Dr. Juliana Utley for more information.
- Judy Nalon, Assessment Specialist, has cleaned up and aggregated the Oklahoma State Department data. She is setting the curve for her performance at the state level.
- Faculty can request this data by emailing Judy Nalon for a request form and we will receive the second round of data in June 2017.
- With state data, there is a lot of energy on what we can do with our teach candidates. As we look at curriculum and certificates, we need to stay on top of this discussion. Robin Fuxa, PEU Director, is collecting ideas.

**Ed Harris, COE Faculty Development and Research Committee Chair**
- They have the faculty awards complete and were careful about the process. Dr. Harris hopes faculty think it went well. If you have any input, please let him know.

**Donna Lindenmeier, COE Planning and Programs Representative**
- COE P&P will have meetings on April 6th and May 4th.
- Please encourage faculty to prepare materials for fall 2018 course actions before the end of the semester.
- As faculty begin working on various documents for course actions forms, can we do this online? Now is a great time to be thinking about ways that administration could streamline this process. The university is moving to an online system. We should talk to Kathy Boyer about this.
- Our COE process could be streamlined by having one person of contact. The schools seem to have different processes.

**Jennifer Job, COE Student Affairs Committee Chair**
- COE Student Affairs Committee is meeting this Friday to select the Top 10 Seniors. The programs that had top 10 are, Elementary Education, Aviation, Secondary Education, RMTR, Health Education and Promotion, and Career Tech.
- If you have undergrads in programs not mentioned, please encourage them to apply next year. They received 35 applicants and this is fewer applications this year.
- There is no set criteria for choosing the Top Ten Seniors so the committee will work on developing criteria.
Al Carlozzi, Tulsa Faculty Representative

- Dr. Pamela Fry could not attend the Tulsa faculty monthly meeting so Dr. Carlozzi led the discussion. Carlozzi took the lead and discussed the food and beverage available on the Tulsa campus. Dr. Raj Basu also attended.

Bert Jacobson, Associate Dean for Research, Engagement and Administration

- He provided list of OSU awards with websites and he will update this list with due dates. As we discussed at the last Leadership Team meeting, the COE needs to be better represented.
- The Space Committee will meet on Monday, March 27th.
- He met with Tim Schlais and Donna Nightengale to discuss changing account numbers for the new KAHR department.
- The New Faculty Development: Graduate Advising and Mentoring is scheduled on Friday, March 24. Jason DeFreitas, Tonya Hammer and Susan Stansberry will lead the discussion.
- The VPR asked Dr. Jacobson to list two faculty members to serve on the Regents Awards committee.

Bob Davis, Associate Dean for Academic Affairs

- Robert Raab asked program coordinators to identify student who are enrolled in degrees with multiple options.
- Dr. Davis is providing data for programs requesting a new faculty line. Data from other programs will follow.
- Dr. Davis requested from Dr. Christy Hawkins the names of graduates. There continues to be issues with this as we transition from SIS to the Banner system.
- Robert Raab has made progress on brochures and sheets and he will send these out shortly.

John Romans, COE Dean

- Dean Romans attended a meeting at the Oklahoma State University Center for Health Sciences with President Kayse Shrum, Dr. Pam Fry and Provost Sandefur.
- One of the outcomes is it became obvious that we have strengthened mental health intervention and they want to work on expanding what they do. They are getting a group together across the units to work on these ideas. Maybe a summit on what OSU is doing on behavioral health and mental health. He is interested in inviting faculty to be involved. Other units on campus clinical psychology, speech, and Health Science could communicate more to the regents and the state about what we do in this area and to show our strength.

Faculty Line Discussion

- Leadership Team will review faculty line requests at two Leadership Team meetings. We will discuss the requests and provide data to make the process easier for faculty. At the next Leadership Team meeting, we will discuss priorities. These lines will start fall of 2018.
- The COE is not pursuing a shared line in epidemiology
- Dr. Davis provided data sheets for programs requesting positions. Our hope is to routinely use this data for faculty line requests. Then discuss where we want to be and what targets we want to hit. Dean Romans explained that this data is a work in progress.
• The data should list all courses being taught in these programs so faculty can see program needs. The tables on these data sheets list GAs, adjuncts and total credits produced.
• Faculty requested the data to list courses by programs and those taught by TA’s to make sure that everything is accounted for.
• Dean Romans explained that in fairness this is just another effort to compile data.
• Tulsa has potential for growth and there is now a HEP tenure line faculty member there. We still do not have the control we would like.
• It is important to bring questions to this group about what a load looks like across the areas. Dean Romans complimented School Heads for looking at the loads for their faculty members. He is impressed with the conversations they are having on equity.
• Dr. Duhon suggested we give faculty an opportunity to update the data before the next Leadership Team meeting and to set a date next week to go back and look at these figures.
• Dean Romans asked faculty to review the data provided by Dr. Davis and to meet with School Heads to discuss these requests.
• Dean Romans hopes to approve 6-8 positions. The budget is still very fluid and we will revisit this at the April 5 Leadership Team meeting.

STCL Faculty Line Requests
1) Foreign Language Education/English Learner Education, Assistant Professor
This is one of three Foreign Education programs in Oklahoma that certifies Foreign Language teachers. They would like to create an ELL certification for undergraduate and graduate students. This is a small program and they currently graduate 5-6 people a year. Job the ELL piece of this a lot of the talk of this is new legislation is requiring this for every teacher that graduates if these laws pass.

2) Literacy Education, Tenure Track Faculty Line
This line would replace Dr. Jenn Sanders. They have lost several faculty members in this area. The literacy faculty have a lot of service commitment so there is a critical need for this faculty line.

3) School Psychology, Clinical Visiting Assistant Professor
Sara Rich holds a School Psychology clinical faculty position and STCL would like to move this position to a Clinical Visiting Assistant Professor position. Sara has submitted two grants in the last month and a third is in the works. Sara Rich is a visiting professor and 1/3 comes from COE and rest comes from a grant. She is the face for outreach supervision and together sites. Her work has been related to education initiatives in the state. She has been very valuable for field experience supervision and manages OCIA project. She also teaches required graduate course work for us. Now she is a clinical assistant professor she is a licensed health service psychologist. The funding is from a cooperative grant and that is committed for another two years.

SES Faculty Line Requests
1) Aviation & Space, Tenure-Track Assistant Professor, Stillwater
Right now, the program is using five faculty members and 28 adjuncts each semester. They are growing and they determined that if they had to choose they’d go with the tenure but they want both. Finding this position is difficult so the strategy is more of a generalist at the tenure track level. Davis the data is good. Tulsa program is 75% adjunct the courses in OKC are 100% adjunct. In Stillwater it is approximately 50%. They are working with the Foundation
to raise funds for a new flight center and recently received a donated hangar. There are beyond capacity right now and do not want to whittle down the number of courses offered. There is equal need for both.

2) Educational Technology, Tenure Track Assistant Professor
With Dr. Susan Stansberry’s move to school head, they need another line to keep the program strong. Dr. Penny Thompson noted they are offering four programs with her and Dr. Asino.

3) Aviation and Space, Clinical Assistant Professor, Stillwater
There is need for a pro pilot faculty member and this clinical position would be for a Pro pilot. There are beyond capacity right now and do not want to whittle down the number of courses offered. There is equal need for both.

4) Research, Evaluation, Measurement, and Statistics, Tenure Track Assistant Professor
The five REMS faculty have done a good job in standardizing curriculum. They provide research to all programs in the college and they are developing online courses to meet the needs of programs. This faculty line could help with recruitment and help REMS grow.

5) Educational Psychology, Assistant/Associate Professor
They currently have three tenure track faculty members. This program is spread across the Stillwater and Tulsa campus. The Tulsa students do not have full time faculty for the Masters and PhD programs. Should this position be in Tulsa? For now, Ed Psych wants this position in Stillwater and in the future the program could be moved to EDD.

SAHEP Faculty Line Requests

1) Health Education & Promotion, Assistant Professor
This program has a lot of course needs being fulfilled by instructors or clinical positions and as they work towards accreditation, they will have to cut down these ratios to become accredited. They will have to add 2 online courses that HEP faculty will have to teach. At first, they were going to cap enrollment at 75 but it’s been cut to 60. Heather Stanger already has 75 people interested. The new nursing program is also within HEP. Currently, there are 2 lecturers in HEP: Micah Hartwell and Robin Fisher. There are 3 temporary faculty members in Tulsa.

2) Health and Human Performance, Assistant/Associate Professor
This line replaces Dr. Bert Jacobson. They have added an exercise science major, and their new department head will be from this program. They need faculty in the Colvin to supervise research labs and for dissertation work. Dr. Jacobson went from 7 students last fall to 64 this spring in Exercise Science.

Reorganization updates and discussion

• We are making progress and working hard to complete the Administrative searches, presentations, and hiring. Dean Romans thanked everyone who has worked on this and congratulated Dr. Julie Koch on being named SAHEP-Willard School Head.
• STCL received the following name suggestions: 1) School of Teaching and Curriculum Leadership, 2) School of Teaching, Curriculum Leadership, and School Psychology, 3) School of Curriculum, Advocacy, and Behavioral Studies, 4) School of Interdisciplinary Education and Behavioral Studies, 5) School of Teaching, Curriculum, and Behavioral Studies.
• Next, STCL will consider these five suggestions, have another vote and provide their final recommendations at the next Leadership Team meeting.
• SES had a faculty vote and was split between the following names: 1) Educational Foundations, Leadership and Aviation 2) Educational Studies and Aviation.
• Dr. Romans asked STCL if they have issues with SES having leadership in their name. We need to work out conflicts with ourselves before we move forward with renaming.
• After the school names are finalized, we will move this forward to the Provost
• A subset of Leadership Team will work on the college name. The following faculty representatives from all four schools will lead this group: Donna Lindenmeier, Shelbie Witte, Ben Bindewald, and Randy Hubach.
• The Faculty Governance Task Force will be the three standing committee chairs and they will determine that there is representation from all 4 groups. They will meet before the next Leadership Team meeting.
• By May 15th we need to have names listed for the COE standing committees. Schools need to work on naming chairs for the personnel committees.
OSU and COE Faculty, Staff, and Student Awards

OSU Graduate College Awards
https://gradcollege.okstate.edu/osu-awards

Distinguished Graduate Fellowship
OSU Graduate Research Excellence Awards
Outstanding Graduate Coordinator
Outstanding Graduate Support Staff
Phoenix Awards
Summer Dissertation Fellowship
Summer Research Fellowship

Women’s Faculty Council
http://womensfacultyokstate.edu/index.php?option=com_content&view=article&id=4&Itemid=4

2017 Women’s Faculty Council
$500-1000 Student Research Awards

OSU Alumni Association

Seniors of Significance
Outstanding Seniors

College of Education Awards
https://education.okstate.edu/awards

COE Teaching Award
COE Graduate Faculty Award
COE International Award
COE Leadership Award
COE Research Award
Morsani Award
Hall of Fame
Rising Star
Top 10 Seniors

Staff Advisory Council
https://sac.okstate.edu/distinguished-service-award-2016-recipients

Distinguished Service Award
Regents Awards

Regents Distinguished Teaching Award
https://academicaffairs.okstate.edu/content/regents-distinguished-teaching-award

Regents Distinguished Research Award
https://rdra.okstate.edu/sites/default/files/forms/REGENTS%20DISTINGUISHED%20RESEARCH%20AWARD%20GUIDELINES%202017.pdf
Aviation and Space

School: School of Educational Studies

Undergraduate Program Coordinator: Steve Marks

Graduate Program Coordinator: Timm Bliss

2017-18 Program Area Faculty:
- Timm Bliss, Ed.D. – Professor
- Mallory Casebolt*, Ph.D. – Assistant Professor
- Chad Depperschmidt, Ed.D. – Associate Professor
- Jon Loffi, Ed.D. – Assistant Professor
- Matt Vance, Ph.D. – Assistant Professor

2015-16 Program Area Support:
- 28 Adjuncts (7.5 FTE Total)
- 0 GTAs (0.0 FTE Total)
- 0 GRAs (0.0 FTE Total)—department
- 0 GRAs (0.0 FTE Total)—grant

*Tulsa-based faculty

Program Area Degrees (counts as of Sept 2016):

- Undergraduate
  - B.S. – Aerospace Administration Operations: Professional Pilot (n = 131)
  - B.S. – Aerospace Administration Operations: Aviation Management (n = 50)
  - B.S. – Aerospace Administration Operations: Technical Services Management (n = 68)
  - B.S. – Aerospace Administration Operations: Aerospace Security (n = 17)
  - B.S. – Aerospace Administration Operations: Aerospace Logistics (n = 16)
  - Minors
    - Aerospace Security
    - Aviation Management
    - Professional Pilot
    - Unmanned Aircraft Pilot

- Graduate
  - MS – Aviation and Space (n = 30)
    Faculty Coordinator: Timm Bliss
  - Ed.D. – Applied Educational Studies—Aviation (n = 26)
    Faculty Coordinator: Timm Bliss

Note: number in parentheses represents Fall 2016 enrollment
### Program Area Degrees – Graduation Numbers:

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**NOTE:** Academic year = Su/Fa/Sp

### Field Experiences (associated with any program area degrees):

Program offers academic internships to all graduate students and strongly encourage their participation in these industry internships. Examples include:

- AVED Aviation Industry Co-Ops
- AVED Internships Professional Pilot
- AVED Internships Aviation Management
- AVED Internships Logistics
- AVED Internships Security
- AVED Graduate Aviation Industry Internships MS
- AVED Graduate Aviation Industry Internships EdD

### Accreditations Associated with Program:

- Aviation Accreditation Board International (AABI)
- Code of U.S. Federal Regulations, Title 14, Federal Aviation Regulations, Part 141
# Program Faculty Instruction Summary

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<th>Spring 2016</th>
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<td>AVED 6000-351 (1)</td>
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<tr>
<td>Matt Vance</td>
<td>AVED 3243-001 (36)</td>
<td>AVED 3433-001 (37)</td>
<td>AVED 3443-001 (35)</td>
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<td>AVED 4703-001 (26)</td>
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<td>GTAs</td>
<td>Adjuncts &amp; Visiting Professors</td>
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<td>Student Credit HR Production</td>
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<td>FA 2015</td>
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<td>Sp 2016</td>
<td>242</td>
<td>726</td>
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<td>0</td>
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<td>Average Class Size</td>
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<td>Fall: 24.64</td>
<td>Sp: 22.0</td>
<td>Su: 0.0</td>
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Total Students = 2,254
Total Credit Hour Production = 6,431

**Grants and Funding (active COE budget portion – March 2017)**
Grants Applied For: 6
Total Amount Requested: $27,116,509.38
Grants Awarded: 6
Total Amount Awarded: $2,345,977.06 (mostly NASA)
Faculty Line Request
College of Education, 2017

Program Requesting Line: Aviation & Space

Position Requested: Tenure-Track Assistant Professor-Stillwater

BACKGROUND INFORMATION

1. **Program Leader** – Chad Depperschmidt
2. **Program Coordinators** – Timm Bliss (Grad/Tulsa/OKC), Jon Loffi (Undergrad Stillwater)
3. **Search Committee chair** – Matt Vance
4. **Kind of field or clinical experiences students engage in when completing the program, if any** – There are three (a) internships are available in a variety of disciplines, with airlines, airports, companies and even museums, (b) employment bridge programs with receiving airlines, and (c) all of our Professional Pilot track students who want to take advantage of our FAA FAR 141 status must complete their Certified Flight Instructor (CFI) certificates. Our program absorbs nearly all of our CFI production and puts these students immediately to work in a paid practicum teaching flight labs to our younger students.
5. **Accreditation(s) associated with the program** – For all degree options, the M.S. degree and the Ed.D. degree we hold North Central accreditation and for the Professional Pilot and Aviation Management options we hold AABI accreditation. For the Professional Pilot option, the students earn FAA Commercial/Instrument/Multi-engine and CFI Pilot certificates.

CRITERIA

A. **LINE REQUEST JUSTIFICATION**

- **Why is this faculty line a priority for your program, school, or the COE? How does this line contribute to your program’s 3-5 year plan?**

Our current program student-to-faculty ratio is 5 faculty to 250 students. In order to make up the teaching deficit, our program is over-subscribed and over-leveraged with approximately 30 active adjunct faculty. To better balance and manage the quality of our academic and research program, adjuncts should be traded for faculty. While adjuncts can be tremendously helpful in fleshing out course schedules and assignments they do not assist in the administration of our program, directly or even indirectly contribute to course standardization, research, or counsel and guide either MS or Ed.D. candidates.

We seek an experienced aviation professional who can effectively contribute to any of our current five degree tracks: Professional Pilot, Aerospace Management, Aerospace Logistics, Aviation Security, and Technical Services Management. Eight of our undergraduate classes are core, meaning they are resident in each degree track – we are teaching some of these core classes with adjuncts and for program integrity and consistency, we feel that we should not be relying on adjuncts for core curriculum courses. This additional faculty line would assist in the mitigation of adjunct reliance along with providing additional graduate program management bandwidth.

- **What program need are you filling with this position?**

Given the size of our program, a more appropriate balance between faculty/adjuncts/students.
• What steps have you taken to maximize efficiency with faculty resources and meet the need in the past two years?

Our five tenure-track faculty are routinely teaching overload courses to accommodate demand and enhanced course availability; many semesters all tenure-track faculty are teaching overload. We have continued increasing our class sizes over the past two years for undergraduate, masters and doctoral classes and we are still receiving requests to add additional student enrollments to our scheduled courses. Even with continuous overload teaching, we must continue to rely, really it is over-rely, on a substantial pool of adjuncts to teach the bulk of our undergraduate courses. When available and appropriate, we use highly qualified doctoral students (Graduate Teaching Assistants) to teach undergraduate courses. Having doctoral students teach these courses gives the students a fresh voice, current industry exposure and benefits the college financially (GTAs cost less than do adjunct instructors). However, with such a large adjunct pool, it has become impossible to standardize basic course protocols or even monitor, just once a semester, each adjunct’s classroom performance and decorum.

B. SCHOLARSHIP related to our LAND GRANT MISSION

• Major research emphases: What kind of scholarship will the new faculty member contribute to the program, school, and college?

We are seeking a research methodologist who will contribute to scholarship and applications of broad aviation safety, procedural, regulatory and current issues in areas not already covered by the current Aviation and Space faculty. While not mandatory, it would be ideal if the applicant’s research agenda complemented that already underway with current faculty (collaborative purposes) while exploring areas unique to the applicant.

C. SERVICE related to our LAND GRANT MISSION

• Impact: What kind of impact might a new faculty member have on the community—local, regional, state, national—as a member of the program?

Local/Regional (and potentially beyond): A new faculty member provides us with another opportunity for cross-functional service/research within the COE, and service/research with other OSU colleges and departments.

State and National: S/he will be available to provide consulting expertise for government agencies and policy makers, such as the Oklahoma State Department of Aviation, FAA, NTSB, DHS or Transportation Research Board.

D. INSTRUCTION related to our LAND GRANT MISSION

• Teaching and Graduate Advising: What is the need related to teaching and advising/chairing of graduate committees currently in the program? What courses would the new faculty member described here be likely to teach in the next two years? What is the typical enrollment of those courses?

The primary focus would initially be residual adjunct relief in the seven of the eight core Aviation & Space courses — each typically is subscribed at the 35-45 student level with Ethics and Law over 60 students:
• 3433 Aviation/Aerospace Ethics
• 3443 Aviation Legal & Regulatory Issues
• 3453 Aviation/Aerospace Security
• 3663 Aerospace & Air Carrier Industry
• 4113 Aviation Safety
• 4653 International Aerospace Issues, and
• 4993 Aviation Labor Relations

Commensurate with the applicant’s background, any of the five degree track courses could be considered; however, higher priority will be placed on courses currently being taught by adjuncts. AVED 4663 Aviation Leadership, greater depth in Aviation Management, and the senior-level capstone courses would also be highly desirable for this candidate to teach. This faculty position must be able to immediately accept and effectively advise graduate students.
Faculty Line Request

College of Education, 2017

Program Requesting Line: Aviation & Space

Position Requested: Clinical Assistant Professor-Stillwater

BACKGROUND INFORMATION

1. Program Leader – Chad Depperschmidt
2. Program Coordinators – Timm Bliss (Grad/Tulsa/OKC), Jon Loffi (Undergrad Stillwater)
3. Search Committee chair – Matt Vance
4. Kind of field or clinical experiences students engage in when completing the program, if any – There are three (a) internships are available in a variety of disciplines, with airlines, airports, companies and even museums, (b) employment bridge programs with receiving airlines, and (c) all of our Professional Pilot track students who want to take advantage of our FAA FAR 141 status must complete their Certified Flight Instructor (CFI) certificates. Our program absorbs nearly all of our CFI production and puts these students immediately to work in a paid practicum teaching flight labs to our younger students.
5. Accreditation(s) associated with the program – For all degree options, the M.S. degree and the Ed.D. degree we hold North Central accreditation and for the Professional Pilot and Aviation Management options we hold AABI accreditation. For the Professional Pilot option, the students earn FAA Commercial/Instrument/Multi-engine and CFI Pilot certificates.

CRITERIA

A. LINE REQUEST JUSTIFICATION

- Why is this faculty line a priority for your program, school, or the COE? How does this line contribute to your program’s 3-5 year plan?

Our Professional Pilot program is out of balance with one faculty to 145 students. Additionally, our AVED program as a whole is over-subscribed and over-leveraged with approximately 30 active adjunct faculty, many of whom are teaching Professional Pilot option courses.

We seek an experienced commercial (airline) aviation professional who can effectively contribute to our Professional Pilot track but also contribute to any of our other current four degree tracks: Aviation Management, Aerospace Logistics, Aerospace Security, and Technical Services Management. This individual will complement our current sole Professional Pilot faculty’s background.

- What program need are you filling with this position?

A Professional Pilot credibility add with relevant, current industry domain knowledge who can bring to our professional pilot students perspectives that can only be obtained from direct, hands-on experience in the airline industry. Additionally, given the size of our program, adding this position facilitates a more appropriate balance between faculty/adjuncts/students.

- What steps have you taken to maximize efficiency with faculty resources and meet the need in the past two years?

1 - of - 3
Our five tenure-track faculty are routinely teaching overload courses to accommodate demand and enhanced course availability; many semesters all tenure-track faculty are teaching overload. We have continued increasing our class sizes over the past two years for undergraduate, masters and doctoral classes and we are still receiving requests to add additional student enrollments to our classes. Even with continuous overload teaching, we must continue to rely, really it is over-rely, on a substantial pool of adjuncts to teach the bulk of our undergraduate courses. When available and appropriate, we use highly qualified doctoral students (Graduate Teaching Assistants) to teach undergraduate courses. Having doctoral students teach these courses gives the students a fresh voice, current industry exposure and benefits the college financially (GTAs cost less than do adjunct instructors). However, with such a large adjunct pool, it has become impossible to standardize basic course protocols or even monitor, just once a semester, each adjunct’s classroom performance and decorum.

Adding a Professional Pilot clinical faculty will offer significant course relief from the adjunct pool and bring industry experience to complement the individual experiences of the COE Aviation & Space faculty group.

B. SCHOLARSHIP related to our LAND GRANT MISSION

- Major research emphases: What kind of scholarship will the new faculty member contribute to the program, school, and college?

We are seeking a career professional who can be a ready resource and source of counsel for broad research applications of aviation safety, procedural, regulatory and current issues in professional aviation areas not already covered by the current Aviation and Space faculty research agendas.

C. SERVICE related to our LAND GRANT MISSION

- Impact: What kind of impact might a new faculty member have on the community—local, regional, state, national—as a member of the program?

Local/Regional (and potentially beyond): A new clinical faculty member provides tenure-track faculty with additional band-width opportunity for cross-functional service/research within the COE, and service/research with other OSU colleges and departments.

State and National: S/he will be available to provide consulting expertise for government agencies and policy makers, such as the Oklahoma State Department of Aviation, FAA, NTSB, DHS or Transportation Research Board.

D. INSTRUCTION related to our LAND GRANT MISSION

- Teaching and Graduate Advising: What is the need related to teaching and advising/chairing of graduate committees currently in the program? What courses would the new faculty member described here be likely to teach in the next two years? What is the typical enrollment of those courses?

Primary focus would initially be the eight core Aviation & Space AVED courses — each typically is subscribed at the 35-45 student level with Ethics and Law over 60 students:

- 2113 History of Aviation
• 3433 Aviation/Aerospace Ethics
• 3443 Aviation Legal & Regulatory Issues
• 3453 Aviation/Aerospace Security
• 3663 Aerospace & Air Carrier Industry
• 4113 Aviation Safety
• 4653 International Aerospace Issues, and
• 4993 Aviation Labor Relations

Any of the Professional Pilot theory or application courses are high priority for this position and would benefit from the influx of current air carrier expertise. Additionally, other non-Professional Pilot courses would be considered for this candidate to teach. This faculty position would be able to accept and advise Masters level graduate students when appropriate to do so.
Educational Technology

School: School of Educational Studies

Program Director: Penny Thompson

2017-18 Program Area Faculty:

- Tumaleni Asino, Ph.D. – Assistant Professor
- Susan Stansberry, Ed.D. – Associate Professor (School Head)
- Penny Thompson, Ph.D. – Assistant Professor

2015-16 Program Area Support:

- 0 Adjuncts (0.0 FTE Total)
- 9 GTAs (3.0 FTE Total)
- 4 GRAs (1.25 FTE Total)—department
- 0 GRAs (0.0 FTE Total)—grant

Program Area Degrees (counts as of Sept 2016):

- Graduate
  - MS – Educational Technology—Educational Technology (n = 9)
  - MS – Educational Technology—School Library Media (n = 9)
  - Ph.D. – Education—Educational Technology (n = 12) April 2015*
  - Graduate Certificate – Online Teaching (n = 3)

  Note: number in parentheses represents Fall 2016 enrollment

Program Area Degrees – Graduation Numbers:

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<td>7</td>
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<td>4</td>
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<td>5</td>
<td>3</td>
<td>6</td>
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<tr>
<td>Library Media</td>
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<tr>
<td>PhD – Education—Educational Technology</td>
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<tr>
<td>Graduate Certificate – Online Teaching</td>
<td>5</td>
<td>7</td>
<td>8</td>
<td>12</td>
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NOTE: Academic year = Su/Fs/Sp

Courses taught by your program area that are required on other program degree sheets (include number of sections/year):

- Service course for Teacher Preparation Programs:
  - EDTC 3123 (18 sections/year)
  - EDTC 4113 (3 sections/year)

Field Experiences (associated with any program area degrees):

- The School Library Media option within the M.S. in Educational Technology has embedded field experiences in LBSC 5013, 5113, 5413, and 5823 per accreditation requirements.
Accreditations Associated with Program:

- American Library Association (ALA)/American Association of School Librarians (AASL) through Council for the Accreditation of Educator Preparation (CAEP)
- Our PhD option, MS, and certificate program are eligible for accreditation through the Association of Educational Communications and Technology (AECT) but we have not yet applied

Program Faculty Instruction Summary

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<tr>
<th>Faculty</th>
<th>Teaching Load for Fall/Spring</th>
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<th>Fall 2015</th>
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<th>Adjuncts &amp; Visiting Professors</th>
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<td>Total Enrollment</td>
<td>Student Credit HR Production</td>
<td>Total Enrollment</td>
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<td>100</td>
<td>304</td>
<td>133</td>
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<tr>
<td>Sp 2016</td>
<td>83</td>
<td>249</td>
<td>128</td>
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<td>Average</td>
<td>Su: 15.5</td>
<td>Fall: 19.2</td>
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<tr>
<td>Class Size</td>
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<td></td>
<td></td>
<td>Sp: 19.0</td>
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*NOTE: Average Class Size does not include any courses that involve independent study*

Total Students = 588
Total Credit Hour Production = 1,678

Grants and Funding (active COE budget portion – March 2017)

Grants Applied For: 2
Total Amount Requested: $139,721
Grants Awarded: 0
Total Amount Awarded: $0
Faculty Line Requests, College of Education
Program Requesting a Line: Educational Technology (EDTC)
Position Requested: Tenure Track Assistant Professor

BACKGROUND INFORMATION

1. Program Coordinator (or contact person) and contact information: Penny Thompson, 210 Willard Hall, penny.thompson@okstate.edu
2. Kind of field or clinical experiences students engage in when completing the program, if any: Students in the MS in Educational Technology – School Library Media option complete 45 hours of supervised field experience. All students have opportunities for internships, practicum, and conference presentations. Many students serve as consultants in the T.E.C.H. Playground.
3. Accreditation(s) associated with the program: The School Library Media program is accredited through CAEP, and received national recognition in 2014. The other programs, while not formally accredited, are built around the standards provided by the Association for Educational Communication and Technology (AECT).

See supplemental attachment for additional background on the EDTC program area.

CRITERIA

A. LINE REQUEST JUSTIFICATION

Why is this faculty line a priority for your program, school, and the COE? How does this line contribute to your program’s 3-5 year plan? The mission of the Educational Technology program is to facilitate the growth of scholars and educational technology professionals through rigorous programs of study that provide exceptional collaborative and innovative learning, research and service experiences. Some of our current program objectives include prioritizing on-site collaborative mentoring, research, teaching and service, increasing the visibility of program at the national and international level, and engaging in collaborative research with other programs in the college and at the university. In order to achieve these goals we need to be able to recruit highly motivated students and provide them with a rich set of experiences, including coursework, research opportunities, and engaged mentoring. With our current faculty – two assistant professors and one half-time associate professor who also serves as interim SES School Head – we are able to maintain our program at its current level, but do not have the resources to grow or substantially increase our national and international profile. Our current proposal to convert our master’s program to a fully online program will expand our potential to recruit new students nationally and internationally. The new faculty member would teach primarily 5000- and 6000-level courses and provide mentorship to graduate students.

In addition to increasing the capacity of our graduate programs, an additional faculty member would enable us to expand the undergraduate service courses we offer, to the benefit of the entire college. Students in EDTC 3123 frequently ask if there is an advanced educational technology course they can take to further develop the knowledge and skills they acquire in 3123. An additional faculty member could add the capacity we need to develop new courses such as this, and also mentor graduate students who would benefit from the experience of teaching them.

What program need are you filling with this position? In addition to increasing our capacity for teaching, mentoring, and course development, the additional faculty member would add expertise not present in our
current faculty. For example, a faculty member with extensive, recent P-12 teaching experience would complement the skill-set of the current faculty.

What steps have you taken to maximize efficiency with faculty resources and meet the need in the past two years? We have carefully planned our course rotation, offering many courses every other year instead of every year, to ensure that courses fill but still allow students to progress. In recent years the majority of our 5000-level classes have been over capacity, often having up to 29 students, though research shows 20 to be ideal for an online graduate level course. While the undergraduate courses provide excellent opportunities for GTAs to gain experience, our 5000-level courses generally have a small number of doctoral students enrolled, and therefore cannot be taught by GTAs per the policy of the Graduate College. Allowing large classes has therefore been an alternative to hiring adjuncts.

B. SCHOLARSHIP related to our LAND GRANT MISSION

Major research emphases: What kind of scholarship will the new faculty member contribute to the program, school, college? While current faculty members have broad expertise in the educational technology field, our recent research has focused on teaching creativity and innovation, technology integration for pre-service and in-service teachers, media and cognition, adoption and use of emerging technologies, and open educational resources. There are a variety of other specialties within the field that would complement our existing expertise, including design and development of learning environments, P-12 classroom technology integration, instructional design, and performance improvement technology.

C. SERVICE related to our LAND GRANT MISSION

Impact: What kind of impact might a new faculty member have on the community---local, regional, state, national---as a member of the program? The new faculty member, like the current faculty, would engage in a variety of outreach activities, such as (1) teaching professional development workshops for the OSU ITLE, the Professional Education Unit, local public schools, and other groups, (2) serving in national organizations such as AECT, AERA, and SITE, and local organizations such as the Oklahoma Technology Association, and (3) assisting in the continuing development of the T.E.C.H. Playground, an informal learning environment that allows students and faculty to play with emerging technologies as a catalyst for developing creative solutions to teaching and learning challenges.

D. INSTRUCTION related to our LAND GRANT MISSION

Teaching and Graduate Advising: What is the need related to teaching and advising/chairing of graduate committees currently in the program? What courses would the new faculty member described here be likely to teach in the next two years? What is the typical enrollment of those courses? We are currently near capacity for advising graduate students, with each faculty member advising five to seven dissertations and 10 or more masters students, plus serving as members on numerous doctoral and masters committees. An additional faculty member would allow us to continue to recruit graduate students without sacrificing the quality of advising students receive. With the increasing interest in our programs, the proposed conversion of our master's degree to a fully online program, and the recently signed agreement with UPAEP for our M.S. in Educational Technology, we expect enrollment for all of our courses, particularly at the 5000-level, to increase. Thus, courses that currently have 25 – 29 students may increase to near 40, requiring additional sections. In addition, the new faculty member could design new 6000-level courses to increase the breadth of learning opportunities for our doctoral students, and could provide expertise on student committees throughout the college.
Supplemental Background Information on the EDTC Program Area

The Educational Technology program in the School of Educational Studies offers four degree programs/options: (1) The Master of Science in Educational Technology-Educational Technology option (36 credit hours), (2) the Master of Science in Educational Technology-School Library Media option (36 credit hours), (3) the Educational Technology option under the Ph.D. in Education (69 credit hours), and (4) the Graduate Certificate in Online Teaching (12 credit hours). In addition, we offer a School Library Media Certification Add-On (18 credit hours) for certified teachers who already hold a master’s degree.

Within the College of Education, we have taken the lead in the design, development, and facilitation of the T.E.C.H. Playground (Transforming Education through Creative Habits - http://edtech.okstate.edu/techplayground), a space designed to facilitate innovative, creative research, teaching and learning.

Current Faculty

Tutaleni Asino
Dual-Title Ph.D., Learning, Design, & Technology + Comparative & International Education, Penn State University

Susan Stansberry
Ed.D., Information Communication Technology, Oklahoma State University

Penny Thompson
Ph.D, Educational Psychology & Educational Technology, Michigan State University

Summary of Faculty Research Productivity, 2014-2016

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<td>Non-refereed national/international publications</td>
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<td>Funded grants</td>
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<td>Grants submitted but not funded</td>
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<td>Peer-reviewed presentations</td>
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<td>International</td>
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<td>National</td>
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<tr>
<td>Regional</td>
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</table>

We have worked on collaborative projects with colleagues in the Colleges of Agricultural Sciences & Natural Resources, Arts & Sciences, Business, Engineering, and Human Sciences as well as with programs within the College of Education.
Faculty Line Requests, College of Education, 2017

Program Requesting a Line: Educational Psychology Program, SES

Position Requested: Assistant/Associate Professor, tenure-track

BACKGROUND INFORMATION

This is a formal request to re-open the assistant/associate tenure-track position in Educational Psychology that had been initially approved and then frozen Fall of 2015. The Educational Psychology program offers approximately 22-24 sections of EPSY undergraduate courses (including those that support our Ed Psych minor), 5-8 Master’s level courses, and 3 doctoral level courses each semester. Though numbers in our Master’s program have dipped in recent years, we have historically had approximately 30 MS students and 30 PhD students. We currently have 11 and 29 respectively. Despite the significant size of the graduate program in Educational Psychology, there are only three tenure-track faculty members in EPSY (all of whom are pre-tenure), which results in a high graduate student-faculty ratio (approximately 13/1). Due to the shortage of faculty, we have relied on adjunct faculty to teach our graduate-level courses in recent semesters. Our adjuncts also serve on a striking number of thesis and dissertation committees. In the recent past, we have also relied on LTL and faculty from outside the program to teach courses and chair and advise our students. Furthermore, approximately 40% of our graduate students are Tulsa-based making it more challenging to continue to provide quality research mentorship, instruction, and advisement for the MS and PhD programs across the two campuses. A fourth faculty member is essential to maintaining the current services we provide graduate and undergraduate students in our program, SES, and the COE. A fourth faculty member is also key to realizing our five-year plan (see Line Request Justification below).

Program Coordinator (or contact person) and contact information: Mike Yough, mike.yough@okstate.edu, 4-2104, 418 WLLD

Kind of field or clinical experiences students engage in when completing the program, if any: Most of the Ph.D. students in the Educational Psychology program aspire to faculty positions, thus, our program requires teaching experiences and multiple research projects prior to candidacy.

Accreditation(s) associated with the program: None.

CRITERIA

A. LINE REQUEST JUSTIFICATION

An additional faculty member brings the Educational Psychology faculty back to four—where we were as recent as 2014—and provides the support needed to increase visibility of the Educational Psychology program, the School of Educational Studies, and the College. As noted above, we have a disproportionally high graduate student-to-faculty ratio (13/1). A fourth faculty member would result in this ratio beginning to approach those of other programs. This addition would also help us better meet the needs of our students and position us to grow as a program. Specifically, an additionally faculty member would help us to:

- Admit more students and better attract students who have strong qualifications and a strong commitment to the program. This would result in a stronger research core and increased likelihood of securing extramural funding.
- Increase student choice regarding courses taught by full-time EPSY faculty.
- Develop undergraduate courses for the Honor’s College and study abroad options.
- Increase student choice in terms of committee composition with faculty with Ed Psych expertise—at present, students have few Ed Psych options and must go outside of the program resulting in committees that have fewer than 50% core faculty—nearly all of our doctoral candidates and the majority of our post-plan-of-study PhD students have committees comprised of a majority of members who are adjunct, emeritus, or outside of the program.
• Reduce the burden on other programs—at present, 16 of 19 of our post-plan-of-study PhD committees have a chair or advisor from other programs.
• Investigate curricular options to meet the needs of our students (e.g., online MS; EdD in Ed Psych).
• Reduce the overwhelming burden on junior faculty of providing School- and College-level service.
• Develop ties with Professional Ed as well as the ITLE and LASSO programs.

Steps recently taken to maximize efficiency with faculty resources the past two years.

All junior faculty have served on School-level committees since appointment. We have also had second-year faculty serve in the role of Program Coordinator (a role that the at-that-time applicant had not expected to fill when accepting the position). We have recently removed an emphasis on Gifted and Talented in our MS program to respond to our current faculty shortage. While this will likely result in fewer applications, it also allows us to discontinue courses that were not core to the field (e.g., Introduction to Gifted Education, Q Methodology) and lessened our dependency on adjunct and/or emeriti faculty. We feel this move has also helped us re-shape our identity and better positioned us for long-term growth.

B. SCHOLARSHIP related to our LAND GRANT MISSION

In order to build the Educational Psychology program, we seek to compliment and augment our current research areas while furthering our Land Grant Mission by seeking faculty who have a strong foundation in learning and instruction, cognition, motivation, human/social development, culture and/or identity with expertise in two or more of the following areas: STEM, cognitive development, resiliency, diverse populations, social justice, and/or quantitative methods. Though not required, experience in K-12 education is valued as a basis for partnering with other faculty on research in education for pre-service and in-service teachers.

C. SERVICE related to our LAND GRANT MISSION

The new faculty hire will directly and indirectly contribute to the program by allowing us to direct increased attention toward strengthening and establishing relationships with state associations, agencies, and schools. Additionally, the new faculty member would be expected to seek opportunities for interdisciplinary research teams across the college and campus, serve as a reviewer for professional journals and conference proposals, serve in leaderships roles for professional organization boards and allow the Ed Psych program to increase collaborative efforts with various campus departments (i.e., LASSO, ITLE).

D. INSTRUCTION related to our LAND GRANT MISSION

The Educational Psychology program provides many undergraduate and graduate courses that service other areas of the College of Education. The Ph.D. and M.S. degrees in Educational Psychology are shared across several programs, with many EPSY courses serving as required courses in multiple graduate programs throughout the College (REMS, CPSY, and SPSY). If the EPSY program had 4 tenure-track faculty members, service courses could constitute 1-2 courses of each faculty member’s teaching load/year and lesson the burden on other programs whose faculty have taught some of these courses. Additionally, there is a need to develop new courses to replace those that reflected previous faculty’s expert areas – for example, EPSY 6063 Q Method, EPSY5713 Transpersonal Human Dev, & Gifted courses.

Additionally, we believe this would position us to lesson our reliance on adjunct professors, to develop more Ed Psych course options for our graduate students, and develop undergraduate courses for the Honors College and create study abroad options. Further, we offer a number of undergraduate courses that are required by pre-service teaching programs (EPSY 3113, 3213, 3413), as well as minors in Ed Psych and Creativity. We have recently had to rely on other programs to take over administration of several of these courses. Our current request would allow us to resume these duties without reliance on adjunct or faculty external to our program.
School: School of Educational Studies

Program Coordinator: Jam Khojasteh

2017-18 Program Area Faculty:

- Laura Barnes*, Ph.D. – Associate Professor
- Sarah Gordon, Ph.D. – Assistant Professor
- Jam Khojasteh*, Ph.D. – Assistant Professor
- Ki Lynn Matlock, Ph.D. – Assistant Professor
- Mwarumba Mwavita, Ph.D. – Assistant Professor

2015-16 Program Area Support:

- 7 Adjuncts (2.25 FTE Total)
- 2 GTAs (.75 FTE Total)
- 12 GRAs (5.0 FTE Total)—department
- 0 GRAs (0.0 FTE Total) -- grant

*Tulsa-based faculty

Program Area Degrees (counts as of April 2016):

- Graduate
  - MS – Educational Psychology—Educational Research and Evaluation (n = 1)
    Faculty Coordinator: Jam Khojasteh
  - Ph.D - Educational Psychology—Research and Evaluation (n = 13)
    Faculty Coordinator: Jam Khojasteh

Note: number in parentheses represents spring 2016 enrollment

Program Area Degrees – Graduation Numbers:

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>GRADUATE:</td>
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<tr>
<td>MS – Educational Psychology—Educational</td>
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<td>and Evaluation</td>
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</tbody>
</table>

NOTE: Academic year = Su/Fa/Sp

Courses taught by your program area that are required on other program degree sheets (include number of sections/year):

- Multiple research, evaluation, measurement, and statistics courses offered each semester for all graduate programs (MS, EdS, PhD). The following 3 courses would be considered service courses:
  - REMS 5013 (14 sections/year)
- REMS 5953 (12 sections/year)
- REMS 6003 (5 sections/year)

Field Experiences (associated with any program area degrees):
- Practicum opportunities wherein they practice and develop their research skills in applied settings such as research and evaluation units in schools, offices of institutional research, and the State Regents office.

Accreditations Associated with Program:
- None

Program Faculty Instruction Summary

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Teaching Load for Fall/Spring</th>
<th>Summer 2016</th>
<th>Fall 2015</th>
<th>Spring 2016</th>
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<tr>
<td>Laura Barnes</td>
<td></td>
<td>REMS 5953-583 (17)</td>
<td>REMS 5953-583 (15)</td>
<td>REMS 5330-801 (1)</td>
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<td>REMS 6003-802 (9)</td>
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<tr>
<td>Jam Khojasteh</td>
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<td>REMS 5013-801 (8)</td>
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<td>REMS 5963-231 (8)</td>
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<td>REMS 6320-001 (13)</td>
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<td>Ki Matlock</td>
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<td>REMS 6320-001 (10)</td>
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<tr>
<td>Mwarumba Mwavita</td>
<td>REMS 6000-354 (2)</td>
<td>REMS 6013-001 (15)</td>
<td>REMS 6000-352 (2)</td>
<td>REMS 6850-354 (2)</td>
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<tr>
<th>Semester</th>
<th>Tenure-Track &amp; Clinical Faculty</th>
<th>GTAs</th>
<th>Adjuncts &amp; Visiting Professors</th>
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<tr>
<td></td>
<td>Total Enrollment</td>
<td>Student Credit HR Production</td>
<td>Total Enrollment</td>
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<td>FA 2015</td>
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<td>Sp 2016</td>
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<td>Average</td>
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<td>Fall: 14.63</td>
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<td></td>
<td>Su: 0.00</td>
<td>Sp: 13.7</td>
<td>Sp: 14.0</td>
</tr>
</tbody>
</table>

*NOTE: Average Class Size does not include any courses that involve independent study

Total Students = 584

Total Credit Hour Production = 1,750
Grants and Funding (active COE budget portion – March 2017)

Grants Applied For: 3
Total Amount Requested: $504,383
Grants Awarded: 0
Total Amount Awarded: 0
Faculty Line Requests, College of Education, 2017

This information will be used for school and college level leadership team discussions on faculty line requests. This information will be in addition to the program data provided for all COE programs

**TWO PAGE MAXIMUM, not including BACKGROUND INFORMATION**

Program Requesting a Line: Research, Evaluation, Measurement, and Statistics

Position Requested: Tenure-track Assistant Professor

**BACKGROUND INFORMATION**

1. Program Coordinator—Jam Khojasteh
2. Search Committee chair—Laura Barnes
3. Kind of field or clinical experiences students engage in when completing the program, if any—practicum, internships, conference presentations. Students serve as tutors and as statistical and research consultants through CERE.
4. Accreditation(s) associated with the program: none

**CRITERIA**

A. LINE REQUEST JUSTIFICATION

- Why is this faculty line a priority for your program? school? the COE? How does this line contribute to your program’s 3-5 year plan?

Our 5-year goal is to have a doctoral REMS program that is competitive with other top research programs in the country. To fulfill that goal, we need to enhance our advanced methodology course offerings and research output, attract and graduate top students, and grow our program faculty. Therefore, this faculty line is a top priority for our program.

Our 5-year goal is not only important for our program but the College of Education as a whole. Demand for REMS courses is growing and continues to exceed our capacity given the current number of REMS program faculty. Even though REMS has small numbers of majors, REMS has the 3rd highest credit hour production in the SES. This is because nearly every graduate program—both masters and doctoral—in the COE requires its students to take at least a few REMS courses, and some students take nearly our entire sequence. Due to such a high demand of REMS courses and trying to plan and accommodate course rotations and offerings for other degree programs in the College of Education, we are also developing online sections of our courses. This not only helps to increase student hour production, but also expand access to OSU students in other locations (i.e., Oklahoma City cohorts). Our courses are required for almost every graduate student in the College of Education and our ability to meet college demand for 5000 (REMS 5953 and 5013) and intermediate 6000 (REMS 6003 and 6013) courses rests on our ability to grow our program. In our plan, REMS program faculty would teach primarily 6000 level courses and highly qualified REMS doctoral students would teach the 5000 level courses under our supervision. Growing the program ensures a steady supply of students trained to teach these courses. But to recruit sufficient numbers of quality graduate students into our program, we need to enhance our course offerings, and for this we need to grow our faculty. This will enhance both our program and the research climate in the school and college, and allow us to continue to meet the need for REMS service courses.

It might be argued that advanced courses are offered in other colleges. However, we cannot always depend on seats being available for our students, nor is the subject area in which these courses are taught always relevant to our students (e.g., Business). Further, depending on other colleges to offer advanced courses does not serve the rest of the COE students or faculty. REMS can support a research climate by offering advanced coursework to students in other COE programs so they can remain competitive with their peers at elite institutions. Further, having new REMS faculty with cutting edge research skills and knowledge enhances the research efforts of the college through conducting workshops, serving on student committees, collaborating in research, and informal consulting. We need new research faculty, not a clinical person to accomplish these goals.

- What program need are you filling with this position?

Not only does this request seek to fill a retired line (Dale Fuqua), which was approved, but not filled due to the Oklahoma budget crisis in good faith that we were promised to get it approved the following year (and it was not), we seek to bring in a new tenure-track
faculty member with expertise and a line of research not already present in the program. Some examples include, but are not limited to, cognitive diagnostic modeling, Bayesian analysis, missing data analysis, machine learning, multidimensional data analysis, and survey/instrument development. REMS is a dynamic field that experiences rapid development in theories and methods, and the need to have faculty on the cutting edge of these new developments is critical if we are to be competitive as a program and as a college.

- What steps have you taken to maximize efficiency with faculty resources and meet the need in the past two years?

Tenure track faculty created and are teaching online sections of two additional high demand courses in response to requests for enhanced course availability. We have continued increasing our class sizes over the past two years for both master’s and doctoral classes and we are still receiving override requests. Even with occasional overload teaching, we must continue to rely on adjuncts to teach the bulk of our masters courses and some doctoral courses. An additional faculty member would help alleviate this issue with doctoral courses (which should be covered by tenure line faculty). Moreover, with the ability to enhance our course offerings, we should be able to attract highly qualified doctoral students to teach master’s level courses under the supervision of REMS faculty. Having doctoral students teach these courses benefits the college financially (GTAs cost less than do adjunct instructors), improves our ability to recruit, and enhances REMS students’ career opportunities by providing them with college-level teaching experience.

B. SCHOLARSHIP related to our LAND GRANT MISSION

- Major research emphases: What kind of scholarship will the new faculty member contribute to the program, school, college?

We are seeking a research methodologist who will contribute to scholarship and applications of advanced measurement and statistics in education and behavioral sciences in areas not already covered by the current REMS faculty. These areas, mentioned above under program need, are applicable to research in a variety of fields that has impact locally, nationally, and internationally.

C. SERVICE related to our LAND GRANT MISSION

- Impact: What kind of impact might a new faculty member have on the community—local, regional, state, national—as a member of the program?

Local/Regional (and potentially beyond): A new faculty member provides us with another consultant in CERE, which will help us grow the services the Center can provide and the types of projects we can innovate and take on.

State and National: S/he will be available to provide consulting expertise for government agencies and policy makers (such as the State Department of Education or U.S. Department of Education) which often employ complex statistical models in developing and implementing policy. They may engage with policy makers, as statisticians and psychometricians, to help develop white papers for national educational policy centers where such expertise is required.

D. INSTRUCTION related to our LAND GRANT MISSION

- Teaching and Graduate Advising: What is the need related to teaching and advising/chairing of graduate committees currently in the program? What courses would the new faculty member described here be likely to teach in the next two years? What is the typical enrollment of those courses?

This person would be able to advise graduate students in quantitative methods—in both REMS and programs throughout the college. This will enhance OSU's research presence and facilitate OSU becoming a top tier research institution. OSU's goal of having a more intensive research environment in the COE can be facilitated by meeting this faculty line request and growing the REMS program. The new faculty member would teach sections of current course offerings such as ANOVA, Regression, Multivariate, etc., and would develop new course offerings such as Bayesian Methods, Survey Design, Advanced Research Design, Missing Data, Simulation Methods, etc. These courses will be available to all students, not just those in REMS, and have the potential to enhance all degree programs in the college and make students more competitive in the job market. Typical enrollments will be 18–20 for most courses. A new faculty member would also be available to serve as a member of student committees in programs throughout the COE.
Faculty Line Requests, College of Education, 2017

Program Requesting a Line: **Foreign Language Education (within Secondary Education)**

Position Requested: **Assistant Professor of Foreign Language Education and English Language Learner (ELL) Education**

BACKGROUND INFORMATION

1. School and Program Name: STCL, Foreign Language Education

2. Program Coordinator (or contact person) and contact information: Jenn Sanders, jenn.sanders10@okstate.edu

3. Kind of field or clinical experiences students engage in when completing the program, if any:
   a. **CIED 3313 Field Experience in the Secondary Schools:** Candidates complete 21 hours in a rural foreign language classroom and 21 hours in an urban foreign language classroom.
   b. **CIED 4724 Classroom Management in the Multicultural P-12/Secondary School:** Candidates complete 42 hours of field experience in conjunction with this course. The time is split evenly between an elementary and a secondary school placement.
   c. **CIED 4450 Internship in the Elementary Classroom & CIED 4720 Internship in the Secondary Classroom:** Candidates spend the first half of the day teaching in either an elementary or secondary school, and the second half of the day in the opposite setting, if possible.

4. Accreditation(s) associated with the program: ACTFL, American Council on the Teaching of Foreign Languages, accreditation through CAEP, the Council for the Accreditation of Educator Preparation.

5. Position number is associated with this line request (see Kim Moss if you don’t know):
CRITERIA

A. LINE REQUEST JUSTIFICATION

- Why is this faculty line a priority for your program? school? the COE? How does this line contribute to your program’s 3- to 5-year growth plan?

The Foreign Language Education program had only one faculty member who was appointed to support both foreign language education and English language learner education. This faculty member left the university after the spring 2016 semester. STCL is currently using adjuncts and existing faculty from another program to cover the instructional load for foreign language education and ELL education, but this is not a sustainable solution. We would like to strengthen the foreign language education program through targeted recruitment efforts with Arts and Sciences faculty members and with local high school world language programs. In addition, we plan to target this faculty line for a Spanish foreign language teacher educator so that we can utilize that expertise for program development and growth.

STCL faculty also identified ELL education as a priority in our school and in Oklahoma K-12 education. We plan to develop an ELL certificate program to serve elementary, secondary, and special education majors at the undergraduate and graduate levels. The certificate program would be a 4 or 5 course sequence that trains teachers to effectively support English language learners in the K-12 classroom.

- What program need are you filling with this position?

As mentioned, we need to replace the one faculty in foreign language education/ELL education in order to maintain the program. The program course rotation includes one foreign language education course per semester and one ELL course per semester. The required courses for foreign language education are as follows:

EDUC 4110/CIED 5720 Teaching Culturally and Linguistically Diverse Learners
CIED 4813 Introduction to First and Second Acquisition for Teachers
CIED 4823 Foreign Language Instruction, Curriculum, & Assessment
CIED 3313 Field Experience in the Secondary Schools
CIED 4450 & CIED 4720 Internship in Elementary Education and Internship in the Secondary Classroom

Desa Dawson, the Director of World Languages at the State Department of Education, the K-12 foreign language teachers in Stillwater Public Schools, and the foreign language faculty in the College of Arts & Sciences all expressed a deep interest in OSU continuing to offer a foreign language education degree program. The State Department of Education has plans to develop a high school diploma seal for students who complete studies in a foreign language, and this new initiative would create a prime opportunity for a line of engaged scholarship on ways to promote world languages in K-12 education by the new faculty member. Foreign language is an area experiencing a critical shortage of teachers, and OSU is one of three undergraduate degree granting institutions in the state for foreign language education. Foreign language is a core, required instructional area by law in Oklahoma, but we do not have enough FL teachers to meet the need. Approximately 12% of all OK students take foreign language courses currently, with the majority studying Spanish (~66,000), French (~6,500), and German (~2,200) in the 2015-2016 school year. Therefore, this program provides a great service to the state. In addition, the faculty member would participate in the Oklahoma chapter of ACTFL, the national accrediting body for foreign languages and keep apprised of the national trends and issues. S/he would also engage in meaningful service that benefits our K-12 partners, such as fulfilling requests for PD and
consultation from both local and international institutions in the areas of ELL and English as a Foreign Language (EFL) education.

The faculty member would work with the TESOL faculty in the English department to develop an ELL certificate program and any necessary new courses. With a tenure track foreign language/ELL person and the existing literacy faculty expertise, a new ELL certificate program could be adequately supported and staffed. In addition, EDUC 4110 Teaching Culturally and Linguistically Diverse Learners is a required course for the new Master's of Arts in Teaching degree program, so we anticipate this course being needed at least once a year. Enrollment in these courses is expected to be sufficient or even high, given the wide audience of elementary, secondary, and special education majors.

- What steps have you taken to maximize efficiency with faculty resources and meet the need in the past two years?

We had a full-time faculty person until the fall 2016 semester. Since then, courses were covered with an adjunct and with a literacy faculty member who has expertise in ELL. In the absence of a full-time faculty member, Jenn Sanders served as lead program faculty for foreign language education in order to complete the accreditation program report and communicate with stakeholders about the K-12 foreign language education needs in Oklahoma. This accreditation and liaison work would be completed by the new faculty member in the future.

The foreign language education program has had extremely small graduation numbers, historically. Approximately 3 to 5 students complete the program each year. Recruitment efforts need to be drastically improved as the program moves forward. One strategy for doing so is to focus on Spanish foreign language education majors, since this is the largest FL program at OSU and the largest K-12 teacher need. The faculty member would be responsible for supervising these teachers during their field experiences and internships, if he/she had the required language proficiency in the candidate’s area. See the list of courses above for specific courses this faculty member would teach.
Faculty Line Requests, College of Education, 2017

Program Requesting a Line: Health Education & Promotion (HEP)

Position Requested: Assistant Professor, OSU-Stillwater

BACKGROUND INFORMATION

1. Fall 2017 Unit: SAHEP-Willard (Counseling, Counseling Psychology, and Health Education & Promotion)
   Program: Health Education & Promotion

2. Program Coordinator (or contact person) and contact information: Bridget Miller, bridget.miller@okstate.edu

3. Kind of field or clinical experiences students engage in when completing the program, if any: Every student is required to complete a 20-hour practicum during the HLTH 2213 Principles in Health Education & Promotion course and every student completes a 400-hour internship (HLTH 4880 or HLTH 4990) during their final semester prior to graduation. Students participating in the Master of Public Health are required to complete either a 200-hour practicum (MPH 5030) or a thesis (MPH 5000). The practicum experience is a field-based experience.

4. Accreditation(s) associated with the program:
   The program is currently in the self-study phase of accreditation for the undergraduate health education and promotion degree with the Council on Education in Public Health (CePH). According to CePH, “the program student faculty ratios are sufficient to ensure appropriate instruction, assessment and advising. The programs SFR are comparable to the SFR of other baccalaureate degree programs within the institution with similar degree objectives and methods of instruction.” Thus, we expect our students to be supported by student-faculty ratios (SFRs) similar to other accredited undergraduate programs in the school (Physical Education and Recreation Management & Recreation Therapy).

5. Position Number: TBD

HEP coursework in Stillwater is currently taught by 5 tenure-track faculty, 1 instructor, and 4 long-term adjunct instructors who typically cover 1 – 2 classes per semester. HEP coursework in Tulsa is currently being taught by 1 clinical line, and 2 instructors. In total, the HEP program has 5 tenure-track faculty (one of whom is bought out 87.5% with internal and external funds), 1 clinical line, 3 instructors, and 4 long-term adjuncts.

Student/Faculty Ratios by Accredited Undergraduate Program (SAHEP only)

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall 2016 Enrollment</th>
<th># of TT Faculty</th>
<th>TT SFR</th>
<th>SFR including non-tenure track^</th>
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<tr>
<td>Applied Exercise Science</td>
<td>7</td>
<td>4</td>
<td>1.8 : 1</td>
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<tr>
<td>Physical Education</td>
<td>55</td>
<td>2</td>
<td>27.5 : 1</td>
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<tr>
<td>Therapeutic Recreation + Recreation Management</td>
<td>120 + 21 = 141</td>
<td>2 + 2 = 4</td>
<td>60 : 1 &amp; 10.5 : 1 = 30.25 : 1</td>
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<tr>
<td>Health Edu and Promotion A</td>
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<td>6^</td>
<td>70.2 : 1</td>
<td>44.8 : 1 *</td>
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^ Current ratio without replacement
B Ratio if adding a new line
^ includes Croff, who does not currently teach in the undergraduate program.
^ SFR calculated as tenure track equivalents (.675 FTE teaching), including non-tenure track in Stillwater & Tulsa
* Ratio if adding TT line and not filling a non-tenure track line
Projected Student/Faculty Ratios by Accredited Undergraduate Program (SAHEP only)

<table>
<thead>
<tr>
<th>Program</th>
<th>Projected Fall 2017 Enrollment</th>
<th># of TT Faculty</th>
<th>TT SFR</th>
<th>SFR including non-tenure track^</th>
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<td>Applied Exercise Science</td>
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<td>4</td>
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<tr>
<td>Physical Education</td>
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<td>Therapeutic Recreation + Recreation Management</td>
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^ Current ratio without replacement
^ Ratio if adding a new line
^ Includes Croff, who does not currently teach in the undergraduate program.
\(^\) SFR calculated as tenure track equivalents (.675 FTE teaching), including non-tenure track and long-term adjuncts in Stillwater & Tulsa
^ Ratio if adding TT line and not filling a non-tenure track, clinical line
** Assumes current HEP student matriculation and a temporary 50% decline in HEP interest due to AES degree.

Finally, starting Fall 2017 HEP will need to cover 3 classes in online format for the RN to BSN students. These classes have an anticipated enrollment of up to 20 students and up to 120 students in the next year.

Even if HEP is granted a new line, our student to faculty ratios (SFRs) are still significantly greater than those of the other comparable programs in SAHEP. The program is in critical need of an additional line. The ratio is also a conservative estimate given that the faculty and student numbers are combined for Stillwater and Tulsa. The class size in Tulsa is smaller and moderately skews the overall data.

CePH is also the accrediting body for the Master of Public Health program. All HEP faculty serve the MPH program and are responsible for teaching MPH coursework; however, the accrediting body only counts faculty who contribute at least 50% FTE to the program. CePH states that “for graduate programs the SFR should typically be less than 10:1.” The current student to faculty ratio (SFR) for MPH students served by the HEP program is 15.5:1. Current enrollment within required MPH and HLTH classes have increased from 10 in 2013, 13 in 2014, to 19 in 2015, to 31 in 2016.

CRITERIA

A. LINE REQUEST JUSTIFICATION

HEP’s undergraduate program and graduate coursework are in high demand. Currently, faculty are not able to teach in their areas of expertise, because the program is so burdened by student demand. Additional faculty within the program will allow faculty members to teach students (both undergraduate and graduate) within their area of expertise. Moreover, as these programs are in self-study, we anticipate the accrediting bodies requiring the addition of faculty members to better match the students to faculty ratios of other comparable programs in SAHEP. Even with the addition of a single tenure track faculty member, the HEP SFR is more than double that of other baccalaureate programs. Growth of graduate programs is hindered by current SFRs. This line helps us to meet goals of accreditation in our 3-year plan.
Our program is highly efficient in meeting student needs by continuing to increase SFRs. Please see the table below. The program can no longer facilitate increased SFRs without additional faculty. The HEP program efficiently uses graduate students to cover undergraduate coursework, and multiple recurring adjunct faculty carry a large instructional load within the program.

<table>
<thead>
<tr>
<th>Course # and Short Title</th>
<th># of Sections per Year in Stillwater</th>
<th>% Taught by Non-Tenure Track in 2016</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
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<tbody>
<tr>
<td>HLTH 2213</td>
<td>2-3</td>
<td>0</td>
<td>130</td>
<td>185</td>
<td>171</td>
<td>176</td>
</tr>
<tr>
<td>HLTH 2603</td>
<td>22-28</td>
<td>100%</td>
<td>619</td>
<td>610</td>
<td>619</td>
<td>628</td>
</tr>
<tr>
<td>HLTH 3613</td>
<td>2-3</td>
<td>30%</td>
<td>92</td>
<td>94</td>
<td>112</td>
<td>106</td>
</tr>
<tr>
<td>HLTH 3623</td>
<td>1</td>
<td>100%</td>
<td>27</td>
<td>35</td>
<td>33</td>
<td>30</td>
</tr>
<tr>
<td>HLTH 3723</td>
<td>3</td>
<td>75%</td>
<td>88</td>
<td>88</td>
<td>94</td>
<td>120</td>
</tr>
<tr>
<td>HLTH 3913</td>
<td>2</td>
<td>100%</td>
<td>211</td>
<td>216</td>
<td>202</td>
<td>198</td>
</tr>
<tr>
<td>HLTH 4233</td>
<td>1</td>
<td>0</td>
<td>43</td>
<td>31</td>
<td>39</td>
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<td>3</td>
<td>100%</td>
<td>65</td>
<td>78</td>
<td>83</td>
<td>91</td>
</tr>
<tr>
<td>HLTH 4783</td>
<td>1</td>
<td>100%</td>
<td>39</td>
<td>42</td>
<td>38</td>
<td>25</td>
</tr>
<tr>
<td>HLTH 4880 (at 12 hours/student)</td>
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<td>100%</td>
<td>10</td>
<td>14</td>
<td>9</td>
<td>10</td>
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<tr>
<td>HLTH 4902</td>
<td>4</td>
<td>100%</td>
<td>60</td>
<td>59</td>
<td>74</td>
<td>95</td>
</tr>
<tr>
<td>HLTH 4973</td>
<td>4</td>
<td>20%</td>
<td>71</td>
<td>66</td>
<td>86</td>
<td>110</td>
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<tr>
<td>HLTH 4990 (at 12 hours/student)</td>
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<td>100%</td>
<td>36</td>
<td>41</td>
<td>40</td>
<td>54</td>
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<td>1 (odd years)</td>
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<td>-</td>
<td>-</td>
<td>16</td>
<td>-</td>
</tr>
<tr>
<td>HLTH 5133</td>
<td>2</td>
<td>100%</td>
<td>-</td>
<td>-</td>
<td>8</td>
<td>41</td>
</tr>
<tr>
<td>HLTH 5323</td>
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<td>100%</td>
<td>-</td>
<td>-</td>
<td>22</td>
<td>30</td>
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<tr>
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<td>-</td>
<td>-</td>
<td>19</td>
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</tr>
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<td>6</td>
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<tr>
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<td>0</td>
<td>-</td>
<td>7</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>HLTH 5983</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>HLTH 6000 (only HEP students)</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>5</td>
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<td></td>
</tr>
</tbody>
</table>

*only Stillwater data are reported

**B. SCHOLARSHIP related to our LAND GRANT MISSION**

It is expected that new faculty will have a line of research that complements the current research being done within the area. Faculty members in HEP often have a focus either on a 1) population of interest, or 2) disease/behavior of interest, or 3) determinants of health/disease at the community/policy level. The scholarship would have a strong health behavior methodology that clearly translates to the community. Ideally, this complementary research would focus on some programmatic areas of need that include: research methodology, the aging/elderly population, tobacco use, child/adolescent health, or community health interventions.

Additional faculty would also support student research needs as it relates to ongoing mentoring. The area values student involvement in research and their development as scholars. The interdisciplinary nature of the academic area means that while HEP faculty continue to conduct research with students directly within the area (MS, MPH, and PhD), there is also growing opportunity to work across programs. Many HEP faculty also work with students from other areas, like CPSY, HHP, EPSY, Applied Exercise Science, and Psychology.
C. SERVICE related to our LAND GRANT MISSION

There are significant opportunities for involvement at the university, community, state, and national level. Locally, Oklahoma State University is making a strong push to become America’s Healthiest Campus, and HEP faculty have many ongoing opportunities to work with Dr. Todd Misener, OSU’s Chief Wellness Officer, in developing the necessary infrastructure to make progress on that front. In addition, we also have faculty involved with the Payne County Health Department. The city of Tulsa also provides numerous opportunities for community involvement as faculty continue their involvement in the OSU Family Health and Nutrition Clinic (FHNC). With the support of the faculty, our undergraduate student interns (HLTH 4880/4990) contribute approximately 20,000 hours of health labor yearly to the local, regional, and national community. The majority of these hours (probably 95%) are unpaid.

D. INSTRUCTION related to our LAND GRANT MISSION

New faculty would teach courses at both the undergraduate and graduate level and would advise graduate students in the MS, MPH, and PhD programs. Current faculty mapped out the course offerings for the next three years in order to most efficiently meet the needs of our students and to ensure timely matriculation to graduation. Because of the significant increase in student numbers over the last 3 years, we have already increased the caps and maximized enrollment for our current course offerings. Our introductory course (HTLH 2213) had previously matriculated through 75-80 students a year. This current semester (Fall 2016) is the fifth consecutive semester when we have carried 80+ students per semester. These students are now at the 3000 and 4000 level and we are duplicating classes and offering them with adjuncts/instructors in order to meet student needs. Additional faculty would allow the program to continue offering required classes more regularly (HLTH 4533) and also to offer additional sections of other classes (HLTH 3643, HLTH 4902, & HLTH 4973) to meet the current demands. Moreover, an adjunct regularly supervises 20 students on internship (HLTH 4880/4990) for 12 credit hours. These are critical needs whereas the ability of our faculty to teach classes on the books but not offered are additional needs for future years. The courses listed below do not include a few courses offered by adjuncts, but not all. Undergraduate courses (HLTH 2603, HLTH 3913, HLTH 4880/4990) being covered by 4 long-term adjuncts who cover a total of 3246 credit hours (or 1082 students at 3 credit hours each) are not included here.

Potential courses to be covered -- including the semesters it is taught and typical enrollments:

   - HLTH 3113 Health Issues in Diverse Populations (Su) – not currently able to be offered in load, D-credit
   - HLTH 3603 Understanding HIV – not currently offered
   - HLTH 3623 School Health Programs (Fa) – 35 students
   - HLTH 4533 Psychosocial Issues in Health (Sp) – 40 students
   - HLTH 4783 Gerontology (Fa) – 30 students *non-tenure track instructor
   - HLTH 4880/4990 Internship – 65 students at 12 credit hours each, currently supervised by adjunct
   - HLTH 4902 Pre-Internship (Fa, Sp) – 30 students per section *adjunct
   - HLTH 4973 Program Design in Health Promotion (Fa, Sp) – 30 students per section
   - HLTH 5133 Environmental Health (Sp) – 30 students
   - HLTH 5325 Epidemiology (Su) – 30 students *adjunct
   - HLTH 5453 Cultural Issues in Health (Sp) – 30 students
Faculty Line Requests, College of Education, 2017

ALL INFORMATION IS REQUIRED FOR CONSIDERATION DURING LEADERSHIP TEAM.

TWO PAGE MAXIMUM, not including BACKGROUND INFORMATION

Program Requesting a Line: Health and Human Performance

Position Requested: Assistant Professor

BACKGROUND INFORMATION

1. School and Program Name: School of Applied Health and Educational Psychology
   Program Name: Applied Exercise Science in Health and Human Performance
2. Program Coordinator (or contact person) and contact information:
   Dr. Doug Smith
   199A CRC
   Doug.smith@okstate.edu
   744-5500
3. Kind of field or clinical experiences students engage in when completing the program, if any:
   Undergraduate students will complete an exercise science, allied health, or medical internship.
   Masters students will be required to complete either a creative component or thesis, and Doctoral students will complete a dissertation.
4. Accreditation(s) associated with the program:
   Currently None
5. Position number is associated with this line request (see Kim Moss if you don’t know):

CRITERIA

A. LINE REQUEST JUSTIFICATION

We had a faculty member move into an administrative position and with their departure and the new Exercise Science undergraduate program this position is necessary in order to run our program. Due to the continually increasing demand for our undergraduate classes, there is a significant need to make additional sections of courses available so students can move through and graduate on time. We also want to increase and strengthen our graduate offerings to include courses that have not been listed due to a faculty shortage. In addition, this new faculty line would be a valuable member of our existing research teams which have been highly successful in preparing and submitting manuscripts to professional journals as well as gaining regional, national, and international recognition at professional conferences through research presentations. This is not only a position to help with course offerings, this position will also have a demanding research expectation to strengthen the existing program. Furthermore, an additional faculty member will strengthen our ability as a program to secure funding through grants.
B. SCHOLARSHIP related to our LAND GRANT MISSION

The current faculty have research interests in the following areas: sensory and motor deficits and neuromuscular changes related to aging or disease neural, muscular, and performance-related adaptations to training; the effects of fatigue on neuromuscular function; the safety and efficacy of ergogenic aids on health and human performance; exercise testing; and fall prevention. It is anticipated that the new faculty member would have a research focus that is similar to some of the existing research interest in the program. The research is focused on different populations within the University, Community, and State of Oklahoma. In addition, the new faculty member would be expected to increase the strength of existing research teams and add to the development of new research teams in order for us to continue to evolve as a program.

C. SERVICE related to our LAND GRANT MISSION

The new faculty member would participate on graduate student committees and serve on school, college, and university committees. Additionally, this faculty member would contribute to the body of knowledge regarding physical health suitable to be of value to the general public as well as professionals locally, regionally, and nationally. The dissemination of viable, current information and research results by the individual holding this faculty position has the potential to move the nation’s population toward a number of selected goals stated in Healthy People 2020.

D. INSTRUCTION related to our LAND GRANT MISSION

Currently at the undergraduate level the AES faculty teach the core science courses for Physical Education, Health Education and Promotion, and the new Exercise Science students. The enrollment in these undergraduate core science classes have demonstrated continual growth to the point where there are now wait lists each semester for HHP 3114 Physiology of Exercise, and HHP 3663 Biomechanics. Furthermore, the HHP 4773 Exercise Testing and Prescription and the HHP 5853 Clinical Testing and Prescription are hands on lab based courses in which enrollment has to be controlled, and the HHP 2654 Applied Anatomy course now has well over a hundred students enrolled in the both the fall and spring semesters. The new faculty line would help make additional sections of these courses available for student enrollment. At the graduate level this position would allow us not only to increase and strengthen the graduate course offerings for our students, but allow us to continue to grow our graduate programs and increase research output from the laboratory while maintaining a focus on mentoring of graduate students.

E. Recruitment Efforts

We would expect to recruit this person through announcements in the Chronicle of Higher Education, HigherEdJobs.com, through faculty contacts across the nation, and through contacts with national organizations like the National Strength and Conditioning Association and the American College of Sports Medicine. We would also target other institutions that are recognized for research in our interest areas. The current faculty have developed strong research connections with the University of Nebraska, the University of North Carolina, Texas Tech University, Cal State Fullerton, the University of Oklahoma, the University of Missouri, Auburn University, and the University of Kansas and we would certainly reach out to these universities during the recruitment process.
Faculty Line Requests, College of Education, 2017

ALL INFORMATION IS REQUIRED FOR CONSIDERATION DURING LEADERSHIP TEAM.

TWO PAGE MAXIMUM, not including BACKGROUND INFORMATION

Program Requesting a Line: Health and Human Performance

Position Requested: Assistant/Associate Professor

BACKGROUND INFORMATION

1. School and Program Name: School of Applied Health and Educational Psychology
   Program Name: Applied Exercise Science in Health and Human Performance

2. Program Coordinator (or contact person) and contact information:
   Dr. Doug Smith
   199A CRC
   Doug.smith@okstate.edu
   744-5500

3. Kind of field or clinical experiences students engage in when completing the program, if any:
   Undergraduate students will complete an exercise science, allied health, or medical internship.
   Masters students will be required to complete either a creative component or thesis, and Doctoral
   students will complete a dissertation.

4. Accreditation(s) associated with the program:
   Currently None

5. Position number is associated with this line request (see Kim Moss if you don’t know):

CRITERIA

A. LINE REQUEST JUSTIFICATION

We had a faculty member move into an administrative position and with their departure and the new Exercise Science undergraduate program this position is necessary in order to run our program. Due to the continually increasing demand for our undergraduate classes, there is a significant need to make additional sections of courses available so students can move through and graduate on time. We also want to increase and strengthen our graduate offerings to include courses that have not been listed due to a faculty shortage. In addition, this new faculty line would be a valuable member of our existing research teams which have been highly successful in preparing and submitting manuscripts to professional journals as well as gaining regional, national, and international recognition at professional conferences through research presentations. This is not only a position to help with course offerings, this position will also have a demanding research expectation to strengthen the existing program. Furthermore, an additional faculty member will strengthen our ability as a program to secure funding through grants.
B. SCHOLARSHIP related to our LAND GRANT MISSION

The current faculty have research interests in the following areas: sensory and motor deficits and neuromuscular changes related to aging or disease neural, muscular, and performance-related adaptations to training; the effects of fatigue on neuromuscular function; the safety and efficacy of ergogenic aids on health and human performance; exercise testing; and fall prevention. It is anticipated that the new faculty member would have a research focus that is similar to some of the existing research interest in the program. The research is focused on different populations within the University, Community, and State of Oklahoma. In addition, the new faculty member would be expected to increase the strength of existing research teams and add to the development of new research teams in order for us to continue to evolve as a program.

C. SERVICE related to our LAND GRANT MISSION

The new faculty member would participate on graduate student committees and serve on school, college, and university committees. Additionally, this faculty member would contribute to the body of knowledge regarding physical health suitable to be of value to the general public as well as professionals locally, regionally, and nationally. The dissemination of viable, current information and research results by the individual holding this faculty position has the potential to move the nation’s population toward a number of selected goals stated in Healthy People 2020.

D. INSTRUCTION related to our LAND GRANT MISSION

Currently at the undergraduate level the AES faculty teach the core science courses for Physical Education, Health Education and Promotion, and the new Exercise Science students. The enrollment in these undergraduate core science classes have demonstrated continual growth to the point where there are now wait lists each semester for HHP 3114 Physiology of Exercise, and HHP 3663 Biomechanics. Furthermore, the HHP 4773 Exercise Testing and Prescription and the HHP 5853 Clinical Testing and Prescription are hands on lab based courses in which enrollment has to be controlled, and the HHP 2654 Applied Anatomy course now has well over a hundred students enrolled in the both the fall and spring semesters. The new faculty line would help make additional sections of these courses available for student enrollment. At the graduate level this position would allow us not only to increase and strengthen the graduate course offerings for our students, but allow us to continue to grow our graduate programs and increase research output from the laboratory while maintaining a focus on mentoring of graduate students.

E. Recruitment Efforts

We would expect to recruit this person through announcements in the Chronicle of Higher Education, HigherEdJobs.com, through faculty contacts across the nation, and through contacts with national organizations like the National Strength and Conditioning Association and the American College of Sports Medicine. We would also target other institutions that are recognized for research in our interest areas. The current faculty have developed strong research connections with the University of Nebraska, the University of North Carolina, Texas Tech University, Cal State Fullerton, the University of Oklahoma, the University of Missouri, Auburn University, and the University of Kansas and we would certainly reach out to these universities during the recruitment process.
Faculty Line Requests, College of Education, 2017

Program Requesting a Line: Literacy Education Program

Position Requested: Tenure Track Faculty Line

BACKGROUND INFORMATION

1. School and Program Name: School of Teaching and Curriculum Leadership ~ Literacy Education Program
2. Program Coordinator (or contact person) and contact information: Sneri Vasinda
3. Kind of field or clinical experiences students engage in when completing the program, if any:
   Undergraduate – Literacy Assessment and Instruction in our Randall & Carol White Reading & Mathematics Center
   Graduate – Reading Assessment and Instruction; Reading Practicum [Small Group Tutoring]
4. Accreditation(s) associated with the program: CAEP and ILA
5. Position number is associated with this line request (see Kim Moss if you don’t know):

CRITERIA

A. LINE REQUEST JUSTIFICATION

- Why is this faculty line a priority for your program? school? the COE? How does this line contribute to your program’s 3-5 year growth plan?
  - Our program faculty is visionary and collaborative, therefore we meet weekly or bi-monthly (depending on needs) to continue to refine and grow our programs. Our current work is focused on master’s recruitment and we are starting to see momentum in growth so that we can start working on doctoral recruitment. Efforts to support this include:
    - Developing a cohort Master’s Program model and continual refinement of course schedules and logistics between Stillwater and Tulsa campuses
    - Developing high-quality and engaging online and blended courses
    - Development of an online Master’s Program option targeted to begin Fall 2018
  - Our 3-5 year plan includes:
    o Become a resource for the state of Oklahoma and beyond by
      - being responsive to the needs of the surrounding school districts
      - continuing to develop new partnerships and maintain existing partnerships with Oklahoma schools
      - pursuing grants in which we collaboratively develop professional development and teacher leaders to support high-quality teachers in the state and nation
    o Developing a high-quality online master’s program to
      - develop literacy teachers with strong pedagogical content knowledge to
support effective practices that reflect respect for diversity, integration of transformative technology, and student engagement ultimately affecting PreK-12 student success with literacy both in school settings and in their personal lives.

- fulfill the land grant mission by recruiting and retaining graduate students from around the state, nation, and world
  - Grow our doctoral program beginning with the pool of master’s students and a goal of reaching farther through our future online program to develop a national reputation/presence for developing strong literacy leaders.
- Develop a Literacy Center (TALES Center) to encourage, inspire, and develop high-quality engaging and effective teaching with children’s literature.
- Pursue the possibility of becoming a National Reading Recovery University Training Center.

- What program need are you filling with this position?
  - In the past 5 years, we had a retirement of faculty and attrition of faculty for two vacant tenure track lines. Three years ago, we requested and were granted a lecture line to staff our daytime undergraduate courses. This has helped greatly with consistency of course quality and reduced the amount of tenure track faculty needed for course support of constantly rotating adjuncts.
  - We were granted a shared (with Secondary English) tenure track faculty to teach one of our courses, but her work with Secondary English and OSU NWP is taking all of her teaching and service.
  - Recently one of our tenure track faculty became our School Head, so our tenure track faculty has again been reduced.
  - Because we are lean on tenure track faculty, program and service work that clinical faculty cannot perform is supplanting time for research. In addition to various university, college, and school committees, this program work includes:
    - CAEP Rubric Revisions, CAEP Assessment Reports, and CAEP training for new policies
    - Developing a high-quality online master’s program option
    - Yearly recruitment of master’s and doctoral students
    - Directing the Reading and Math Center
    - Coordinating the ExCEL year-long internship program
    - Projects supported by Endowments (e.g. TALES Center; 21st Century Literacies Lecture Series)
    - Directing and supporting the work of the OSU Writing Project
    - International Literacy Professional Development for Teachers
    - Oklahoma Dyslexia Legislation (and response to other literacy education legislation)
      - Response to Dyslexia Legislation
      - Working with Payne Reading Center on providing university credit for their courses
    - Investigating becoming a National Reading Recovery University Training Center
- Because we are working steadily on the above visionary and required program work, time for research is diminished. Our commitments are listed in a Supplemental Appendix attached to this document.

- What steps have you taken to maximize efficiency with faculty resources and meet the need in the past two years?
  - Did not fill 2 tenure track lines lost to retirement and attrition. Instead requested and was granted a lecture line to support the need for staffing our courses at the undergraduate level due to vacancies of tenure track faculty
  - Currently meeting weekly to respond to our CAEP Accreditation policy changes and needs and to revise CAEP rubrics to comply with new guidelines
  - Working overtime: our faculty work 80-100 hours per week.
  - Given up sabbaticals
Faculty Line Requests, College of Education, 2017

Program Requesting a Line: SPSY

Position Requested: Clinical Assistant Professor

BACKGROUND INFORMATION

1. Program Coordinator (or contact person) and contact information: Terry A. Stinnett, Ph.D.
2. Kind of field or clinical experiences students engage in when completing the program, if any:
   a. SPSY 5110 (2) Observation and Participation FE 120 hours
   b. SPSY 5210 (2-6) Introductory Practicum 120 hours
   c. SPSY 5310 (1-6) Psychotherapy Practicum 120 hours
   d. SPSY 5510 (3-9) Advanced Practicum 600 hours
   e. SPSY 6210 or (3-12) Specialist Internship 1200 hours
   f. SPSY 6610 (2-10) Doctoral Internship 1500-2000 hours
   g. SPSY 6310 (2-10) Doctoral Practicum 400 hours

3. Accreditation(s) associated with the program: American Psychological Association, National Association of School Psychologists

CRITERIA

A. LINE REQUEST JUSTIFICATION

• Why is this faculty line a priority for your program? school? the COE? How does this line contribute to your program’s 3-5 year plan? The program is requesting to switch Dr. Sara Rich, who is currently in her second year as a visiting assistant professor (4 year appointment), to a clinical assistant professor position. Dr. Rich has been extremely effective in her first two years of appointment and the faculty unanimously agree that she would excel in a clinical assistant professor position.

• What program need are you filling with this position? Community engagement, clinical supervision, teaching, research.

• What steps have you taken to maximize efficiency with faculty resources and meet the need in the past two years?

B. SCHOLARSHIP related to our LAND GRANT MISSION

Major research emphases: What kind of scholarship will the new faculty member contribute to the program, school, and college? Community based action research related to MTSS, implementation and maintenance of systems level educational programming in Osage county. Development of research/practice grants to expand professional development of current educators as well as training opportunities for students.

C. SERVICE related to our LAND GRANT MISSION
Impact: What kind of impact might a new faculty member have on the community---local, regional, state, national---as a member of the program?

*Development of outreach of services to local school districts, including professional development for educators in rural communities.*

*Expansion of clinical services for individual families and schools for children with social, emotional, and behavioral issues.*

*Partnership development with local rural communities and schools to provide professional development to educators and parents related students with behavioral needs.*

**D. INSTRUCTION related to our LAND GRANT MISSION**

Teaching and Graduate Advising: What is the need related to teaching and advising/chairing of graduate committees currently in the program? What courses would the new faculty member described here be likely to teach in the next two years? What is the typical enrollment of those courses?

*Behavioral Consultation or Specialist level practicum
ABA-2
Second section of clinic practicum as needed
Co-Supervision of clinic students*