Leadership Team Minutes  
Wednesday, April 19, 2017, 9:00-11:18  
333 Willard, Stillwater/2205 MCB, Tulsa

<table>
<thead>
<tr>
<th>Present Leadership Team members and guests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julie Koch, SAHEP Interim School Head</td>
</tr>
<tr>
<td>Gary Duhon, SAHEP Associate School Head</td>
</tr>
<tr>
<td>Terry Stinnett, SAHEP Faculty Rep</td>
</tr>
<tr>
<td>Susan Stansberry, Interim SES School Head</td>
</tr>
<tr>
<td>Jon Loffi, SES Faculty Rep</td>
</tr>
<tr>
<td>Ben Bindewald, SES Faculty Rep</td>
</tr>
<tr>
<td>Jenn Sanders, STCL School Head</td>
</tr>
<tr>
<td>Adrienne Sanogo, STCL Associate School Head</td>
</tr>
<tr>
<td>Shanedra Nowell, STCL Faculty Rep</td>
</tr>
<tr>
<td>Doug Smith, SAHEP-Colvin School Head</td>
</tr>
</tbody>
</table>

**Review and approve previous meeting minutes**
- Dr. Lindenmeier motioned to approve minutes and Dr. Harris seconded. The minutes were approved.

**Susan Stansberry, SES School Head**
- Dr. Loffi was awarded the Outstanding Student Advisor award for his work with Flying Aggies.
- The OSU Flying Aggies Alumni Banquet was on April 15 and John Harrington, the first Native American astronaut, was the speaker.
- SES faculty are headed to AERA
- Dr. Laura Barnes and Dr. Mwarumba Mwavita will codirect CERE. SES is working hard to refocus CERE and they are looking at a new marketing plan and changing the face of the center.
- Today is Aviation day and there is a plane on the lawn and there is a meet and greet mixer today. Everyone is welcome to attend. Loffi they just got the plane repainted.

**Jenn Sanders, STCL School Head**
- Dr. Sue Parsons and the literacy center is hosting poet Janet Long at the end of April and beginning of May. They will conduct poetry workshops with teachers and children.
- 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.
- Erin Dyke had her baby

**Julie Koch, SAHEP-Willard School Head**
- Glenna Chessmore is leaving tomorrow and they are discussing what this position will look like moving forward.
- Will have their last SAHEP faculty meeting this Friday. Dr. Koch has met with the new unit to discuss space and they are ready to move forward on this
- Working to get temporary people to replace Dr. Hang-shim Lee and Dr. Chandra Story lines that are left open
Doug Smith, SAHEP-Colvin School Head
- Dr. Smith and Dr. Koch are working together to figure out budgets
- Dr. Smith is figuring out the structure of the new unit and had a meeting with Dean Romans to clarify things. Dr. Smith will have a meeting with the new unit next week.
- The graduate college is producing a Graduate College Commencement Video for distance learning students. This video will also be shown at the Graduate College Commencement Ceremonies on May 12th. Jon Ramsey will send out an email to request faculty participation.

Ed Harris, COE Faculty Development and Research Committee Chair
- FDRC will meet April 26, 2:30-4:00

Donna Lindenmeier, COE Planning and Programs Representative
- P&P met on April 6th and will meet again on May 4th. Information has gone out reminding faculty of deadlines.
- Please encourage faculty to prepare materials for fall 2018 course actions before the end of the semester.

Jennifer Job, COE Student Affairs Committee Chair
- Student Affairs will meet next week

Al Carlozzi, Tulsa Faculty Representative
- Pamela Fry, provost and vice president for academic affairs at OSU-Tulsa, is discussing Tulsa faculty for program representatives for school heads.

Bert Jacobson, Associate Dean for Research, Engagement and Administration
- A university and COE awards list was added to the COE website. Dr. Sanders requested that all president, provost and student affairs awards be added.
- Dr. Jacobson is developing a link for faculty and staff engagement
- ITLE drafted a proposal for a university centralized online college office. This will go to the provost. They want to add three or 4 positions for a tax of 3% more in tuition.

Bob Davis, Associate Dean for Academic Affairs
- Leadership Team reviewed a list of master’s degree types developed by Sheryl Tucker and the Graduate College. Dr. Davis asked for input to take to the Associate Deans for Graduate College meeting.
- One of two plans may earn the master’s degree: Plan I—coursework with thesis. Minimum 30 credit hours consisting of 24 hours of coursework and no more than 6 hours of research or creative component with a grade of "SR". Plan II—coursework w/o thesis. Minimum of 32 credit hours. May include no more than three hours of research with a grade of "SR." May include a culminating experience (e.g., final report, internship, practicum, comprehensive exam, portfolio or capstone project).
- These proposed changes have been discussed at program coordinators meetings and the Graduate council has been discussing it for a year.
- Faculty discussed the proposed catalog language and sample plans. Dr. Smith will take faculty feedback back to the Graduate council.
• Dr. Davis contacted the Stats department and they will give us feedback on our proposal to use REMS as the option name for masters and doctoral degrees.
• The John Marshall Charter School partnership is at a halt but we are still looking at rules we have with Astec Charter Middle School, and working to develop college procedures on how to work with charter schools.

**John Romans, COE Dean**

- We have had success with social media marketing and our online fundraising effort. The COE finished fourth. Thanks to Christy Lang and others that follow and retweet our media.
- We are working with aviation on fundraising opportunities. We have a donor interested in providing a hanger and we are trying to put together pieces of city owned airport property and unit equipment.
- We are in the middle of Education, Health and Aviation Week. Rachel Potts has a steering committee of student working on this. Coach Smith will be speaking in 010. He is a supporter of the COE and represents us very well. Please encourage faculty and staff to attend.
- We need to be looking at ways to generate our own resources.

**Faculty Line Discussion**

- Faculty discussed priorities and the best way to proceed with the line requests.
- Dr. Koch pointed out that an HEP request was missing from the packet. The request will be added to the drive.
- Faculty ranked their priorities. Dean Romans will review the rankings and get back with the school heads.
- STCL Faculty Line priorities: Foreign Language Education/English Learner Education, Assistant Professor, Literacy Education, Tenure Track Faculty Line
- SES Faculty Line priorities: Aviation & Space, Tenure-Track Assistant Professor, Stillwater, Aviation and Space, Clinical Assistant Professor, Stillwater, Educational Technology, Tenure Track Assistant Professor
- SAHEP-Colvin Faculty Line priorities: Health and Human Performance, Assistant/Associate Professor, Health and Human Performance, Assistant Professor
- SAHEP-Willard Faculty Line priorities: Counseling & Counseling Psychology, Assistant Professor, OSU-Stillwater, Health Education & Promotion, Assistant Professor, OSU-Stillwater, Counseling & Counseling Psychology, Advanced Assistant/Associate Professor and Training Director of the Ph.D. program, OSU-Stillwater

**Reorganization updates and discussion**

- Dr. Jacobson and the space committee presented proposed floor plans to Dean Romans. There was a request to see if faculty could keep their own phone. This is $125 for each phone and an extra $125 to move the phone. Faculty can use their PD account to pay for this.
- Dr. Jacobson explained that there is not a seniority policy for office moves. He did find a 2000 policy that said this is decided by the dean.

**College Re-naming**
• The following names were proposed for the four units:

1. School of Teaching, Learning, and Educational Sciences
2. School of Educational Foundations, Leadership and Aviation
3. School of Community Health Sciences, Counseling and Counseling Psychology
4. Department of Kinesiology, Applied Health, and Recreation

• On April 14 Dean Romans met with Dr. Ben Bindevald, Dr. Randy Hubach and Dr. Shelbie Witte to discuss the November 2016 COE renaming poll and other related data.
• The top two suggestions are: 1) College of Education, Health, and Aviation, 2) College of Education and Health Professions
• Leadership Team discussed the two options. Dr. Jenn Sanders motioned to rename the College of Education as the College of Education, Health, and Aviation. Dr. Ed Harris seconded and all were in favor.
• Next Dean Romans will approve this with the Deans Council, the Board of Regents and put together a proposal.
• The current COE ARPT document calls for all COE committee members to be named by May 15. We have to sort through the best way to address this policy. A couple of the schools can do this but the SAHEP units will need more work and diss.
• Donna Lindenmeier reported on the governance committee. They looked at current documents and suggested we have four standing committees: P&P FDRC, Student Affairs and the International Affairs and Engagement committee. The chairs will continue to rotate and to maintain the functionality, Leadership Team representatives will be the school heads, one faculty rep and the standing committee chairs. This would level out the numbers and allow for committees to report and to have equal representation.
• Dr. Harris mentioned that the university is either in process or close to having an international committee of this same name. The COE is ahead of the game with our international committee.
• The governance committee also looked at eliminating the student representative listed in the COE handbook for all the committees. There is a draft with tracked changes and she gave this to Leadership Team and will share with Dean Romans.
• Dr. Stinnett asked if there was any discussion on electoral representation in our college. Dr. Job explained that the conclusion was they think of the atmosphere and the culture in the COE and not having it be an outnumbered or powerful committee. They want to keep it equal representation from each school.
• Every faculty member in the new, smaller unit will serve on the COE standing committees. Maybe they could only have one representative. Dr. Smith will run this by the group.
• Dr. Sanders shared concerns with dismissing the associate school heads as representatives on Leadership Team. Dr. Job mentioned there has been a problem of balancing administration and faculty in these meeting. Dr. Harris stated these are open meetings and associate heads can still come.
I. PREAMBLE

Awarding reappointment, promotion, and tenure is an immensely important decision both for the faculty member and for the long-term academic quality of the College of Education (COE) and Oklahoma State University (OSU). The processes for reappointment, promotion, and tenure must be fair, rigorous, and discipline-appropriate if the COE and the university are to attract, retain, and recognize excellent faculty. In considering reappointment, promotion, and tenure, the COE seeks to apply the highest standards with respect to professional achievement in the areas of teaching/instruction, research/creative work\(^1\), and outreach/extension/service. Academic reappointment, promotion, and tenure are awarded to faculty members making continuing contributions in these three areas. While each reappointment, promotion, and tenure decision is evaluated on its own merits, similar academic unit (School) standards and procedures apply to all COE faculty.

The COE has a responsibility to employ well-prepared and experienced faculty and to assist them in developing their talents by promoting a community of professional scholars. Further, the COE has a responsibility to sustain an educational environment that protects the rights of faculty, supports academic freedom, and assures a due process uniformly across all COE Schools. The preservation of academic quality requires that all faculty members recommended for reappointment, promotion, and tenure clearly satisfy the general guidelines for due process stated here as well as the specific guidelines stated in each School RPT document.

II. UNIVERSITY POLICY AND PROCEDURES

The Reappointment, Promotion, and Tenure (RPT) Guidelines of the COE function to advance the overall mission of the university (See OSU Policy and Procedures 2-0110). The COE guidelines in regard to reappointment, promotion, and tenure must be subordinate to and congruent with the existing OSU policies and procedures related to faculty reappointment, promotion, and tenure.

\(^1\)The terms research and creative work refer to scholarship and are used interchangeably throughout this document and are defined more specifically within each school. The terms teaching and instruction are used interchangeably throughout this document and are defined more specifically within each school.
promotion, and tenure. These policies and procedures include OSU Policy and Procedures 2-0902, those found in the OSU Faculty Handbook, such as 1.3.10 regarding “Extensions of Appointment and Probationary Periods”, and for non-tenure track clinical faculty, OSU Policy and Procedures 2-0903.

All faculty members pursuing tenure and/or promotion are expected to define how their teaching/instruction, scholarly research/creative work, and outreach/extension/service accomplishments align with the COE and university missions and priorities. Given the importance of the university, COE, and school RPT guidelines, all faculty candidates must become knowledgeable of these documents, so their applications for reappointment, promotion, and tenure are decisively reviewed and recommended within the parameters of these guidelines.

Therefore, the purpose of this document is to set forth faculty guidelines for reappointment, promotion, and tenure in the COE at OSU. The COE RPT guidelines are intended to:

1. Comply with OSU’s requirements that each academic unit (School) has its own reappointment, promotion and tenure policy;
2. Provide clear and precise guidelines that are readily available to all COE faculty;
3. Assure that procedures for reappointment, tenure, and/or promotion have been carried out in a fair and equitable manner for all COE faculty candidates.

III. COE PROFESSORIAL RANKS

Each COE school may define each professorial rank using criteria that exceed those of the COE and OSU. Regardless, the COE definitions for each professorial rank are as follows:

**Beginning Assistant Professor**
A newly hired, faculty member entering the profession focuses on developing solid, career aspirations and a course for personally attaining these established academic goals. Most COE faculty members receive a reduced teaching load during their first two years to provide the opportunity to develop a strong research/scholarship agenda and to focus on their teaching responsibilities. While important, professional service contributions receive less emphasis as the beginning assistant professor establishes scholarship and teaching competencies.

**Continuing Assistant Professor**
Continuing assistant professors (post-reappointment) demonstrate a capacity to publish refereed research, seek external funds to support their scholarship, and establish and build networks—including professional presentations at regional/state/national/international conferences and various levels of interdisciplinary collaboration with their peer scholars. Effective teaching and attention to evaluative feedback to improve their teaching competencies is evident. Increased participation in program/school/college/university committee work is expected as well.
**Associate Professor**
Evidence of emerging stature as a national or international authority within their academic discipline is part of associate professors’ records. The role of the COE associate professor is characterized by continued emphasis on competent and effective teaching as well as the continued development of a sustained pattern of inquiry and publication in refereed journals and other research/creative activities that demonstrate contributions to their academic disciplines. In addition, associate professors will exhibit increased contributions in professional service at the program/school/college/university as well as state/regional/national/international levels.

The process of considering a COE faculty member for promotion to associate professor and tenure must commence no later than the beginning of the sixth year of tenure-eligible employment and be completed before the end of the six-year probationary period. Determination of the maximum probationary period begins upon the faculty member’s initial appointment to a tenure-track rank calculated from the month and calendar year in which the appointment was initially made.

**Professor**
The rank of professor can be earned only by the COE faculty member who has demonstrated a high level of continued growth in and has a cumulative record of substantial, peer-reviewed publications and/or peer-reviewed creative activities, engagement in seeking external support for scholarly research (when appropriate for the field of study), teaching excellence and professional service/community engagement contributions. While differential levels of performance in each of these areas may be evident, COE faculty candidates’ academic achievement and professional reputations should be superior and should have resulted in national recognition.

**Clinical or Research Faculty**
COE faculty members hired for clinical- or research-faculty positions serve as clinical instructors, clinical or research assistant professors, clinical or research associate professors, or clinical or research professors (depending on their highest, academic degree and their level of experience). Clinical or research faculty who choose to work toward promotion will follow the appropriate RPT guidelines for their appointment.

**IV. COE GUIDELINES FOR REAPPOINTMENT, PROMOTION, AND TENURE**

**RESEARCH/CREATIVE WORK**
As determined by each COE school, research/creative work is a function that serves to advance the discipline through the development, refinement, and application of knowledge. COE faculty may provide evidence of scholarly activities in a variety of mechanisms appropriate to the discipline and based on their initial appointment letter. Consideration will be given not only to what has been accomplished but also to the promise of future scholarly achievement.
**TEACHING/INSTRUCTION**
As with scholarship, the qualities of teaching and future potential as a teacher are major factors affecting the decision to grant promotion and tenure to a COE faculty member. The effectiveness in teaching is reflected by student learning and improvements in the overall learning environment including the development and enhancement of the curriculum. Teaching includes not only instruction but also advising and mentoring of undergraduate and graduate students. The nature of teaching may be defined differently among the COE schools. Nonetheless, given OSU’s commitment to excellence in teaching, the overall quality of faculty candidates’ teaching will be fully considered in all promotion and tenure decisions.

**OUTREACH/EXTENSION/SERVICE**
As determined by each COE school, faculty members are expected to make professional contributions through outreach/extension/service to their discipline, school, college, university and community. Faculty contributions to professional service are necessary for sustaining and advancing the teaching and scholarship mission of the COE. These professional service commitments begin during faculty members’ first year. The extent of these professional outreach/extension/service responsibilities will change over the course of the faculty member’s academic career.

Promotion in rank recognizes exemplary performance of a faculty member. Recommendations for promotion and tenure originate with each COE school. Each school will develop and maintain written procedures to be used in promotion and tenure considerations. Each school will also develop and maintain specific written standards for promotion to each professorial rank. Each school’s academic standards regarding RPT must have the approval of the COE Dean and the Provost and Vice President of Academic Affairs (VPAA).

The evaluation process must be based on a comprehensive assessment of the COE candidate’s record of research/creative work, teaching/instruction, and outreach/extension/service since initial appointment or since the last promotion. This assessment should take into account the quality of outcomes as well as their quantity; it should also acknowledge the creativity of faculty work and the impact of the faculty member’s work on students, on the field(s) in which the faculty member works, and on others the university serves. Interdisciplinary work, public scholarship and engagement, international accomplishments and initiatives, technology transfer initiatives, and other special kinds of professional activity by each COE candidate should be considered when appropriate. The relative importance of these criteria may vary among the different COE schools; therefore, criteria against which individual COE faculty members are judged must reflect varying assignments and must align with the work assignment specified in their annual appraisal and development (A&D) documents.

Since the primary responsibility for establishing the criteria for promotion and tenure rests with each COE school, each school must have an RPT document that clearly specifies:
1. the indices and standards that will be used to determine whether COE faculty candidates meet the requirements for reappointment;
2. the indices and standards that will be used to determine whether COE faculty candidates meet the requirements for tenure and/or promotion to associate professor;
3. the indices and standards that will be used to determine whether COE faculty candidates meet requirements for promotion to professor; and
4. the goals and expectations to be used in evaluating faculty performance in annual appraisal and developments.

In addition, the standards established by each COE school will define the criteria of research/creative work, teaching/instruction, and outreach/extension/service in ways that reflect the school and its mission and must delineate the tangible evidence that the faculty member must provide to document, not simply the attainment of minimal accomplishments, but an appropriate record of sustained excellence.

How the school’s standards apply to a specific faculty member's duties should be made clear at the time of appointment and reviewed in the annual A&D process. Adjustments in the workload expectations for faculty members may occur over time in keeping with changing institutional and personal priorities, but these must be discussed and documented in annual A&D reviews, which are signed by the faculty member, school head, and dean.

V. COE REAPPOINTMENT, PROMOTION, AND TENURE FACULTY COMMITTEES

School Personnel Committee
The composition of the school personnel committee and identification of those faculty members eligible to vote on personnel actions shall be specified in each school's RPT guidelines. These guidelines shall address the following:

- Voting faculty members are required to be at the same level as, or above, that being sought by the faculty candidate.
- If a school cannot complete its personnel committee with voting faculty of appropriate rank from within the school, members of the committee in consultation with the school head will solicit faculty from the other schools or similar departments/disciplines at the university to assist the personnel committee with its review and recommendation.
- The faculty members who will serve on the COE RPT committee may serve in a limited role on their school personnel committees in this manner:
  - serve as ex-officio, nonvoting member;
  - review the documentation file and participate in the discussions; but,
    - cannot draft letters, obtain external reviewers, vote, or serve as a chair.
- Faculty members applying for reappointment, promotion, or tenure may not serve on their school personnel committees in the year of their application.
**College of Education RPT Committee**

The COE must have a college-level, RPT committee that will be convened by the dean or dean designee. The composition of the COE RPT committee will be the following:

- The committee shall consist of members of its tenured faculty elected by its tenured and tenure-track faculty. Committee members voting on a personnel action under consideration must be at the same rank as, or above, that being sought by the COE faculty candidate.
- The COE RPT committee will include two representatives from each COE school.
  - At least one from each school will be a full professor, so that s/he may vote on actions regarding full professors.
  - Each school will annually elect a representative to serve a two-year term. In the event of a vacancy, a replacement representative will be elected by that school’s faculty to serve the remainder of the term.
- COE faculty members applying for reappointment, promotion, and/or tenure may not serve on the COE RPT committee in the year of their applications.

The chair of the COE RPT committee will be elected by the membership of the COE RPT committee and rotated among the schools.

The primary responsibilities of the college RPT committee will be to ensure that fairness and consistency has been maintained within the review process at the school personnel committee level and the school head level. The college RPT committee may examine such documents as: (1) the documentation file provided by the faculty candidate, (2) the academic standards that have been adopted by the faculty candidate’s school, and (3) the statements of recommendation provided by the schools’ personnel committees and school heads for fairness in procedure and review at the school level and consistency within the COE.

A quality review of the faculty candidate’s documentation file will occur if: (1) there is a split decision (one approval and one denial at the school personnel committee and the school head levels); or (2) the faculty candidate formally requests a quality review of his or her documentation file by the college RPT committee before the documentation file is forwarded to the COE dean (the request must be submitted to the COE RPT committee chair in writing). For a quality review, the college RPT committee will review the documentation provided by the faculty candidate and provide a professional recommendation to the COE dean regarding the qualifications of the candidate for reappointment, promotion, and tenure.

The COE RPT committee will provide a written recommendation to the COE dean that indicates whether the personnel action being considered is supported. If there is a divergence of opinion within the committee, both majority and minority opinions shall be indicated within a single recommendation letter.
College-level, RPT policies must be approved by a vote of all tenured and tenure-track faculty within the COE, by the COE dean, and by the VPAA.

Regarding the COE reappointment, promotion, and tenure process, the order of the formal review process is as follows:

1. School personnel committee
2. School head
3. COE RPT committee
4. COE dean
5. Submission of documentation file(s) to the VPAA.

VI. COE RPT TIMELINE

To meet OSU’s timeline for the RPT process (OSU Policy and Procedure 2-0902, Reappointment, Promotion, and Tenure Process for Ranked Faculty), the COE reappointment, promotion, and tenure-review process begins in May. The essential responsibility of meeting all of the reappointment, promotion, and tenure deadlines rests with the COE faculty candidate; therefore, significant procedural activity on behalf of the candidate must occur prior to the official submission of the faculty candidate’s documentation file on or before January 15 of the following year.

May 15 (no later than)
The tenured and tenure-track faculty of each school will select its personnel committee and chair no later than May 15 for the next academic year and also select its representative to the COE RPT committee who will serve for the next two years. On or before May 15, the dean or dean designee will convene the COE RPT committee, and the committee will elect its chair.

June 1 (no later than)
On or before June 1st, school heads provide written notification to candidates of mandatory actions and stipulate that candidates should begin preparing their partial documentation files (list of materials provided by school personnel committee) and their lists of potential external reviewers, if action requires external review. For non-mandatory personnel actions, the COE faculty member must provide written notice to the school personnel committee chairperson and the school head that s/he is planning to be considered for promotion and/or tenure.

June 15 (no later than)
Candidates for promotion (except clinical faculty who do not need external reviews for promotion) and/or tenure actions should submit a list of potential external reviewers to the school personnel committee chair. This list should include the contact information and a brief description of each external reviewer’s relevant credentials.

June 30 (no later than)
The school personnel committee will finalize the list of external reviewers to solicit for each candidate, and the chair of the school personnel committee will submit this list to the school head. The school head should send out a letter of invitation to each identified external reviewer. The letter of invitation should include when the external reviewer can expect to receive the partial documentation file and a copy of the school’s RPT document. The letter should also specify the date (suggested to be no later than November 1st) when the external review letter should be submitted and should ask the external reviewer clearly to specify his/her relationship to the candidate.

**Note:** The documentation file for COE faculty candidates being considered for tenure and/or promotion should include a minimum of three letters from external reviewers that the school personnel committee has requested for the purpose of evaluating the candidates’ accomplishments and potentials within the guidelines of the school’s RPT document. Schools may require additional external appraisals when appropriate or desirable for their respective disciplines.

External evaluators should be leading scholars in candidates’ disciplines and especially knowledgeable about candidates’ areas of expertise. The three required external reviews must be obtained from individuals with no direct professional or personal interest in the advancement of the candidates’ careers (they should not be former advisors or mentors and generally should not be co-authors or co-investigators on previous work). All solicited, external review letters received before the deadline must be included in the candidates’ documentation files.

In determining who are selected as external reviewers, the COE faculty candidate should be asked to provide a slate of names; the school head and the school personnel committee should also provide names; and from these two lists a group of at least three should be selected in a fair and objective manner for contact. The faculty candidate may also specify the names of persons who should not be considered as possible reviewers provided s/he specifies valid personal or professional reasons for the exclusion. The school head and personnel committee (chair) should keep written documentation of external reviewers who were contacted, including refusals, and make this list available to the personnel committee and the COE RPT committee upon request.

A copy of the letter that is sent to external reviewers shall be provided to the COE faculty candidate and included in the documentation file. The candidate may waive the right to access outside reviews. Such waivers shall not be assumed, implied, or coerced and must be executed in writing prior to solicitation of outside reviews. The scope of the waiver shall be clearly indicated in writing prior to solicitation of outside reviews. A copy of the executed waiver shall become a part of the candidate’s documentation file. Any letter soliciting an outside review shall inform the potential reviewer of the extent to which the contents of the review will be known to the faculty candidate.

**August 15** (no later than)
By August 15, each COE faculty candidate seeking promotion and/or tenure or promotion (Professor) must submit to his/her school personnel committee a file of academic materials (partial documentation file) that will be sent to the external reviewers.

**September 1** (no later than)
The school head must have sent out all materials to external reviewers.

**September 15** (no later than)
The school personnel committee/committee chair notifies faculty members no later than September 15 that they have until January 15 at 5:00 p.m. to assemble and submit complete materials for a full review. At this time (September 15), the school personnel committee/committee chair also provides the requirements for the complete documentation file to include at least the minimum items indicated in the university RPT document.

**January 15** (no later than)
By January 15 faculty candidates must sign the RPT form that states they have been given the opportunity to review all of the academic materials contained in their documentation file and that their documentation file is complete. Committee review and deliberations about the recommendation on faculty candidates will not begin until their documentation files have been certified by each faculty candidate. Therefore, the recommendation letters from the school personnel committee, school head, COE RPT committee, and dean are not included in the documentation file at this point in the process.

*Note:* Deadline dates are approximate and will be used unless a change occurs in the university calendar of events. If a deadline date falls on a holiday or weekend, the effective date shall be the next working day.

**January 31st** (no later than)
The school personnel committee makes its recommendation regarding each faculty candidate to the school head after extensive evaluation of each candidate's contributions in the three areas of teaching/instruction, research/creative work, and outreach/extension/service, as appropriate. The school personnel committee shall prepare a Statement of Recommendation regarding reappointment, promotion, and/or tenure for each faculty member. This statement must be added to each candidate's RPT documentation file prior to review by the school head. Additionally, a copy of the school personnel committee's Statement of Recommendation shall be given to each faculty member in a confidential manner, within five working days, after the recommendation is finalized.

*Note:* Candidates will be provided an opportunity to respond to each negative Statement of Recommendation and to have that response added to his/her RPT packet. The candidate will have three working days following receipt of the statement noting denial of the proposed action to formulate a response no longer than 1,000 words. The candidate will submit his/her response
to the next higher review level; i.e., if the Statement noting denial is received from the school head, the response will be submitted to the dean's office within three, working days.

At each review level, all reasonable efforts will be made to notify the faculty member, in a confidential manner, of the Statement of Recommendation. However, if the faculty member is not readily available due to current assignment or is unwilling to accept sensitive documents sent via U.S. mail, the opportunity to respond to a negative Statement of Recommendation is lost. The faculty member should bear the responsibility of keeping his/her department head informed of his/her whereabouts during this critical review process.

February 15 (on or before)
The school head’s Statement of Recommendation to the COE dean must address how the faculty member has or has not satisfied each applicable school academic standard/criteria for reappointment, promotion, and/or tenure. The statement must detail whether or not the performance of the faculty member adequately fulfills the published, academic, school, college, and university standards for the proposed personnel action. The school head’s statement must be added to the candidate’s RPT documentation file prior to review by the college-level committee and the dean. If the school head is unable to act in accord with the school personnel committee’s recommendation, the reasons shall be communicated in writing to the COE RPT committee.

A copy of the school head’s Statement of Recommendation shall be given to the COE faculty candidate in a confidential manner within five working days after the school head’s recommendation has been finalized.

March 1 (on or before)
The COE RPT committee is charged with assuring that procedures for reappointment, tenure, and/or promotion have been carried out in a fair and equitable manner for all COE faculty candidates and determining whether the school’s evaluation of each candidate has been rigorous, consistent, and based on the school’s written academic standards/criteria, and, if applicable, a quality as specified in the COE RPT guidelines. The chair of the COE RPT committee will record the committee’s recommendation on the RPT Summary of Recommendations form along with his/her signature.

In the circumstance where there is a split decision or an appeal (see Section V, College of Education RPT Committee), the COE RPT committee will generate a statement of recommendation. A copy of the COE RPT committee’s Statement of Recommendation is to be added to the faculty candidate’s RPT documentation file prior to review by the COE Dean. This statement shall be given to the faculty candidate in a confidential manner, normally within five working days, after the recommendation is finalized and signed by the chair of the COE RPT committee.

March 14 (on or before)
The COE dean, after reviewing all materials and other recommendations, submits a Statement of Recommendation to the VPAA. The COE dean shall make a professional assessment regarding whether (1) the school’s evaluation of each candidate has been rigorous, consistent, and based on the school’s written academic standards/criteria, (2) the faculty candidate’s documentation file adequately supports the recommendations provided at each level of review, and (3) the action recommended by the school personnel committee, the school head, and the COE RPT committee is warranted.

The COE dean’s Statement of Recommendation will be added to the faculty candidate’s documentation file and forwarded to the VPAA. A copy of the COE dean’s Statement of Recommendation shall be given to the faculty candidate in a confidential manner, normally within five working days, after the recommendation is finalized and signed by the COE dean.

**On or About March 15–May 31**
The documentation files of all COE faculty candidates under review are to be submitted to the Office of the VPAA. In the review process, the VPAA may seek counsel from the university-wide Faculty Committee and others as deemed appropriate. Written input from the university-wide Faculty Committee and/or the individual administrators consulted will become a part of the respective candidate’s documentation file, and will be considered by the VPAA in final deliberations.

A copy of the VPAA’s Statement of Recommendation shall be given to the COE faculty candidate in a confidential manner, normally within five working days, after the recommendation is finalized. If the VPAA’s recommendation is negative and differs from that of the dean, the VPAA is responsible for communicating in writing to the COE dean, school head, and COE faculty candidate the reasons for the disagreement.

**On or About June 1–30**
Final institutional review of the personnel actions submitted by the VPAA may be conducted by the President. A list of actions is then developed which university administration recommends to the Board of Regents for final action. Reappointments, promotions, and confirmation of tenure must be approved by the governing Board of Regents except as authorized by Board of Regents’ policies. Normally, recommendations are submitted to the Board of Regents for consideration during a June meeting. When approved, the Board specifies the date on which the reappointment, promotion, and/or tenure will become effective.

Approved by COE tenure-track and tenured Faculty vote on April 6, 2016
Statement on Grandfathering
Modified Reappointment, Promotion and Tenure Standards for Tenured/Tenure-Track Faculty
Effective July 1, 2013

It is the responsibility of the academic unit to maintain reappointment, promotion, and tenure procedures for the varying roles of the faculty members in the unit. A faculty RPT candidate will be evaluated using the current personnel procedures for both the College and the faculty member's home academic unit with the following exceptions:

Tenure-track Assistant Professors:

- When changes in unit/college guidelines occur during the faculty member’s initial appointment period, academic unit standards in effect when the faculty member was hired will be used during the reappointment review. When the same faculty member goes up for mandatory review for promotion, tenure and/or non-reappointment, the new academic unit standards (adopted during the initial reappointment period) will be used in the review.

- When changes occur during the faculty member’s second appointment period, academic unit standards in effect when the faculty member was reappointed will be used during the mandatory review for promotion, tenure and/or non-reappointment.

Tenure-track Associate Professors:

- When changes in unit/college guidelines occur during the faculty member’s initial appointment period, academic unit standards in effect when the faculty member was hired will be used during the mandatory review for promotion, tenure and/or non-reappointment.

- The new academic unit standards will be used when the faculty member later determines it is time to be considered for promotion to the rank of full professor.

Associate Professor applying for Promotion:

- When changes in unit/college guidelines occur after promotion to Associate Professor and within the last three years of an application for promotion to Professor, academic unit standards in effect anytime within the last three years may be selected by the faculty member for use during the promotion review.

In all cases, an individual faculty member has the option to request of his/her unit administrator that the new academic unit standards be used in the RPT review. The RPT documentation file shall include a letter from the candidate that the faculty member chose to be evaluated using the new academic unit standards. Each faculty RPT candidate should submit in his/her portfolio a copy of the home academic unit standards that are to be used in the evaluation of the candidate. This documentation should include the date on which the document was approved. The College RPT Committee and the home academic unit's personnel committee should use the same document when evaluating the faculty candidate.
In extraordinary cases, when the above stated process does not adequately address the impact changes in published RPT standards have on a particular faculty member, a faculty member in consultation with his/her unit administrator has the option to request an extension of his/her probationary period for up to three years as outlined in Section 1.4.8 of the OSU Faculty Handbook. If a candidate is granted an extension of his/her probationary period, he/she does not forfeit the option to select academic unit standards as described above.

Statement endorsed by:

Council of Deans, March 21, 2013
Faculty Council, May 14, 2013
Provost & Senior Vice President, July 1, 2013
Master’s Degree Types

Current Catalog language:

Basic Requirements. The master’s degree may be earned by one of three plans:

Plan I—with thesis, 30 credit hours, consisting of 24 hours of course work and six hours of research with a grade of "SR;"
Plan II—with report, 32 credit hours, consisting of 30 hours of course work and two hours of research with a grade of "SR;"
Plan III—with no thesis or report, 32 credit hours of course work, including the creative component. The creative component may be a special report, an annotated bibliography, a project in research or design, or other creative activity, as designated by the advisory committee. Courses numbered 5000 or 6000 may not be used on a Plan of Study involving a creative component.

The numbers of credits specified for each plan are minimums set by the Graduate College. Graduate program requirements may exceed these minimums.

Proposed Catalog language:

Basic Requirements. One of two plans may earn the master’s degree:

Plan I—coursework with thesis. Minimum 30 credit hours consisting of 24 hours of coursework and no more than 6 hours of research or creative component with a grade of "SR".

Plan II—coursework w/o thesis. Minimum of 32 credit hours. May include no more than three hours of research with a grade of "SR." May include a culminating experience (e.g., final report, internship, practicum, comprehensive exam, portfolio or capstone project).

Sample Plans:

Plan I
Minimum of 24 credit hours of coursework with a maximum of 6 credit hours of thesis (5000) graded “SR” or 6 hours of creative component graded “SR”

Plan II
Minimum of 32 credit hours of coursework with no thesis or creative component hours.

OR

Minimum of 29 credit hours of coursework with a maximum of three hours of research graded "SR."
Faculty Line Requests, College of Education, 2017

Program Requesting a Line: Counseling & Counseling Psychology (CPSY)
Position Requested: Assistant Professor, OSU-Stillwater

BACKGROUND INFORMATION
1. Fall 2017 Unit: SAHEP-Willard (Counseling, Counseling Psychology, and Health Education & Promotion)
   Program: Counseling & Counseling Psychology
2. Program Coordinator (or contact person) and contact information: Hugh Crethar crethar@okstate.edu
3. Kind of field or clinical experiences students engage in when completing the program, if any:
   The students in the Mental Health Counseling and School Counseling master’s programs are required to do a 100-hour practicum experience and a 600-hour internship experience in field placements program sanctioned within the state. The students in the Counseling Psychology doctoral program are required to do four practicum experiences in program sanctioned field placements followed by a year-long full-time internship placement in an approved internship site.
4. Accreditation(s) associated with the program:
   The Mental Health Counseling and School Counseling master’s programs are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and the Counseling Psychology doctoral program is accredited by American Psychological Association (APA).

CRITERIA
A. LINE REQUEST JUSTIFICATION
CPSY’s programs in Counseling and Counseling Psychology are among the largest and strongest graduate programs in the College of Education, serving both the Tulsa and Stillwater campuses. We consistently have far more applicants than we have room to accept new students. We maintain around 120 – 150 students on an ongoing basis, of which, approximately 1/3 are doctoral students. With this in mind, CPSY does an outstanding job of paying its way through courses that consistently make as well as the fact that over 60% of the funding for graduate assistantships for our area is generated outside of the College of Education. Both CACREP and APA have student-to-faculty ratios that must be honored in order for us to maintain our national accreditations. For example, CACREP requires a 10 to 1 student to faculty ratio overall with over 50% of all courses required to be taught by strictly-defined core faculty. Such requirements leave CPSY in the position to need to keep the tenure-track faculty at levels comparable to those of our last accreditations in order to maintain accreditation as well as class-size at levels that produce effective income. Also, the three graduate programs on two campuses require us to have faculty present to maintain two vibrant, community-serving counseling centers (Clinic Directors) as well as a Counseling Program Coordinator, a Counseling Psychology Training Director and an Area Coordinator. Each of these positions is demanding enough to require a course release in order to carry the duties out effectively. On top of the positions that are afforded course release, we need faculty to meet extensive demands, not only in teaching, but in individual clinical supervision and oversight of field experiences for all of our students.

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 CPSY. Research conducted by CPSY faculty and graduate students are consistent with the Land Grant Mission of OSU as well as the school’s focus on social justice, community engagement and health. These projects result in scholarship in a variety of areas, including the following: eating disorders, body image, gender identity, relational orientation, sexual/affectional orientation, ethnic minorities, international populations across the lifespan; effects of resilience and parenting on college aspirations of teenagers from low-income families; empathy, emotional
intelligence in counselor trainees; scholastic environments; career development; psychological factors; play therapy; and exercise and sports behaviors. All CPSY faculty collaborate with faculty from other areas also engaged in the land grant mission of the university, particularly Health Promotion and Education, with whom we are to be co-housed in a new school within the college.

C. SERVICE related to our LAND GRANT MISSION
Our faculty and graduate students are also engaged in many service and outreach activities and leadership roles at school, college, university, community, state, regional, and national levels. We serve in leadership capacities in the American Psychological Association, the American Counseling Association, Mental Health Association Oklahoma, Dennis R. Neil Equality Center, Open Arms Youth Project, the Association for Multicultural Counseling and Development, the Oklahoma Counseling Association and the Association for Gay, Lesbian, Bisexual, and Transgender Issues in Counseling, and the Association for Play Therapy. With the support of the faculty, our undergraduate student practicum students/interns (CPSY 5593, 5683, 5693, 6413, 6423, 6433, 6443 & 6560) contribute thousands of hours of mental health labor yearly to the local, regional, and national community. We house two clinics that serve OSU students as well as community members at low costs.

D. INSTRUCTION related to our LAND GRANT MISSION
A new faculty would teach courses and advise graduate students in the Counseling Master’s and Counseling Psychology PhD programs. Enrollment in the doctoral practicum courses typically consists of 8 students per section, the enrollment in our MS-level counseling and practicum and internship courses tend to be 8-10 students per section. Other courses to which this person may be assigned consist of 12-30 graduate students. All of our coursework is tied to the development of competent and conscientious counselors and counseling psychologists who ultimately will serve the public in a manner that supports the land grant mission of Oklahoma State University.

Potential courses to be covered
CPSY 5523 (Individual Appraisal)
CPSY 6543 (Clinical Supervision)
CPSY 5693 (Internship)
CPSY 6123 (Adult Personality Assessment)
CPSY 5553 (Theories)
CPSY 5583 (Group)
CPSY 6553 (Advanced Marriage & Family)
CPSY 6323 (Consultation)
CPSY 5523 (Individual Appraisal)
CPSY 5513 (Comprehensive SC)
School: School of Applied Health and Educational Psychology

Program Coordinator: Hugh Crethar

2016-17 Program Area Faculty:

- Tom Berry, Ph.D. – Clinical Associate Professor
- Al Carlozzi*, Ed.D. – Professor
- Hugh Crethar, Ph.D. – Associate Professor
- Tonya Hammer*, Ph.D. – Assistant Professor
- Sue Jacobs, Ph.D. – Professor
- Julie Koch, Ph.D. – Associate Professor (Unit Head)
- Hang-Shim Lee, Ph.D. – Assistant Professor (Leaving May 2017)
- Valerie McGaha*, Ph.D. – Associate Professor
- John Romans, Ph.D. – Professor (Dean)
- Diane Stutey, Ph.D. – Assistant Professor
- Carrie Winterowd, Ph.D. – Professor

2016-17 Program Area Support:

- 5 Adjuncts (1.75 FTE Total)
- 10 GTAs (4.25 FTE Total)—department
- 6 GRAs (2.0 FTE Total)—department
- 2 GRAs (.5 FTE Total)—grant

*Tulsa-based faculty

Program Area Degrees (counts as of April 2016):

- Graduate
  - MS – Counseling—Mental Health (n = 81)
    Faculty Coordinator: Tonya Hammer
  - MS – Counseling—School (n = 17)
    Faculty Coordinator: Tonya Hammer
  - Ph.D. – Educational Psychology—Counseling Psychology (n = 37)
    Faculty Coordinator: Carrie Winterowd

Note: number in parentheses represents spring 2016 enrollment

Program Area Degrees – Graduation Numbers:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADUATE:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS – Counseling—Mental Health</td>
<td>25</td>
<td>30</td>
<td>20</td>
<td>27</td>
<td>5</td>
</tr>
<tr>
<td>MS – Counseling—School</td>
<td>11</td>
<td>8</td>
<td>4</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>PhD – Educational Psychology—Counseling</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>12</td>
<td>6</td>
</tr>
</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):

- Undergraduate courses – all of which provide opportunities for undergraduate students to learn about careers, diversity, and the helping professions:
  - CPSY 111 – Career: Journey of a Lifetime
  - CPSY 3003 – Introduction to Counseling and Related Professions
  - CPSY 3013 – Introduction to Helping Skills
  - CPSY 3023 – Mental Health in Communities and Schools
  - CPSY 4443 – Diversity in Professional Life

- Graduate courses:

Field Experiences (associated with any program area degrees):

- The Mental Health Counseling and School Counseling Programs require 100 hours of practicum and 600 hours of internship experience in the field prior to graduation.
- The Counseling Psychology Program requires four semesters of doctoral practicum and a full-time, one-year, pre-doctoral internship prior to graduation.

Accreditations Associated with Program:

- Council for Accreditation of Counseling & Related Educational Programs (CACREP)
- American Psychological Association (APA)

Program Faculty Instruction Summary

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Teaching Load for Fall/Spring</th>
<th>Summer 2016</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thomas Berry</td>
<td>CPSY 6310-001 (7)</td>
<td>CPSY 6153-61057 (7-21)</td>
<td>CPSY 5583-20991 (10-30)</td>
<td>CPSY 6560-21008 (12-24)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CPSY 6433-61061 (8-24)</td>
<td>CPSY 5583-27043 (10-30)</td>
<td>CPSY 6560-21008 (12-24)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CPSY 6560-61067 (12-24)</td>
<td>CPSY 5693-20994 (10-30)</td>
<td>CPSY 6560-21008 (12-24)</td>
</tr>
<tr>
<td>Al Carozzi</td>
<td>CPSY 5593-802 (10)</td>
<td>CPSY 5473-64407 (15-45)</td>
<td>CPSY 5493-22735 (25-75)</td>
<td>CPSY 6000-26854 (1-3)</td>
</tr>
<tr>
<td></td>
<td>CPSY 5663-801 (17)</td>
<td>CPSY 5683-64420 (10-30)</td>
<td>CPSY 6000-26854 (1-3)</td>
<td>CPSY 6553-22778 (25-75)</td>
</tr>
<tr>
<td></td>
<td>CPSY 6000-353 (1)</td>
<td>CPSY 6000-61052 (2-12)</td>
<td>CPSY 6000-21007 (19-57)</td>
<td>CPSY 6000-22023 (1-4)</td>
</tr>
<tr>
<td>Hugh Crethar</td>
<td>CPSY 5483-001 (7)</td>
<td>CPSY 5483-64410 (16-48)</td>
<td>CPSY 5493-22762 (15-45)</td>
<td>CPSY 6000-26856 (1-3)</td>
</tr>
<tr>
<td></td>
<td>CPSY 5593-001 (10)</td>
<td>CPSY 5493-61034 (18-54)</td>
<td>CPSY 5693-22769 (9-27)</td>
<td>CPSY 6850-28925 (1-1)</td>
</tr>
<tr>
<td></td>
<td>CPSY 6000-351 (1)</td>
<td>CPSY 6000-61052 (2-12)</td>
<td>CPSY 6000-26856 (1-3)</td>
<td>CPSY 6850-28925 (1-1)</td>
</tr>
<tr>
<td>Tonya Hammer</td>
<td>CPSY 5320-811 (16)</td>
<td>CPSY 5563-61039 (16-48)</td>
<td>CPSY 5503-20989 (16-48)</td>
<td>CPSY 6560-22032 (2-7)</td>
</tr>
<tr>
<td></td>
<td>CPSY 5503-801 (18)</td>
<td>CPSY 5563-64422 (19-57)</td>
<td>CPSY 5693-22773 (8-24)</td>
<td>CPSY 6850-21009 (6-6)</td>
</tr>
<tr>
<td></td>
<td>CPSY 6000-355 (2)</td>
<td>CPSY 6000-636104 (2-15)</td>
<td>CPSY 6000-21009 (6-6)</td>
<td>CPSY 6850-22032 (2-7)</td>
</tr>
<tr>
<td>Sue Jacobs</td>
<td>CPSY 5553-001 (6)</td>
<td>CPSY 5683-61041 (8-24)</td>
<td>CPSY 5563-21009 (8-24)</td>
<td>CPSY 6560-2995 (3-7)</td>
</tr>
<tr>
<td></td>
<td>CPSY 5593-801 (7)</td>
<td>CPSY 6053-61054 (8-24)</td>
<td>CPSY 6560-21009 (6-6)</td>
<td>CPSY 6443-021006 (8-24)</td>
</tr>
<tr>
<td></td>
<td>CPSY 6850-354 (1)</td>
<td>CPSY 6083-61055 (8-24)</td>
<td>CPSY 6850-22032 (2-7)</td>
<td>CPSY 6443-021006 (8-24)</td>
</tr>
<tr>
<td>Julie Koch</td>
<td>CPSY 6000-364 (1)</td>
<td>CPSY 5683-61050 (2-9)</td>
<td>CPSY 6000-2995 (3-7)</td>
<td>CPSY 6443-021006 (8-24)</td>
</tr>
<tr>
<td>Faculty Name</td>
<td>CPSY 6000-354 (1)</td>
<td>CPSY 5523-61035 (21-63)</td>
<td>CPSY 6000-68022 (1-3)</td>
<td>CPSY 6543-61065 (8-24)</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------</td>
<td>--------------------------</td>
<td>-----------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Hangshim Lee</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Valerie McGaha</td>
<td>CPSY 5503-803 (9)</td>
<td>CPSY 5503-64413 (11-33)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPSY 5673-801 (15)</td>
<td>CPSY 5683-64424 (10-30)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>John Romans</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diane Stutey</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carrie Winterowd</td>
<td>CPSY 5473-801 (10)</td>
<td>CPSY 5473-61033 (13-39)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPSY 5593-002 (6)</td>
<td>CPSY 5683-61040 (10-30)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPSY 6000-359 (1)</td>
<td>CPSY 6000-61048 (1-2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPSY 6850-358 (1)</td>
<td>CPSY 6413-61060 (8-24)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>Tenure-Track &amp; Clinical Faculty</th>
<th>GTAs</th>
<th>Adjuncts &amp; Visiting Professors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Enrollment</td>
<td>Student Credit HR Production</td>
<td>Total Enrollment</td>
</tr>
<tr>
<td>Su 2016</td>
<td>142</td>
<td>420</td>
<td>0</td>
</tr>
<tr>
<td>FA 2016</td>
<td>289</td>
<td>829</td>
<td>72</td>
</tr>
<tr>
<td>Sp 2017</td>
<td>309</td>
<td>904</td>
<td>82</td>
</tr>
<tr>
<td>Average Class Size*</td>
<td>Su: 10.13</td>
<td>Fall: 11.9</td>
<td>Sp: 13.18</td>
</tr>
</tbody>
</table>

*NOTE: Average Class Size does not include any courses that involve independent study or where faculty is paid overload through Outreach.

Total Students = 1,020

Total Credit Hour Production = 2,993

**Grants and Funding (active COE budget portion – April 2016)**

Grants Applied For: 6

Total Amount Requested: $501,461

Grants Awarded: 6

Total Amount Awarded: $107,006
Faculty Line Requests, College of Education, 2017

Program Requesting a Line: Counseling & Counseling Psychology (CPSY)

Position Requested: Advanced Assistant/Associate Professor and Training Director of the Ph.D. program, OSU-Stillwater

BACKGROUND INFORMATION
1. Fall 2017 Unit: SAHEP-Willard (Counseling, Counseling Psychology, and Health Education & Promotion)
   Program: Counseling & Counseling Psychology
2. Program Coordinator (or contact person) and contact information: Hugh Crethar crethar@okstate.edu
3. Kind of field or clinical experiences students engage in when completing the program, if any:
   The students in the Mental Health Counseling and School Counseling master’s programs are required to do a 100-hour practicum experience and a 600-hour internship experience in field placements program sanctioned within the state. The students in the Counseling Psychology doctoral program are required to do four practicum experiences in program sanctioned field placements followed by a year-long full-time internship placement in an approved internship site.
4. Accreditation(s) associated with the program:
   The Mental Health Counseling and School Counseling master’s programs are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and the Counseling Psychology doctoral program is accredited by American Psychological Association (APA).

CRITERIA
A. LINE REQUEST JUSTIFICATION
CPSY’s programs in Counseling and Counseling Psychology are among the largest and strongest graduate programs in the College of Education, serving both the Tulsa and Stillwater campuses. We consistently have far more applicants than we have room to accept new students. We maintain around 120 – 150 students on an ongoing basis, of which, approximately 1/3 are doctoral students. With this in mind, CPSY does an outstanding job of paying its way through courses that consistently make as well as the fact that over 60% of the funding for graduate assistantships for our area is generated outside of the College of Education. Both CACREP and APA have student-to-faculty ratios that must be honored in order for us to maintain our national accreditations. For example, CACREP requires a 10 to 1 student to faculty ratio overall with over 50% of all courses required to be taught by strictly-defined core faculty. Such requirements leave CPSY in the position to need to keep the tenure-track faculty at levels comparable to those of our last accreditations in order to maintain accreditation as well as class-size at levels that produce effective income. Also, the three graduate programs on two campuses require us to have faculty present to maintain two vibrant, community-serving counseling centers (Clinic Directors) as well as a Counseling Program Coordinator, a Counseling Psychology Training Director and an Area Coordinator. Each of these positions is demanding enough to require a course release in order to carry the duties out effectively. On top of the positions that are afforded course release, we need faculty to meet extensive demands, not only in teaching, but in individual clinical supervision and oversight of field experiences for all of our students. This position will be specifically defined as the Training Director of the APA-accredited Ph.D. program in counseling psychology. Accreditation requires that oversight of the program is by a psychologist. Our program recently lost Dr. Romans and Dr. Koch to administration positions (even when Dr. Romans was School Head and Associate Dean, he was providing clinical supervision and teaching, and contributed to our APA ratios). We have a need for a licensed or license-eligible psychologist with a specific interest in training of counseling psychologists to serve as Training Director.

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 CPSY. Research conducted by CPSY faculty and graduate students are consistent with the Land Grant Mission of OSU as well as the school’s focus on social justice, community engagement and health. These projects result in scholarship in a variety of areas, including the following: eating disorders, body image, gender identity, relational orientation, sexual/affectional orientation, ethnic minorities, international populations across the lifespan; effects of resilience and parenting on college aspirations of teenagers from low-income families; empathy, emotional intelligence in counselor trainees; scholastic environments; career development; psychological factors; play therapy; and exercise and sports behaviors. All CPSY faculty collaborate with faculty from other areas also engaged in the land grant mission of the university, particularly Health Promotion and Education, with whom we are to be co-housed in a new school within the college.

C. SERVICE related to our LAND GRANT MISSION
Our faculty and graduate students are also engaged in many service and outreach activities and leadership roles at school, college, university, community, state, regional, and national levels. We serve in leadership capacities in the American Psychological Association, the American Counseling Association, Mental Health Association Oklahoma, Dennis R. Neil Equality Center, Open Arms Youth Project, the Association for Multicultural Counseling and Development, the Oklahoma Counseling Association and the Association for Gay, Lesbian, Bisexual, and Transgender Issues in Counseling, and the Association for Play Therapy. With the support of the faculty, our undergraduate student practicum students/interns (CPSY 5593, 5683, 5693, 6413, 6423, 6433, 6443 & 6560) contribute thousands of hours of mental health labor yearly to the local, regional, and national community. We house two clinics that serve OSU students as well as community members at low costs.

D. INSTRUCTION related to our LAND GRANT MISSION
A new faculty would teach courses and advise graduate students in the Counseling Master’s and Counseling Psychology PhD programs. Enrollment in the doctoral practicum courses typically consists of 8 students per section, the enrollment in our MS-level counseling and practicum and internship courses tend to be 8-10 students per section. Other courses to which this person may be assigned consist of 12-30 graduate students. All of our coursework is tied to the development of competent and conscientious counselors and counseling psychologists who ultimately will serve the public in a manner that supports the land grant mission of Oklahoma State University.

Potential courses to be covered

CPSY 6543 (Clinical Supervision)
CPSY 5683 or 5693 (Internship I and II)
CPSY 6123 (Adult Personality Assessment)
CPSY 6083 Principles of Counseling Psychology
CPSY 6413, 6423, 6433, 6443 Doctoral Practicum I, II, III, or IV
CPSY 6153 Personality Theories
CPSY 6560 Advanced Counseling Psychology Internship
School: School of Applied Health and Educational Psychology

Program Coordinator: Hugh Crethar

2016-17 Program Area Faculty:

- Tom Berry, Ph.D. – Clinical Associate Professor
- Al Carlozzi*, Ed.D. – Professor
- Hugh Crethar, Ph.D. – Associate Professor
- Tonya Hammer*, Ph.D. – Assistant Professor
- Sue Jacobs, Ph.D. – Professor
- Julie Koch, Ph.D. – Associate Professor (Unit Head)
- Hang-Shim Lee, Ph.D. – Assistant Professor (Leaving May 2017)
- Valerie McGaha*, Ph.D. – Associate Professor
- John Romans, Ph.D. – Professor (Dean)
- Diane Stutey, Ph.D. – Assistant Professor
- Carrie Winterowd, Ph.D. – Professor

2016-17 Program Area Support:

- 5 Adjuncts (1.75 FTE Total)
- 10 GTAs (4.25 FTE Total)—department
- 6 GRAs (2.0 FTE Total)—department
- 2 GRAs (.50 FTE Total)—grant

*Tulsa-based faculty

Program Area Degrees (counts as of April 2016):

- Graduate
  - MS – Counseling—Mental Health (n = 81)
    Faculty Coordinator: Tonya Hammer
  - MS – Counseling—School (n = 17)
    Faculty Coordinator: Tonya Hammer
  - Ph.D. – Educational Psychology—Counseling Psychology (n = 37)
    Faculty Coordinator: Carrie Winterowd

  Note: number in parentheses represents spring 2016 enrollment

Program Area Degrees – Graduation Numbers:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADUATE:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS – Counseling—Mental Health</td>
<td>25</td>
<td>30</td>
<td>20</td>
<td>27</td>
<td>5</td>
</tr>
<tr>
<td>MS – Counseling—School</td>
<td>11</td>
<td>8</td>
<td>8</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>PhD – Educational Psychology—Counseling</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</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):

- Undergraduate courses – all of which provide opportunities for undergraduate students to learn about careers, diversity, and the helping professions:
  - CPSY 1113 -- Career: Journey of a Lifetime
  - CPSY 3003 -- Introduction to Counseling and Related Professions
  - CPSY 3013 -- Introduction to Helping Skills
  - CPSY 3023 -- Mental Health in Communities and Schools
  - CPSY 4443 -- Diversity in Professional Life

- Graduate courses:

Field Experiences (associated with any program area degrees):

- The Mental Health Counseling and School Counseling Programs require 100 hours of practicum and 600 hours of internship experience in the field prior to graduation.
- The Counseling Psychology Program requires four semesters of doctoral practicum and a full-time, one-year, pre-doctoral internship prior to graduation.

Accreditations Associated with Program:

- Council for Accreditation of Counseling & Related Educational Programs (CACREP)
- American Psychological Association (APA)

Program Faculty Instruction Summary

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Teaching Load for Fall/Spring</th>
<th>Summer 2016</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thomas Berry</td>
<td>CPSY 6310-001 (7)</td>
<td>CPSY 6153-61057 (7-21)</td>
<td>CPSY 6433-61061 (8-24)</td>
<td>CPSY 5583-20991 (10-30)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CPSY 6560-61067 (12-24)</td>
<td>CPSY 5583-27043 (10-30)</td>
<td>CPSY 5693-20994 (10-30)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CPSY 5583-20991 (10-30)</td>
<td>CPSY 6560-21008 (12-24)</td>
<td></td>
</tr>
<tr>
<td>Al Carozzi</td>
<td>CPSY 5593-802 (10)</td>
<td>CPSY 5473-64407 (15-45)</td>
<td>CPSY 5683-64420 (10-30)</td>
<td>CPSY 5493-22735 (25-75)</td>
</tr>
<tr>
<td></td>
<td>CPSY 5663-801 (17)</td>
<td>CPSY 6000-61044 (1-2)</td>
<td>CPSY 6000-26854 (1-3)</td>
<td>CPSY 6553-22778 (25-75)</td>
</tr>
<tr>
<td></td>
<td>CPSY 5583-811 (16)</td>
<td>CPSY 5483-64410 (16-48)</td>
<td>CPSY 6000-20997 (4-21)</td>
<td></td>
</tr>
<tr>
<td>Hugh Crethar</td>
<td>CPSY 5593-001 (7)</td>
<td>CPSY 5493-61034 (18-54)</td>
<td>CPSY 6553-21007 (19-57)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPSY 6000-351 (1)</td>
<td>CPSY 6000-61052 (2-12)</td>
<td>CPSY 6000-22023 (1-4)</td>
<td></td>
</tr>
<tr>
<td>Tonya Hammer</td>
<td>CPSY 5320-811 (16)</td>
<td>CPSY 5563-61039 (16-48)</td>
<td>CPSY 5583-22762 (15-45)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPSY 5503-801 (18)</td>
<td>CPSY 5563-64422 (19-57)</td>
<td>CPSY 5693-22769 (9-27)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPSY 6000-36104 (2-15)</td>
<td>CPSY 6000-26856 (1-3)</td>
<td>CPSY 6000-26856 (1-3)</td>
<td></td>
</tr>
<tr>
<td>Sue Jacobs</td>
<td>CPSY 5553-001 (6)</td>
<td>CPSY 5683-61041 (8-24)</td>
<td>CPSY 5503-20989 (16-48)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPSY 5593-801 (7)</td>
<td>CPSY 6053-61054 (8-24)</td>
<td>CPSY 5693-22773 (8-24)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPSY 6850-354 (1)</td>
<td>CPSY 6083-61055 (8-24)</td>
<td>CPSY 6850-21009 (6-6)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CPSY 6850-61070 (10-10)</td>
<td>EPSY 6000-68377 (4-16)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>EPSY 6000-69181 (1-2)</td>
<td>EPSY 6000-69181 (1-2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CPSY 5503-20989 (16-48)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Julie Koch</td>
<td>CPSY 6000-364 (1)</td>
<td>CPSY 6000-61050 (2-9)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPSY 6560-351 (6)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CPSY 6000-2995 (3-7)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CPSY 6443-021006 (8-24)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Name</td>
<td>Course Codes (Semester)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hangshim Lee</td>
<td>CPSY 6000-354 (1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPSY 5523-61035 (21-63)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPSY 6000-68022 (1-3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPSY 6543-61065 (8-24)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPSY 5453-22714 (25-75)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPSY 5693-20993 (10-30)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPSY 6000-21001 (1-3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPSY 6123-21002 (8-24)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Valerie McGaha</td>
<td>CPSY 5503-803 (9) 27</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPSY 5673-801 (15) 45</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>John Romans</td>
<td>CPSY 6000-358 (1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPSY 6000-61047 1-6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diane Stutey</td>
<td>CPSY 5473-801 (10) 30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPSY 5533-002 (6) 18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPSY 6000-359 (1) 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPSY 6850-358 (1) 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carrie Winterowd</td>
<td>CPSY 5473-801 (10) 30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPSY 5533-002 (6) 18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPSY 6000-359 (1) 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPSY 6850-358 (1) 3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>Tenure-Track &amp; Clinical Faculty</th>
<th>GTAs</th>
<th>Adjuncts &amp; Visiting Professors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Enrollment</td>
<td>Student Credit HR Production</td>
<td>Total Enrollment</td>
</tr>
<tr>
<td>Su 2016</td>
<td>142</td>
<td>420</td>
<td>0</td>
</tr>
<tr>
<td>FA 2016</td>
<td>289</td>
<td>829</td>
<td>72</td>
</tr>
<tr>
<td>Sp 2017</td>
<td>309</td>
<td>904</td>
<td>82</td>
</tr>
<tr>
<td>Average Class Size*</td>
<td>Su: 10.13</td>
<td>Su: 0.0</td>
<td>Su: 0.0</td>
</tr>
<tr>
<td></td>
<td>Fall: 11.9</td>
<td>Fall: 24.0</td>
<td>Fall: 13.0</td>
</tr>
</tbody>
</table>

*NOTE: Average Class Size does not include any courses that involve independent study or where faculty is paid overload through Outreach.

Total Students = 1,020
Total Credit Hour Production = 2,993

Grants and Funding (active COE budget portion – April 2016)
Grants Applied For: 6
Total Amount Requested: $501,461
Grants Awarded: 6
Total Amount Awarded: $107,006
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.
Program Coordinator: Doug Smith

2016-17 Program Area Faculty:

- Jason DeFreitas, Ph.D. – Assistant Professor
- Bert Jacobson, Ed.D. – Regents Professor (Associate Dean)
- Nathaniel Jenkins, Ph.D. – Assistant Professor
- Doug Smith, Ph.D. – Professor (Department Head)

2016-17 Program Area Support:

- 0 Adjuncts (0.00 FTE Total)
- 7 GTAs (3.5 FTE Total) – department
- 4 GRAs (1.50 FTE Total) – department

Program Area Degrees (counts as of Sept 2016):

- Undergraduate
  - B.S. – Exercise Science (n = 7 Fall 2016 and 61 Spring 2017)
- Graduate
  - MS – Health and Human Performance—Applied Exercise Science (n = xx)
  - MS – Health and Human Performance—Athletic Training (n = xx)
  - Ph.D. – Health Leisure and Human Performance—Health and Human Performance (n = xx)

  Note: number in parentheses represents Fall 2016 enrollment

Program Area Degrees – Graduation Numbers:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>UNDERGRADUATE:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BS – Exercise Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GRADUATE:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS – Health and Human Performance—Applied Exercise Science</td>
<td>9</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>MS – Health and Human Performance—Athletic Training</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PhD – Health Leisure and Human Performance—Health and Human Performance</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>2</td>
</tr>
</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):

- Undergraduate
  - Health Education and Promotion –
    HHP 2654 Applied Anatomy (13 sections per year)
    HHP 3114 Physiology of Exercise (9 sections per year)
    HHP 3663 Biomechanics (4 sections per year)
    HHP 4773 Principles of Exercise Testing (3 sections per year)
- Physical Education –
  HHP 2553 Basic Athletic Injury Management (3 sections per year)
  HHP 2602 First Aid (7 sections per year)
  HHP 2654 Applied Anatomy (13 sections per year)
  HHP 3114 Physiology of Exercise (9 sections per year)
  HHP 3663 Biomechanics (4 sections per year)
- Recreation Management and Recreation Therapy –
  HHP 2654 Applied Anatomy (13 sections per year)
- Graduate
  - Health Education and Promotion – elective support

Field Experiences (associated with any program area degrees):
- Currently not required

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 2016</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jason DeFreitas</td>
<td>HHP 3663-231 (10)</td>
<td>HHP 5823-62219 (13-39)</td>
<td>HHP 5843-67776 (24-72)</td>
<td>HHP 6000-69325 (1-6)</td>
</tr>
<tr>
<td>Bert Jacobson</td>
<td>HHP 3010-523 (29) HHP 4010-503 (30) HHP 5000-353 (1)</td>
<td>HHP 2654-62357 (18-72)</td>
<td>HHP 2654-62360 (17-68)</td>
<td>HHP 2654-62366 (18-72)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HHP 2654-62370 (18-72)</td>
<td>HHP 2654-68491 (17-68)</td>
<td>HPP 5000-62192 (1-6)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HPP 5030-62196 (1-3)</td>
<td>HPP 6000-62226 (1-2)</td>
<td>HHP 5030-27799 (11-33)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>HHP 6000-28747 (1-6)</td>
</tr>
<tr>
<td>Nathaniel Jenkins</td>
<td>None</td>
<td>HPP 3663-63090 (40-120)</td>
<td>HPP 5523-62211 (14-42)</td>
<td>HHP 3663-22470 (44-132)</td>
</tr>
<tr>
<td>Doug Smith</td>
<td>HPP 3114-001 (22) HPP 4010-513 (14) HPP 5030-358 (1) HPP 6000-241 (1) HPP 6010-231 (1) HPP 6010-358 (1)</td>
<td>HPP 3114-62398 (13-52)</td>
<td>HPP 3114-62404 (12-48)</td>
<td>HPP 3114-62406 (12-48)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HPP 3114-62406 (12-48)</td>
<td>HPP 5000-62194 (2-9)</td>
<td>HPP 5000-62198 (2-9)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HPP 5000-62198 (2-9)</td>
<td>HPP 5000-62199 (3-9)</td>
<td>HPP 5030-28572 (2-4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HPP 5030-28572 (2-4)</td>
<td>HPP 6000-62223 (1-1)</td>
<td>HPP 6000-22208 (1-1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HPP 5030-22584 (2-3)</td>
<td>HPP 6010-62234 (2-6)</td>
<td>HPP 6010-22028 (1-1)</td>
</tr>
<tr>
<td>Semester</td>
<td>Tenure-Track &amp; Clinical Faculty</td>
<td>GTAs</td>
<td>Adjuncts &amp; Visiting Professors</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------</td>
<td>------</td>
<td>-------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Enrollment</td>
<td>Student Credit HR Production</td>
<td>Total Enrollment</td>
<td>Student Credit HR Production</td>
</tr>
<tr>
<td>Su 2016</td>
<td>109</td>
<td>350</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>FA 2016</td>
<td>243</td>
<td>858</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sp 2017</td>
<td>257</td>
<td>898</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Average</td>
<td>Su: 21.2</td>
<td>Su: 0.0</td>
<td>Su: 0.0</td>
<td>Fall: 17.6</td>
</tr>
<tr>
<td>Class</td>
<td>Fall: 0.0</td>
<td>Fall: 0.0</td>
<td>Fall: 0.0</td>
<td>Sp: 15.7</td>
</tr>
<tr>
<td>Size*</td>
<td>Su: 0.0</td>
<td>Fall: 0.0</td>
<td>Fall: 0.0</td>
<td>Sp: 0.0</td>
</tr>
</tbody>
</table>

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

Total Students = 622

Total Credit Hour Production = 2,151

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

- Grants Applied For: 4
- Total Amount Requested: $168,139
- Grants Awarded: 4
- Total Amount Awarded: $81,335
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.
Health and Human Performance: Exercise Science

Program Coordinator: Doug Smith

2016-17 Program Area Faculty:

- Jason DeFreitas, Ph.D. – Assistant Professor
- Bert Jacobson, Ed.D. – Regents Professor (Associate Dean)
- Nathaniel Jenkins, Ph.D. – Assistant Professor
- Doug Smith, Ph.D. – Professor (Department Head)

2016-17 Program Area Support:

- 0 Adjuncts (0.00 FTE Total)
- 7 GTAs (3.5 FTE Total) – department
- 4 GRAs (1.50 FTE Total) – department

Program Area Degrees (counts as of Sept 2016):

- Undergraduate
  - B.S. – Exercise Science (n = 7 Fall 2016 and 61 Spring 2017)
- Graduate
  - MS – Health and Human Performance — Applied Exercise Science (n = xx)
  - MS – Health and Human Performance — Athletic Training (n = xx)
  - Ph.D. – Health Leisure and Human Performance — Health and Human Performance (n = xx)

  Note: number in parentheses represents Fall 2016 enrollment

Program Area Degrees – Graduation Numbers:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>UNDERGRADUATE:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BS – Exercise Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GRADUATE:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS – Health and Human Performance — Applied Exercise Science</td>
<td>9</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>MS – Health and Human Performance — Athletic Training</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PhD – Health Leisure and Human Performance — Health and Human Performance</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>2</td>
</tr>
</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):

- Undergraduate
  - Health Education and Promotion –
    HHP 2654 Applied Anatomy (13 sections per year)
    HHP 3114 Physiology of Exercise (9 sections per year)
    HHP 3663 Biomechanics (4 sections per year)
    HHP 4773 Principles of Exercise Testing (3 sections per year)
Physical Education –
- HHP 2553 Basic Athletic Injury Management (3 sections per year)
- HHP 2602 First Aid (7 sections per year)
- HHP 2654 Applied Anatomy (13 sections per year)
- HHP 3114 Physiology of Exercise (9 sections per year)
- HHP 3663 Biomechanics (4 sections per year)

Recreation Management and Recreation Therapy –
- HHP 2654 Applied Anatomy (13 sections per year)

Graduate
- Health Education and Promotion – elective support

Field Experiences (associated with any program area degrees):
- Currently not required

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 2016</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jason DeFreitas</td>
<td></td>
<td>HHP 3663-231 (10)</td>
<td>HHP 5823-62219 (13-39)</td>
<td>HHP 5030-27799 (11-33)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HHP 5843-67776 (24-72)</td>
<td>HHP 5853-22602 (16-48)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HHP 6000-69325 (1-6)</td>
<td>HHP 6000-28747 (1-6)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HHP 6010-62235 (1-1)</td>
<td></td>
</tr>
<tr>
<td>Bert Jacobson</td>
<td>HHP 3010-523 (29) HHP 4010-503 (30) HHP 5000-353 (1)</td>
<td>HHP 2654-62357 (18-72)</td>
<td>HHP 2654-62360 (17-68)</td>
<td>HHP 2654-22430 (14-56)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HHP 2654-62366 (18-72)</td>
<td>HHP 2654-22434 (15-60)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HHP 2654-62370 (18-72)</td>
<td>HHP 2654-22436 (15-60)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HHP 2654-68491 (17-68)</td>
<td>HHP 2654-22437 (10-40)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HHP 5000-62192 (1-6)</td>
<td>HHP 2654-22438 (13-52)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HHP 5030-62196 (1-3)</td>
<td>HHP 2654-22440 (15-60)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HHP 6000-62226 (1-2)</td>
<td>HHP 2654-22441 (14-56)</td>
</tr>
<tr>
<td>Nathaniel Jenkins</td>
<td>None</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HHP 3663-63090 (40-120)</td>
<td>HHP 3663-22470 (44-132)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HHP 5523-62211 (14-42)</td>
<td></td>
<td>HHP 4123-27792 (22-66)</td>
</tr>
<tr>
<td>Doug Smith</td>
<td>HHP 3114-001 (22) HHP 4010-513 (14) HHP 5030-358 (1) HHP 6000-241 (1) HHP 6010-231 (1) HHP 6010-358 (1)</td>
<td>HHP 3114-62398 (13-52)</td>
<td>HHP 3114-62404 (12-48)</td>
<td>HHP 3010-28519 (8-8)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HHP 3114-62406 (12-48)</td>
<td>HHP 3114-22458 (11-44)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HHP 5000-62194 (2-9)</td>
<td>HHP 3114-22459 (12-48)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HHP 5030-62198 (1-3)</td>
<td>HHP 3114-22461 (11-44)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HHP 5030-62199 (3-9)</td>
<td>HHP 3114-22464 (13-52)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HHP 5873-62221 (13-39)</td>
<td>HHP 5000-22584 (2-3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HHP 6000-62232 (1-1)</td>
<td>HHP 5030-28572 (2-4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HHP 6010-62234 (2-6)</td>
<td>HHP 6000-22028 (1-1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>HHP 6010-22029 (4-10)</td>
</tr>
<tr>
<td>Semester</td>
<td>Tenure-Track &amp; Clinical Faculty</td>
<td>GTAs</td>
<td>Adjuncts &amp; Visiting Professors</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------</td>
<td>------</td>
<td>--------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Enrollment</td>
<td>Student Credit HR Production</td>
<td>Total Enrollment</td>
<td>Student Credit HR Production</td>
</tr>
<tr>
<td>Su 2016</td>
<td>109</td>
<td>350</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>FA 2016</td>
<td>243</td>
<td>858</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sp 2017</td>
<td>257</td>
<td>898</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Average Class Size*</td>
<td>Su: 21.2</td>
<td>Fall: 17.6</td>
<td>Sp: 15.7</td>
<td>Su: 0.0</td>
</tr>
</tbody>
</table>

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

Total Students = 622

Total Credit Hour Production = 2,151

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

- Grants Applied For: 4
- Total Amount Requested: $168,139
- Grants Awarded: 4
- Total Amount Awarded: $81,335
Faculty Line Requests, College of Education, 2017

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

Position Requested: Assistant Professor, OSU-Stillwater [Replacement for Chandra Story]

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: XXX

HEP coursework in Stillwater was previously taught by 5 tenure-track faculty, 1 instructor, and 4 long-term adjunct instructors who typically cover 1 – 2 classes per semester. The departure of Dr. Story reduces the number of tenure-track faculty to 4. 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.

Finally, starting Fall 2017 HEP will begin teaching 2 additional classes per semester in online format for the RN to BSN students. These classes have an anticipated enrollment of up to 20 students per section.

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 at least one 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 and supervising MPH student theses and practicum experiences; 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. 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.
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, Nutrition, Aviation, Applied Exercise Science, Educational Leadership, School Administration, 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

This replacement line 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 (HLTH 2213) had previously matriculated through 75-80 students a year. This current semester (Spring 2017) is the sixth 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. This vacated line currently covers important required courses for the undergraduate major (HLTH 3643 Health Behavior Theory and HLTH 4973 Program Design in Health Promotion). In addition, Dr. Story created the HLTH 3113 Health Issues in Diverse Populations class which carries the general education diversity (D) designation. This course has carried a strong enrollment when offered. The replacement faculty would likely focus instruction on the courses noted (*) below. However, the courses listed below include those courses with the greatest need and could in some way be part of the teaching load of this replacement. Three undergraduate courses (HLTH 2603, HLTH 3913, HLTH 4880/4990) currently being covered by 3 long-term adjuncts generated a total of 3246 credit hours in 2016 alone were not included in the list below.

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

*HLTH 3113 Health Issues in Diverse Populations (Su) – not currently offered in load, D-credit
HLTH 3603 Understanding HIV – not currently offered
HLTH 3623 School Health Programs (Fa) – 35 students
*HLTH 3643 Health Behavior Theory (Fa, Sp) – 35 students per section
HLTH 3723 Epidemiology (Fa, Sp) – online for RN-BSN students, 20 students per section
HLTH 4783 Gerontology (Fa) – face-to-face for HEP students, 30 students
HLTH 4783 Gerontology (Fa, Sp) – online for RN-BSN students, 20 students per section
HLTH 4902 Pre-Internship (Fa, Sp) – 30 students per section
*HLTH 4973 Program Design in Health Promotion (Fa, Sp) – 30 students per section
HLTH 5133 Environmental Health (Sp, Su) – 20 students per section
HLTH 5325 Epidemiology (Su) – 30 students
HLTH 5453 Cultural Issues in Health (Sp) – 30 students
School: School of Applied Health and Educational Psychology

Program Coordinator: Bridget Miller

2017-18 Program Area Faculty:

- Julie Croff, Ph.D., MPH – Assistant Professor
- Tracy Freudenthaler*, MPH, CCRP – Visiting Instructor (Leaving May 2017)
- Micah Hartwell*, M.S. – Lecturer
- Randy Hubach, Ph.D., MPH – Assistant Professor
- Robin Kinnard, Ph.D. – Lecturer
- Bridget Miller, Ph.D. – Associate Professor
- Kerry Morgan*, Ph.D. – Clinical Assistant Professor
- Kelley Rhoads, Ph.D. – Assistant Professor
- Chandra Story, Ph.D. – Assistant Professor (Leaving May 2017)

2016-17 Program Area Support:

- 1 Visiting (1 FTE Total)
- 2 Lecturer (2 FTE Total)
- 5 Adjuncts (1.75 FTE Total)
- 5 GTAs (2 FTE Total)
- 1 GRAs (0.25 FTE Total)—department
- 1 GRAs (0.25 FTE Total)—grant

*Tulsa-based faculty

Program Area Degrees (counts as of Sept 2016):

- Undergraduate
  - BS – Health Education and Promotion (n = 5)
  - BS - Health Education and Promotion: Exercise & Health (n = 421)
  - BS - Health Education and Promotion: Community Health/Public Health (n = 15)
- Graduate
  - MS – Health Promotion (n = 3)
    Faculty Coordinator: Julie Croff
  - Ph.D. – Health, Leisure, and Human Performance: Health & Human Performance (n = 5)
    Faculty Coordinator: Julie Croff/Doug Smith

Note: number in parentheses represents Fall 2016 enrollment

---

1 Community Health was the name of the degree option until Fall 2015
Program Area Degrees – Graduation Numbers:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>UNDERGRADUATE:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BS – Health Education and Promotion</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BS – Health Education and Promotion—Exercise and Health</td>
<td>30</td>
<td>37</td>
<td>40</td>
<td>43</td>
<td>51</td>
</tr>
<tr>
<td>BS – Health Education and Promotion—Community Health/Public Health</td>
<td>6</td>
<td>6</td>
<td>13</td>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td>BUS – Bachelor of University Studies with HEP Minor or focus in Health Promotion</td>
<td>14</td>
<td>18</td>
<td>8</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>GRADUATE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS – Health Promotion</td>
<td></td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PhD – Health, Leisure, and Human Performance—Health and Human Performance</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>2</td>
</tr>
</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):

- MPH (Master of Public Health) interdisciplinary degree, all tenure-track HEP faculty play integral roles in the program [Croff–Director; Hubach, Miller, & Story – Core Faculty] (Current enrollment for Interdisciplinary MPH program: Full, degree-seeking = 29; certificate students = 10)
- HLTH 5653/MPH 5653 – Croff; 1 section = 31 students
- HLTH 5683/MPH 5683 – Hubach; 1 section = 28 students
- HLTH 5973/MPH 5973 – Miller; 1 section = 25 students
- HLTH 5983/MPH 5983 – Story; 1 section = 16 Students
- HLTH 5453/MPH 5453 – Hubach; 1 section = 24 students
- HLTH 5133/MPH 5133 – Hartwell; 2 sections = 28 students

Field Experiences (associated with any program area degrees):

- Undergraduates: Every student completes a 20-hour practicum in HLTH 2213
- Undergraduates: Every student completes a 400-hour internship (HHP 4880 or HHP 4990) during their final semester prior to graduation

Accreditations Associated with Program:

- Council on Education for Public Health (CePH) – *in progress*
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** – The Aviation Program is accredited by North Central Accreditation for all five undergraduate degree options, the M.S. degree, and the Ed.D. degree. Additionally, the two largest undergraduate degree options, Professional Pilot and Aviation Management, are accredited by the Aviation Accreditation Board International (AABI). For the undergraduate Professional Pilot option, the FAA has granted the program unique Part 141 Accreditation related to students earning 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 five (5) faculty to approximately 350 students. Our largest degree option (Professional Pilot) has a student-to-faculty ratio of one (1) to more than 150 students. In order to make up the teaching deficit, our program is over-subscribed and over-leveraged with approximately 40 active adjunct faculty. 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?
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 following eight core Aviation & Space AVED courses – each typically is subscribed at the 35-45 student level with Ethics and Law over 60 students: (1) 2113 History of Aviation, (2) 3433 Aviation/Aerospace Ethics, (3) 3443 Aviation Legal & Regulatory Issues, (4) 3453 Aviation/Aerospace Security, (5) 3663 Aerospace & Air Carrier Industry, (6) 4113 Aviation Safety, (7) 4653 International Aerospace Issues, and (8) 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.
**School:** School of Educational Studies  
**Undergraduate Program Coordinator:** Steve Marks  
**Graduate Program Coordinator:** Timm Bliss  

### 2016-17 Program Area Faculty:
- Timm Bliss, Ed.D. – Professor  
- Mallory Casebolt*, Ed.D. – Assistant Professor  
- Chad Depperschmidt, Ed.D. – Associate Professor  
- Jon Loffi, Ed.D. – Assistant Professor  
- Matt Vance, Ph.D. – Assistant Professor  

### 2016-17 Program Area Support:
- 28 Adjuncts (7.75 FTE Total)  
- 2 GTAs (0.75 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 (n = 15)  
    - Aviation Management (n = 17)  
    - Professional Pilot (n = 33)  
    - Unmanned Aircraft Pilot (n = 4)  
- **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:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNDERGRADUATE:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BS – Aerospace Administration Operations—Professional Pilot</td>
<td>13</td>
<td>6</td>
<td>9</td>
<td>23</td>
<td>17</td>
</tr>
<tr>
<td>BS – Aerospace Administration Operations—Aviation Management</td>
<td>23</td>
<td>26</td>
<td>23</td>
<td>32</td>
<td>19</td>
</tr>
<tr>
<td>BS – Aerospace Administration Operations—Technical Services Management</td>
<td>14</td>
<td>10</td>
<td>9</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>BS – Aerospace Administration Operations—Aerospace Security</td>
<td>11</td>
<td>13</td>
<td>7</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>BS – Aerospace Administration Operations—Aerospace Logistics</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td><strong>MINORS:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aerospace Security</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aviation Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Pilot</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unmanned Aircraft Pilot</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GRADUATE:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS – Aviation and Space</td>
<td>8</td>
<td>21</td>
<td>15</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>EdD – Applied Educational Studies--Aviation</td>
<td>4</td>
<td>6</td>
<td>2</td>
<td>7</td>
<td>6</td>
</tr>
</tbody>
</table>

**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
<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>
</tr>
</thead>
<tbody>
<tr>
<td>Timm Bliss</td>
<td></td>
<td>AVED 4100-351 (4)</td>
<td>AVED 4100-64255 (10-30)</td>
<td>AVED 4100-20772 (4-12)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AVED 4200-353 (1)</td>
<td>AVED 4200-60453 (1-9)</td>
<td>AVED 4200-20774 (1-12)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AVED 5720-503 (1)</td>
<td>AVED 4663-68475 (13-39)</td>
<td>AVED 4993-28045 (16-48)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AVED 5153-605 (1)</td>
<td>AVED 5053-68672 (2-6)</td>
<td>AVED 5053-27433 (2-6)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AVED 5850-353 (1)</td>
<td>AVED 5850-67844 (1-3)</td>
<td>AVED 5153-27439 (3-9)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AVED 5850-503 (1)</td>
<td>AVED 5953-67543 (20-60)</td>
<td>AVED 5563-27595 (20-60)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AVED 5883-503 (17)</td>
<td>AVED 5973-67544 (24-72)</td>
<td>AVED 5850-26682 (2-6)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AVED 6000-353 (1)</td>
<td>AVED 6000-60367 (3-9)</td>
<td>AVED 5910-26497 (1-3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AVED 6000-605 (4)</td>
<td>AVED 6000-67804 (4-8)</td>
<td>AVED 6000-2119 (3-8)</td>
</tr>
<tr>
<td>Mallory Casebolt</td>
<td></td>
<td>AVED 3433-62694 (18-54)</td>
<td>AVED 3513-20769 (10-30)</td>
<td>AVED 3513-20769 (10-30)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AVED 3563-64246 (14-42)</td>
<td>AVED 3883-28046 (9-27)</td>
<td>AVED 3883-28046 (9-27)</td>
</tr>
<tr>
<td>Chad Depperschmidt</td>
<td></td>
<td>AVED 4200-352 (2)</td>
<td>AVED 3513-60432 (30-90)</td>
<td>AVED 4100-26579 (1-2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AVED 5053-615 (1)</td>
<td>AVED 4200-60454 (9-77)</td>
<td>AVED 4100-28906 (1-3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AVED 5963-503 (13)</td>
<td>AVED 5053-68673 (1-3)</td>
<td>AVED 4200-26580 (1-9)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AVED 6000-615 (3)</td>
<td>AVED 5153-68678 (2-6)</td>
<td></td>
</tr>
<tr>
<td>Jon Loffi</td>
<td></td>
<td>AVED 5053-002 (1)</td>
<td>AVED 4200-60432 (30-90)</td>
<td>AVED 4100-26580 (1-9)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AVED 5053-645 (1)</td>
<td>AVED 4200-60454 (9-77)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>AVED 5453-503 (13)</td>
<td>AVED 5053-68673 (1-3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>AVED 6000-625 (1)</td>
<td>AVED 5153-68678 (2-6)</td>
<td></td>
</tr>
<tr>
<td>Steve Marks</td>
<td></td>
<td>AVED 4100-355 (1)</td>
<td>AVED 4200-60432 (30-90)</td>
<td>AVED 4100-26580 (1-9)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>AVED 4200-60454 (9-77)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>AVED 5053-68673 (1-3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>AVED 5153-68678 (2-6)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>AVED 5200-66252 (1-6)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>AVED 5720-60338 (1-1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>AVED 5773-67534 (19-57)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>AVED 6000-60366 (3-8)</td>
<td></td>
</tr>
<tr>
<td>Matt Vance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester</td>
<td>Tenure-Track &amp; Clinical Faculty</td>
<td>GTAs</td>
<td>Adjuncts &amp; Visiting Professors</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------</td>
<td>------</td>
<td>-------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Enrollment</td>
<td>Student Credit HR Production</td>
<td>Total Enrollment</td>
<td>Student Credit HR Production</td>
</tr>
<tr>
<td>Su 2016</td>
<td>76</td>
<td>208</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>FA 2015</td>
<td>372</td>
<td>1,102</td>
<td>85</td>
<td>255</td>
</tr>
<tr>
<td>Sp 2016</td>
<td>411</td>
<td>1,128</td>
<td>116</td>
<td>348</td>
</tr>
<tr>
<td><strong>Average Class Size</strong></td>
<td>Su: 14.33</td>
<td>Fall: 19.3</td>
<td>Sp: 22.8</td>
<td>Su: 0.0</td>
</tr>
</tbody>
</table>

Total Students = **2,598**  
Total Credit Hour Production = **7,410**

**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 Requests for fall 2018 start, College of Education  
Program Requesting a Line: Aviation and Space (AVED)  
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 – The Aviation Program is accredited by North  
Central Accreditation for all five undergraduate degree options, the M.S. degree, and the Ed.D.  
degree. Additionally, the two largest undergraduate degree options, Professional Pilot and  
Aviation Management, are accredited by the Aviation Accreditation Board International (AABI).  
For the undergraduate Professional Pilot option, the FAA has granted the program unique Part  
141 Accreditation related to students earning 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 five (5) faculty to approximately 350 students. Our  
largest degree option (Professional Pilot) has a student-to-faculty ratio of one (1) to more than 150  
students. In order to make up the teaching deficit, our program is over-subscribed and over-leveraged  
with approximately 40 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 following 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:  
(1) 3433 Aviation/Aerospace Ethics, (2) 3443 Aviation Legal & Regulatory Issues,  
(3) 3453 Aviation/Aerospace Security, (4) 3663 Aerospace & Air Carrier Industry, (5) 4113 Aviation Safety,  
(6) 4653 International Aerospace Issues, and (7) 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.
School: School of Educational Studies
Undergraduate Program Coordinator: Steve Marks
Graduate Program Coordinator: Timm Bliss

2016-17 Program Area Faculty:

- Timm Bliss, Ed.D. – Professor
- Mallory Casebolt*, Ed.D. – Assistant Professor
- Chad Depperschmidt, Ed.D. – Associate Professor
- Jon Loffi, Ed.D. – Assistant Professor
- Matt Vance, Ph.D. – Assistant Professor

2016-17 Program Area Support:

- 28 Adjuncts (7.75 FTE Total)
- 2 GTAs (0.75 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 (n = 15)
    - Aviation Management (n = 17)
    - Professional Pilot (n = 33)
    - Unmanned Aircraft Pilot (n = 4)

- 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:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>UNDERGRADUATE:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BS – Aerospace Administration Operations—Professional Pilot</td>
<td>13</td>
<td>6</td>
<td>9</td>
<td>23</td>
<td>17</td>
</tr>
<tr>
<td>BS – Aerospace Administration Operations—Aviation Management</td>
<td>23</td>
<td>26</td>
<td>23</td>
<td>32</td>
<td>19</td>
</tr>
<tr>
<td>BS – Aerospace Administration Operations—Technical Services Management</td>
<td>14</td>
<td>10</td>
<td>9</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>BS – Aerospace Administration Operations—Aerospace Security</td>
<td>11</td>
<td>13</td>
<td>7</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>BS – Aerospace Administration Operations—Aerospace Logistics</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>MINORS:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aerospace Security</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aviation Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Pilot</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unmanned Aircraft Pilot</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GRADUATE:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS – Aviation and Space</td>
<td>8</td>
<td>21</td>
<td>15</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>EdD – Applied Educational Studies—Aviation</td>
<td>4</td>
<td>6</td>
<td>2</td>
<td>7</td>
<td>6</td>
</tr>
</tbody>
</table>

**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

<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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timm Bliss</strong></td>
<td>AVED 4100-351 (4)</td>
<td>AVED 4100-64255 (10-30)</td>
<td>AVED 4100-20772 (4-12)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AVED 4200-353 (1)</td>
<td>AVED 4200-60453 (1-9)</td>
<td>AVED 4200-20774 (1-12)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AVED 5720-503 (1)</td>
<td>AVED 4663-68475 (13-39)</td>
<td>AVED 4993-28045 (16-48)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AVED 5153-605 (1)</td>
<td>AVED 5053-68672 (2-6)</td>
<td>AVED 5053-27433 (2-6)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AVED 5850-353 (1)</td>
<td>AVED 5850-67844 (1-3)</td>
<td>AVED 5153-27439 (3-9)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AVED 5850-503 (1)</td>
<td>AVED 5953-67543 (20-60)</td>
<td>AVED 5563-27595 (20-60)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AVED 5883-503 (17)</td>
<td>AVED 5973-67544 (24-72)</td>
<td>AVED 5850-26682 (2-6)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AVED 6000-353 (1)</td>
<td>AVED 6000-60367 (3-9)</td>
<td>AVED 5910-26497 (1-3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AVED 6000-605 (4)</td>
<td>AVED 6000-67804 (4-8)</td>
<td>AVED 6000-2119 (3-8)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>AVED 6000-25226 (4-8)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>AVED 6103-27377 (6-18)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>AVED 6773-28622 (2-6)</td>
<td></td>
</tr>
<tr>
<td><strong>Mallory Casebolt</strong></td>
<td>AVED 4200-352 (2)</td>
<td>AVED 3433-62694 (18-54)</td>
<td>AVED 3513-20769 (10-30)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AVED 5053-615 (1)</td>
<td>AVED 3563-64246 (14-42)</td>
<td>AVED 3883-28046 (9-27)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AVED 5963-503 (13)</td>
<td></td>
<td>AVED 4100-26579 (1-2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AVED 6000-615 (3)</td>
<td></td>
<td>AVED 4100-28906 (1-3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>AVED 4200-26580 (1-9)</td>
<td></td>
</tr>
<tr>
<td><strong>Chad Depperschmidt</strong></td>
<td>AVED 5053-002 (1)</td>
<td>AVED 3513-60432 (30-90)</td>
<td>AVED 3523-20429 (33-99)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AVED 5053-645 (1)</td>
<td>AVED 4200-60454 (9-77)</td>
<td>AVED 4100-28911 (1-1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AVED 5453-503 (13)</td>
<td>AVED 5053-68673 (1-3)</td>
<td>AVED 4200-20441 (5-45)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AVED 6000-625 (1)</td>
<td>AVED 5153-68678 (2-6)</td>
<td>AVED 4883-20454 (16-48)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>AVED 5200-66252 (1-6)</td>
<td>AVED 5053-20456 (1-3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>AVED 5720-60338 (1-5)</td>
<td>AVED 5053-20456 (1-3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>AVED 5773-67534 (19-57)</td>
<td>AVED 5153-27434 (1-3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>AVED 6000-60366 (3-8)</td>
<td>AVED 5153-27440 (1-3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>AVED 5663-27596 (17-51)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>AVED 5720-26534 (1-1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>AVED 6000-20460 (3-7)</td>
<td></td>
</tr>
<tr>
<td><strong>Jon Loffi</strong></td>
<td>AVED 5053-002 (1)</td>
<td>AVED 3453-866237 (32-96)</td>
<td>AVED 3543-20427 (34-102)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AVED 5053-645 (1)</td>
<td>AVED 3483-60431 (20-60)</td>
<td>AVED 4100-28822 (1-3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AVED 5453-503 (13)</td>
<td>AVED 4200-66241 (1-3)</td>
<td>AVED 4200-28096 (2-12)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AVED 6000-625 (1)</td>
<td>AVED 4423-64797 (10-30)</td>
<td>AVED 4413-20451 (35-105)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>AVED 5053-68676 (2-6)</td>
<td>AVED 5053-27435 (2-6)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>AVED 5153-66250 (1-3)</td>
<td>AVED 5153-20457 (3-9)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>AVED 5200-69578 (1-3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>AVED 5850-67682 (1-3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>AVED 6303-67546 (13-39)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Steve Marks</strong></td>
<td>AVED 4100-355 (1)</td>
<td>AVED 1114 60322 (27-108)</td>
<td>AVED 3883-20434 (24-72)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AVED 4100-69629 (26-26)</td>
<td>AVED 4100-25104 (1-2)</td>
<td>AVED 4100-25104 (1-2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AVED 5153-60333 (1-3)</td>
<td>AVED 4100-28374 (31-31)</td>
<td>AVED 4100-28374 (31-31)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AVED 5910-60347 (1-3)</td>
<td>AVED 4100-28594 (5-9)</td>
<td>AVED 4100-28594 (5-9)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AVED 5910-67685 (1-1)</td>
<td>AVED 5053-27436 (2-6)</td>
<td>AVED 5053-27436 (2-6)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>AVED 5823-27597 (22-66)</td>
<td>AVED 5823-27597 (22-66)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>AVED 6413-27599 (12-36)</td>
<td></td>
</tr>
<tr>
<td><strong>Matt Vance</strong></td>
<td>AVED 3243-60416 (29-87)</td>
<td>AVED 3433-20423 (37-111)</td>
<td>AVED 3433-20423 (37-111)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AVED 4703-60485 (23-69)</td>
<td>AVED 3443-20425 (34-102)</td>
<td>AVED 3443-20425 (34-102)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AVED 4703-67794 (7-21)</td>
<td></td>
<td>AVED 5053-27438 (2-6)</td>
<td></td>
</tr>
<tr>
<td>Semester</td>
<td>Tenure-Track &amp; Clinical Faculty</td>
<td>GTAs</td>
<td>Adjuncts &amp; Visiting Professors</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>-------------------------------</td>
<td>------</td>
<td>-------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Enrollment</td>
<td>Student Credit HR Production</td>
<td>Total Enrollment</td>
<td>Student Credit HR Production</td>
</tr>
<tr>
<td>Su 2016</td>
<td>76</td>
<td>208</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>FA 2015</td>
<td>372</td>
<td>1,102</td>
<td>85</td>
<td>255</td>
</tr>
<tr>
<td>Sp 2016</td>
<td>411</td>
<td>1,128</td>
<td>116</td>
<td>348</td>
</tr>
<tr>
<td>Average Class Size</td>
<td>Su: 14.33</td>
<td>Su: 0.0</td>
<td>Su: 15.25</td>
<td>Fall: 19.3</td>
</tr>
</tbody>
</table>

Total Students = **2,598**
Total Credit Hour Production = **7,410**

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 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).

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 plus the SES School Head who maintains a limited teaching and student advising role in the program – 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 compliment 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 preservice 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 compliment 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.
School: School of Educational Studies

Program Director: Penny Thompson

2016-17 Program Area Faculty:

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

2016-17 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 April 2017):

- Graduate
  - MS – Educational Technology—Educational Technology (n = 18)
  - MS – Educational Technology—School Library Media (n = 13)
  - Ph.D. – Education—Educational Technology (n = 14)
  - Graduate Certificate – Online Teaching (n = 13)

Note: number in parentheses represents April 2017 enrollment

Program Area Degrees – Graduation Numbers:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADUATE:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS – Educational Technology</td>
<td>18</td>
<td>4</td>
<td>7</td>
<td>6</td>
<td>4</td>
<td>7.8</td>
</tr>
<tr>
<td>MS – Educational Technology—School Library Media</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>6</td>
<td>4.2</td>
</tr>
<tr>
<td>PhD – Education—Educational Technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Graduate Certificate – Online Teaching</td>
<td>5</td>
<td>7</td>
<td>8</td>
<td>12</td>
<td>8</td>
<td></td>
</tr>
</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):

- 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

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Teaching Load for Fall/Spring</th>
<th>Summer 2016</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutaleni Asino</td>
<td>EDTC 5720-503 (15)</td>
<td>EDTC 5053-68747 (22–66)</td>
<td>EDTC 5153-27609 (21-63)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDTC 6000-002 (1)</td>
<td>EDTC 5103-68680 (29-87)</td>
<td>EDTC 5753-27380 (18-54)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDTC 6850-352 (1)</td>
<td>EDTC 6000-66277 (1-2)</td>
<td>EDTC 6000-21282 (1-3)</td>
<td></td>
</tr>
<tr>
<td>Susan Stansberry</td>
<td>EDTC 5113-503 (16)</td>
<td>EDTC 5850-66273 (2-4)</td>
<td>EDTC 6000-21283 (3-26)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDTC 6000-66276 (2-13)</td>
<td></td>
<td>EDTC 66423-26409 (10-30)</td>
<td></td>
</tr>
<tr>
<td>Thompson, Penny</td>
<td>EDTC 6000-003 (1)</td>
<td>EDTC 5000-66272 (1-2)</td>
<td>EDTC 5503-27379 (20-60)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDTC 6880-351 (1)</td>
<td>EDTC 5203-68681 (28-84)</td>
<td>EDTC 6000-21284 (2-5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDTC 6000-61201 (3-8)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDTC 6283-66278 (7-21)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDTC 6850-66281 (1-3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>Tenure-Track &amp; Clinical Faculty</th>
<th>GTAs</th>
<th>Adjuncts &amp; Visiting Professors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Enrollment</td>
<td>Student Credit HR Production</td>
<td>Total Enrollment</td>
</tr>
<tr>
<td>Su 2016</td>
<td>35</td>
<td>101</td>
<td>33</td>
</tr>
<tr>
<td>Fa 2016</td>
<td>96</td>
<td>290</td>
<td>148</td>
</tr>
<tr>
<td>Sp 2017</td>
<td>75</td>
<td>241</td>
<td>118</td>
</tr>
<tr>
<td>Average Class Size</td>
<td>Su: 15.5</td>
<td>Fall: 21.5</td>
<td>Sp: 17.25</td>
</tr>
</tbody>
</table>

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

Total Students = 592
Total Credit Hour Production = 1,790

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, 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. SCHOLARSHIP related to our LAND GRANT MISSION

Major research emphases. (What kind of scholarship will the new faculty member contribute?)

Desa Dawson (Director of World Languages at the OK-SDE), 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 SDE has plans to develop a high school diploma seal for students who complete foreign language studies, and this new initiative would create a prime opportunity for a line of engaged scholarship on world languages in K-12 education by the new faculty member. In addition, supporting English Language Learners is a priority in the literacy education scholarship and field, and the new faculty person could add to our expertise in this area.

B. 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?)

Foreign language education is experiencing a critical teacher shortage, 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 an important 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 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.

C. 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?

We need to replace the sole faculty member who resigned 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:

- CIED 3313 Field Experience in the Secondary Schools – every fall
- EDUC 4110/CIED 5720 Teaching Culturally and Linguistically Diverse Learners – every spring
- CIED 4813 Introduction to First and Second Acquisition for Teachers - every fall
- CIED 4823 Foreign Language Instruction, Curriculum, & Assessment - fall/spring
- CIED 4450 & CIED 4720 Internship in Elem Ed and Internship in the Sec Classroom – every fall
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 supervise the Spanish FL student teachers during their field experiences and internships.

The faculty member would work with the TESOL faculty (English department) to develop a joint TESOL/ELL certificate program for undergraduate and graduate students and develop 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, so we anticipate this course being needed once a year. Enrollment in these courses is expected to be sufficient or even high, given the teacher shortages and need for a rigorous preparation path for career-changers.

D. 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 identified ELL education as a priority in our school and in Oklahoma K-12 education. We plan to develop a joint TESOL/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.

Steps to maximize 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. The program is now recognized with conditions. The continued accreditation and liaison work would be completed by the new faculty member in the future.
School: School of Teaching and Curriculum Leadership

Program Coordinator: Gayla Foster

Program Area Degrees (counts as of Sept 2016):

- Undergraduate
  - Foreign Language (n=11)
- Graduate
  - MA – Teaching-Foreign Language (n=0)

Program Area Degrees – Graduation Numbers:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>UNDERGRADUATE:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BS – Secondary Education: Foreign Language</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>GRADUATE:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA – Teaching—Foreign Language</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Program Faculty Instruction Summary

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Teaching Load for Fall/Spring</th>
<th>Summer 2016</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elvira Allison</td>
<td>None</td>
<td></td>
<td>CIED 5730-353 (5)</td>
<td>SCFD 5873-001 (17)</td>
</tr>
</tbody>
</table>

Courses unique to Program:

**CIED 4263* Teaching and Learning Foreign Languages in the Elementary**
Schools (Grades 1-8). Purpose, selection and organization of foreign language curriculum content, teaching and learning theories, and procedure and evaluation of outcome for diverse students. Teaching techniques and materials for grades 1-8.

**CIED 4813* Introduction to First and Second Language Acquisition**
The overall focus of this course is on introduction to theory, research, and practice in the fields of first and second language acquisition; understanding of language acquisition at various developmental levels, both within and outside of the classroom; and application of language acquisition theories to instructional practice.

**CIED 4823* Foreign Language Instruction, Curriculum and Assessment: Grades PK-12**
Prerequisite(s): CIED 4813
History of foreign language education and teaching; understanding the role of foreign language in PK-12 programs; application of national and state foreign language learning standards in instructional planning; application of approaches, methods, strategies, and techniques of foreign language teaching; utilization of assessment tools to obtain information about foreign language learners’ learning; and selection, evaluation development and modification of foreign language curricula.
Faculty Line Requests for fall 2018 start, College of Education
Program Requesting a Line: Educational Psychology (EPSY)
Position Requested: Tenure Track Assistant Professor

BACKGROUND INFORMATION
1. Program Coordinator—Mike Yough, mike.yough@okstate.edu, 4-2104, WLLD 418
2. Search Committee chair—To be assigned at the pleasure of the School Head.
3. 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.
4. Accreditation(s) associated with the program: None.

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 (totaling 420-460 students a semester and including courses that support our Ed Psych minor), 5-8 Master’s level courses, and 3 doctoral level courses each semester. At present, the program has a high graduate student-faculty ratio (approximately 13/1). Currently, 15 of the 20 doctoral students/candidates who have filed Plans of Study have committees that include faculty outside the program as chair or advisor.

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?

We believe a strong College of Education rests on the foundation of a solid Educational Psychology program. A solid Educational Psychology program provides undergraduate and graduate students with a foundational understanding of human learning, development, and motivation. Our 3-5 year plan is to: (a) strengthen our Ph.D. program (i.e., a primarily Stillwater-based program to attract nationally recognized students and provide structures to better assure consistency in challenge and support resulting in students who are prepared and qualified for the jobs they seek after graduation), (b) provide an online MS program option, (c) explore development of a Tulsa-based Ed.D. program in Ed. Psych, (d) explore different options for our MS program (e.g., Ph.D. track; practitioner track), (e) revise and develop undergraduate courses to respond to changing needs in the field of education, and (f) adjust our undergraduate minor to respond to changing needs in the field of education.

This line would bring our program back to the four faculty we have had in recent years (down from a historical high of seven) to better distribute workload allowing us to provide the level of advisement and mentoring our students deserve and have had when the program had all lines filled. It will also allow the program to move forward with its 3-5 year plan. Specifically, the line would permit:

- Emphasis on recruitment to better attract students who have strong qualifications and a strong commitment to the program resulting in a stronger research core and increased likelihood of securing extramural funding.
- Increase of student choice in regards to advising and course options.
- Increase the quality of advising and mentoring.
- Development of undergraduate courses for the Honor’s College and study abroad options to respond to the changing needs in the field of education.
- Reduction in the burden on other programs whose faculty chair and/or advise Ph.D. students/candidates.
- Investigation of curricular options to meet the needs of our students (e.g., online MS; Ed.D. in Ed Psych).
- Reduction in the burden on junior faculty in providing School- and College-level service.

What program need are you filling with this position?
What steps have you taken to maximize efficiency with faculty resources and meet the need in the past two years?

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., 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

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

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

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 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

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 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.
School: School of Applied Health and Educational Psychology

Program Coordinator: Mike Yough

2016-17 Program Area Faculty:
- Huiyoung Shin, Ph.D. – Assistant Professor
- Jane Vogler, Ph.D. – Assistant Professor
- Mike Yough, Ph.D. – Assistant Professor

2016-17 Fall & Spring Program Area Support:
- 3 Adjuncts (1.0 FTE Total)
- 8 GTAs (3.75 FTE Total)
- 0 GRAs (0.0 FTE Total)—department
- 0 GRAs (0.0 FTE Total)—grant

Program Area Degrees (counts as of Sept 2017):
- Graduate
  - MS – Educational Psychology—Educational Psychology (n = 10)
    Faculty Coordinator: Mike Yough
  - Ph.D. – Educational Psychology—Educational Psychology (n = 27)
    Faculty Coordinator: Mike Yough
Note: number in parentheses represents spring 2016 enrollment

Program Area Degrees – Graduation Numbers:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MS – Educational Psychology—Educational Psychology</td>
<td>5</td>
<td>6</td>
<td>12</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>PhD – Educational Psychology—Educational Psychology</td>
<td>2</td>
<td>9</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
</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):
- Undergraduate Service courses for teacher education –
  - EPSY 3113 (9-10 sections per year)
  - EPSY 3213 (10 sections per year)
  - EPSY 3413 (10-11 sections per year)
- Graduate Service – courses for accredited programs (CPSY, SPSY) and REMS
  - EPSY 5103 Human Development (5-6 sections/year)
  - EPSY 5463 Psychology of Learning (3-4 sections/year)
  - EPSY 6133 History and Systems (1 section/year)
  - EPSY 6163 Emotion and Cognition (1-2 sections/year)

Field Experiences (associated with any program area degrees):
- none

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 2016</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>HuiYoung Shin</td>
<td>EPSY 6133 503 (18:54)</td>
<td>EPSY 5000-68380 (2-6)</td>
<td>EPSY 5103-67993 (19:57)</td>
<td>EPSY 5103-26606 (12:36)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EPSY 6533-68375 (9:27)</td>
<td>EPSY 5403-27696 (10:30)</td>
<td>EPSY 5463-26600 (18:54)</td>
</tr>
<tr>
<td>Jane Vogler</td>
<td>EPSY 5001-62041 (4-4)</td>
<td>EPSY 5000-62050 (3-11)</td>
<td>EPSY 6000-69182 (1-3)</td>
<td>EPSY 5463-26600 (18:54)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDUC 6000-61232 (9:27)</td>
<td>EPSY 6000-22033 (3-9)</td>
<td>EPSY 6163-25073 (15:45)</td>
</tr>
<tr>
<td>Mike Yough</td>
<td>EPSY 5473-68663 (15:45)</td>
<td>EPSY 6000-69182 (1-3)</td>
<td>EPSY 6000-22033 (3-9)</td>
<td>EPSY 5463-26600 (18:54)</td>
</tr>
<tr>
<td></td>
<td>EPSY 6043-68464 (11:33)</td>
<td>EPSY 6850-28798 (2-6)</td>
<td>EPSY 6000-22033 (3-9)</td>
<td>EPSY 6163-25073 (15:45)</td>
</tr>
</tbody>
</table>

### Enrollment, Student Credit HR Production

<table>
<thead>
<tr>
<th>Semester</th>
<th>Tenure-Track &amp; Clinical Faculty</th>
<th>GTAs</th>
<th>Adjuncts &amp; Visiting Professors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Enrollment</td>
<td>Student Credit HR Production</td>
<td>Total Enrollment</td>
</tr>
<tr>
<td>Su 2016</td>
<td>18</td>
<td>54</td>
<td>29</td>
</tr>
<tr>
<td>FA 2016</td>
<td>73</td>
<td>213</td>
<td>230</td>
</tr>
<tr>
<td>Sp 2017</td>
<td>70</td>
<td>210</td>
<td>245</td>
</tr>
<tr>
<td>Average</td>
<td>Su: 18.0</td>
<td>Fall: 11.6</td>
<td>Su: 14.5</td>
</tr>
<tr>
<td>Class Size</td>
<td>Fall: 12.6</td>
<td>Sp: 27.11</td>
<td>Sp: 27.11</td>
</tr>
</tbody>
</table>

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

Total Students = 737
Total Credit Hour Production = 2,209

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

- Grants Applied For: 0
- Total Amount Requested: $0
- Grants Awarded: 0
- Total Amount Awarded: $0
Faculty Line Requests, College of Education

LITERACY EDUCATION LINE REQUEST

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: Sheri Vasinda

3. Kind of field or clinical experiences students engage in when completing the program, if any:
   - Undergraduate – Literacy Assessment and Instruction in Randall & Carol White RMC
   - Graduate – Reading Assessment and Instruction, [Small Group] Reading Practicum

4. Accreditation(s) associated with the program: CAEP and ILA

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

A. SCHOLARSHIP related to our LAND GRANT MISSION
Major research emphases. (What kind of scholarship will the new faculty member contribute?)

Scholarship is the area suffering the most from our need for additional faculty. Literacy offers a broad breadth of research opportunities from continued work with traditional literacies to the new literacies that technology influences and affords. Therefore, the opportunities for scholarship are broad and, because we provide a comprehensive approach to literacy education, there is space for scholarship in all aspects of literacy education. We would welcome a new faculty person with expertise in literacy education advocacy and policy to assist with local and national advocacy and leadership. Because of our service and teaching loads, our time for research continues to be diminished, as you will see outlined below.

B. 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?)

A new faculty member could support responsiveness to legislative issues in regard to literacy such as transitioning to new state standards, dyslexia initiatives, and supporting struggling readers and writers. Additionally, our current work toward our land grant mission includes aggressive master’s recruitment that will flow into doctoral recruitment. Our 3-5 year plan includes:

- 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
- Develop a Literacy Center (TALES Center) to encourage, inspire, and develop high-quality engaging and effective instruction with children’s literature
- Pursue the possibility of become a National Reading Recovery University Training Center

C. 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 teach?

The tenure-track faculty will support our active recruitment of master’s students to become reading/literacy specialists. We are developing an online master’s program to develop literacy teachers with strong pedagogical content knowledge who implement effective practices that reflect respect for diversity, integration of transformative technology, and student engagement with literacy in school settings and in their personal lives. We need faculty who can teach our undergrad courses (CIED 3133, 3253, 3293, and 4233) with enrollment of 20-25 as well as master’s courses (CIED 5143, 5153, 5423, 5433, 5463, 5523, 5553 and electives) with current enrollment of about 10, but targeted enrollment of
20-25 with aggressive recruitment and the development of our online program. We have a Language, Literacy, and Culture PhD option that meet the needs of doctoral students across program areas, with targeted enrollment of 10. Currently we have 4 colleagues available to work with all of our master’s students meaning that each serve on 75% of the student’s committees. We also teach literacy courses for the Library Media Science degree housed in SES and the ELL/EFL program. SPED has recently asked us to teach literacy courses for them that we have in the catalogue but have been unable to offer in the last 3-5 years.

D. LINE REQUEST JUSTIFICATION
Why is this faculty line a priority for your program? school? the COE?

Literacy is in a somewhat unique position as it is a process rather than “content” such as math or science. Students do not have the opportunity to take reading and writing process courses in their general education course work as they do in math or science. So in additional to teaching the processes of reading and writing, we are also teaching the methods and pedagogy for teaching these processes.

In the past 5 years, we had a retirement of faculty and attrition of faculty for two vacant tenure track lines which has left us short handed and often scrambling for adjuncts, which are challenging to find for day time courses for our traditional students. 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. We need to fill at least one of these vacant tenure track lines to sustain our program needs.

Because we are lean on tenure track faculty, program and service work is supplanting time for research. Our faculty compromises life/work balance working 80-100 hours per week, which is in opposition to the university mission of being America’s Healthiest Campus and a poor model for our current doctoral students. Some of our faculty has given up or not applied for sabbaticals over the years. Some of our faculty have declined award nominations even when approached to do so because of a lack of available time to complete the applications, therefore contributing to the underrepresentation of CoE in university awards and visibility. Our research and writing time is compromised because of program work, responding to legislative issues, filling gaps in ELLL/EFL program, state, national, and international service. A new tenure track line can support our program, university, state, national and international service to spread the workload helping us achieve our land grant mission of service, teaching, and scholarship which will bring visibility to all of our programs and the research that is waiting in the wings to be completed, written, and published.
School: School of Teaching and Curriculum Leadership

Program Coordinator: Sheri Vasinda

2016-17 Program Area Faculty:

- Janet Kimbriel, M.Ed. – Lecturer (Fall 2017)
- Suzii Parsons, Ph.D. – Associate Professor
- Jennifer Sanders, Ph.D. – Associate Professor
- Donita Shaw*, Ph.D. – Associate Professor
- Sheri Vasinda, Ph.D. – Associate Professor
- Qiuying Wang, Ph.D. – Associate Professor
- Jayne Ann Williamson M.Ed. – Lecturer (Spring 2017)
- Shelbie Witte, Ph.D. – Associate Professor

2016-17 Program Area Support:

- 5 Adjuncts (2.125 FTE Total)
- 3 GTAs (1.25 FTE Total)
- 1 GRAs (0.50 FTE Total) – department
- 0 GRAs (0.0 FTE Total) – grant

*Tulsa-based faculty

Program Area Degrees (counts as of April 2017):

- Undergraduate
  - Elementary Education (n=417 also served by 14 other faculty members)
- Graduate
  - MS – Teaching Learning and Leadership—Reading and Literacy (n = 19)
  - PhD – Education – Professional Education Studies (Literacy) (n= 8)

Note: number in parentheses represents spring 2017 enrollment

Program Area Degree – Graduation Numbers:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADUATE:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS – Teaching Learning and Leadership—</td>
<td>7</td>
<td>4</td>
<td>10</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Reading and Literacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PhD – Education—Professional Education</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Studies (Specialization Literacy)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</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):

- Undergraduate
  - Elementary Education (4 courses: 24-28 sections per academic year)
    - CIED 3133 Children’s Literature Across the Curriculum
    - CIED 3253 Teaching Language Arts in the Elementary and Middle School
    - CIED 3293 Teaching Reading in the Elementary and Middle School
    - CIED 4233 Literacy Assessment and Instruction
• Graduate
  o Rotate with other PhD Education options to teach
    ▪ CIED 6503 -- Doctoral Seminar
  o Library-Media – one course each summer
    ▪ CIED 5353 -- Literature for Children, Adolescents, and Adults
    ▪ CIED 5720 -- Teaching Reading Comprehension w/Literature
  o CIED 6683 -- Language, Literacy, and Culture

Field Experiences (associated with any program area degrees):
• Reading Tutoring associated with CIED 4233
• Reading Tutoring associated with CIED 5463 Reading Assessment & Instruction and CIED 5532 Practicum in Reading Instruction
• CIED 5553 Literacy Leadership and Coaching (coaching field experience)

Accreditations Associated with Program:
• Council for the Accreditation of Educator Preparation (CAEP)

Program Faculty Instruction Summary

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Teaching Load for Fall/Spring</th>
<th>Summer 2016</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faryl Kander</td>
<td>CIED 5523-841 (12)</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Sue Parsons</td>
<td>CIED 3133-231 (11) 33</td>
<td></td>
<td>CIED 5153-67936 (9) 27</td>
<td>CIED 3253-20723 (17) 57</td>
</tr>
<tr>
<td></td>
<td>CIED 5720-241 (7) 21</td>
<td></td>
<td></td>
<td>CIED 3253-26414 (15) 45</td>
</tr>
<tr>
<td></td>
<td>CIED 6880-231 (1) 3</td>
<td></td>
<td></td>
<td>CIED 5310-28356 (1) 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>CIED 5853-28475 (3) 9</td>
</tr>
<tr>
<td>Jennifer Sanders</td>
<td>CIED 5813-201 (11) 33</td>
<td></td>
<td>CIED 6000-60969 (2) 8</td>
<td>CIED 6000-20807 (2) 4</td>
</tr>
<tr>
<td></td>
<td>CIED 5813-831 (11) 33</td>
<td></td>
<td></td>
<td>CIED 6000-26892 (1) 4</td>
</tr>
<tr>
<td></td>
<td>CIED 6000-373 (1) 2</td>
<td></td>
<td></td>
<td>CIED 6060-28624 (6) 18</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>CIED 6880-28662 (1) 5</td>
</tr>
<tr>
<td>Donita Shaw</td>
<td>None</td>
<td></td>
<td>CIED 3293-64384 (12) 36</td>
<td>CIED 4233-21601 (16) 48</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CIED 5433-64384 (12) 36</td>
<td>CIED 5203-28467 (1) 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>CIED 5423-27801 (9) 27</td>
</tr>
<tr>
<td>Sheri Vasinda</td>
<td>CIED 6060-801 (9) 27</td>
<td></td>
<td>CIED 4233-60935 (19) 57</td>
<td>CIED 4233-21601 (16) 48</td>
</tr>
<tr>
<td></td>
<td>CIED 5000-69120 (2) 6</td>
<td></td>
<td></td>
<td>CIED 5143-27802 (12) 36</td>
</tr>
<tr>
<td></td>
<td>OCE 6850-69066 (1) 3</td>
<td></td>
<td></td>
<td>CIED 5553-22570 (11) 33</td>
</tr>
<tr>
<td>Qiuying Wang</td>
<td>CIED 4233-241 (8) 24</td>
<td></td>
<td>CIED 5343-69309 (6) 18</td>
<td>CIED 4233-28579 (20) 60</td>
</tr>
<tr>
<td></td>
<td>CIED 5850-364 (1) 3</td>
<td></td>
<td>CIED 5733-68990 (5) 15</td>
<td>CIED 4450-20750 (2) 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CIED 6000-69368 (2) 12</td>
<td>CIED 4720-20753 (18) 111</td>
</tr>
<tr>
<td>Shelbie Witte</td>
<td>None</td>
<td></td>
<td>CIED 4313-65122 (28) 84</td>
<td>CIED 4193-20739 (17) 51</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CIED 4313-65123 (1) 1</td>
<td>CIED 4450-20750 (2) 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CIED 4713-65146 (28) 84</td>
<td>CIED 4720-20753 (18) 111</td>
</tr>
<tr>
<td>Semester</td>
<td>Tenure-Track &amp; Clinical Faculty</td>
<td>GTAs</td>
<td>Adjuncts &amp; Visiting Professors &amp; Lecturers</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------</td>
<td>------</td>
<td>------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Enrollment</td>
<td>Student Credit HR Production</td>
<td>Total Enrollment</td>
<td>Student Credit HR Production</td>
</tr>
<tr>
<td>Su 2016</td>
<td>72</td>
<td>215</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>FA 2016</td>
<td>127</td>
<td>387</td>
<td>34</td>
<td>102</td>
</tr>
<tr>
<td>Sp 2017</td>
<td>156</td>
<td>531</td>
<td>62</td>
<td>186</td>
</tr>
<tr>
<td>Average Class Size*</td>
<td>Su: 9.86</td>
<td>Su: 0</td>
<td>Sp: 0.0</td>
<td></td>
</tr>
<tr>
<td>Fall: 14.88</td>
<td>Fall: 17.0</td>
<td>Fall: 19.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sp: 15.0</td>
<td>Sp: 20.67</td>
<td>Sp: 17.6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Total Students = 799
Total Credit Hour Production = 2,177

Grants and Funding (active COE budget portion – April 2016)

- Grants Applied For: 5
- Total Amount Requested: $1,402,978
- Grants Awarded: 4
- Total Amount Awarded: $45,657
Faculty Line Requests for fall 2018 start, College of Education
Program Requesting a Line: Research, Evaluation, Measurement, and Statistics (REMS)
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 third 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 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 masters 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?**

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. She 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.
School: School of Educational Studies
Program Coordinator: Jam Khojasteh

2016-17 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. – Associate Professor

2016-17 Program Area Support:
- 7 Adjuncts (2.75 FTE Total)
- 1 GTAs (.25 FTE Total)
- 6 GRAs (2.75 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>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MS – Educational Psychology—Educational Research and Evaluation</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>PhD – Educational Psychology—Research and Evaluation</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</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:
### Program Faculty Instruction Summary

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Teaching Load for Fall/Spring</th>
<th>Summer 2016</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laura Barnes</td>
<td></td>
<td>REMS 5953-583 (17)</td>
<td>REMS 5953-68683 (14-42)</td>
<td>REMS 5953-24145 (18-54)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>REMS 5953-69076 (5-15)</td>
<td>REMS 5953-69313 (18-54)</td>
<td>REMS 6000-26819 (1-3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>REMS 6003-65027 (16-48)</td>
<td>REMS 6003-65605 (1-3)</td>
<td>REMS 6003-24150 (16-48)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>REMS 6850-64605 (1-1)</td>
<td>REMS 6850-65785 (1-1)</td>
<td>REMS 6850-26823 (1-2)</td>
</tr>
<tr>
<td>Ki Cole</td>
<td>REMS 6003-231 (12)</td>
<td>REMS 6003-64583 (15-45)</td>
<td>REMS 5953-25309 (18-54)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>REMS 6033-231 (13)</td>
<td>REMS 6003-68749 (16-48)</td>
<td>REMS 5953-28153 (1-3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>REMS 6003-24148 (9-27)</td>
<td>REMS 6003-24149 (11-33)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>REMS 6850-27452 (1-3)</td>
<td></td>
</tr>
<tr>
<td>Sarah Gordon</td>
<td>REMS 5953-841 (11)</td>
<td>REMS 5953-23604 (12-36)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>REMS 5963-231 (8)</td>
<td>REMS 6000-66295 (1-3)</td>
<td>REMS 6000-26821 (2-9)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>REMS 6013-64592 (15-45)</td>
<td>REMS 6013-23606 (8-24)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>REMS 6023-68707 (10-30)</td>
<td>REMS 6850-26824 (1-3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>REMS 6850-65786 (2-6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jam Khojasteh</td>
<td>REMS 6000-354 (2)</td>
<td>REMS 6000-66297 (3-14)</td>
<td>REMS 5953-23604 (12-36)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>REMS 6663-64601 (7-21)</td>
<td>REMS 6000-26821 (2-9)</td>
<td></td>
</tr>
</tbody>
</table>

### Enrollment and Credit Hour Production

<table>
<thead>
<tr>
<th>Semester</th>
<th>Tenure-Track &amp; Clinical Faculty</th>
<th>GTAs</th>
<th>Adjuncts &amp; Visiting Professors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Enrollment</td>
<td>Student Credit HR Production</td>
<td>Total Enrollment</td>
</tr>
<tr>
<td>Su 2016</td>
<td>63</td>
<td>187</td>
<td>44</td>
</tr>
<tr>
<td>FA 2016</td>
<td>147</td>
<td>444</td>
<td>137</td>
</tr>
<tr>
<td>Sp 2017</td>
<td>163</td>
<td>498</td>
<td>51</td>
</tr>
<tr>
<td>Average Class Size*</td>
<td>Su: 12.2</td>
<td>Fall: 14.63</td>
<td>Sp: 13.71</td>
</tr>
</tbody>
</table>

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

Total Students = **619**
Total Credit Hour Production = **1,867**

### 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

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? Dr. Rich has served both the PhD and EdS program with instruction, supervision, and research mentoring. We have reduced the number of adjuncts needed by the area and have dramatically increased community engagement through her efforts. She receives 2/3 of her salary from the OCIC grant. She has written two additional grants and they are under review.

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
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. These are school districts that cannot afford related services and have limited access to psychological services.

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
Specialist level practicum
ABA-2
Second section of clinic practicum as needed
Co-Supervision of clinic students
School Psychology

Program Coordinator: Terry Stinnett

2016-17 Program Area Faculty:

- Christopher Anthony, Ph.D. – Assistant Professor
- Gary Duhon, Ph.D. – Professor
- Brian Poncy, Ph.D. – Associate Professor
- Sara Rich, Ph.D. – Visiting Assistant Professor
- Terry Stinnett, Ph.D. – Professor
- Georgette Yetter, Ph.D. – Associate Professor

2016-17 Program Area Support:

- 4 Adjuncts (0.50 FTE Total)
- 14 GTAs (3.75 FTE Total) – department
- 7 GRAs (1.75 FTE Total) – department
- 12 GRAs (5.75 FTE Total) – grants

Program Area Degrees (counts as of April 2017):

- Graduate
  - M.S. – Educational Psychology: option School Psychometrics (n = 20 in route only)
  - Ed.S. – Education: option School Psychology (n = 13)
    Director of Ed.S. Training: Brian Poncy
  - Ph.D. – Educational Psychology: option School Psychology (n = 28)
    Director of Ph.D. Training: Gary Duhon

Note: number in parentheses represents spring 2017 enrollment

Program Area Degrees – Graduation Numbers:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADUATE:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS – Educational Psychology—School Psychometrics</td>
<td>9</td>
<td>8</td>
<td>1</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>EdS – Education—School Psychology</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>PhD – Educational Psychology—School Psychology</td>
<td>5</td>
<td>6</td>
<td>15</td>
<td>3</td>
<td>3</td>
</tr>
</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):

- Undergraduate service courses used by various programs in the professional education unit
  - EPSY 1003 – Learning to Learn
  - EPSY 3213 – Psychology of Adolescence
  - EPSY 3413 – Child and Adolescent Development
  - EPSY 3513 – Behavior Mgt. for Teachers of Diverse Learners
  - EPSY 3523 – Response to Intervention (RtI): Responding to at Risk Learners
  - EPSY 4513 – Prevention and Intervention for Violent Incidents and Emergencies in School Settings
- Graduate Service courses used by Counseling Psychology, Counseling, Educational Psychology, and occasionally REMS
  - EPSY 5183 – Theories of Social Psychology
  - EPSY 5463 – Psychology of Learning
  - EPSY 5783 – Psycho-educational Testing of Exceptional Individuals
  - EPSY 5320 – Individual Intellectual Assessment
  - EPSY 6323 – Psychological Consultation
  - EPSY 5320 – Biological Bases of Behavior
  - EPSY 6033 – Psychological Ethics

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

- EDUC 5910 – Observation and Participation Field Experience (K-12) (public schools), 120 hours
- EPSY 5210 – Instructional/Behavioral Consultation and Intervention Practicum, 240 hours
- EPSY 5310 – Practicum in Child and Adolescent Therapy, 120 hours
- EPSY 5510 – Specialist-level School Based Practicum (NASP), 600 hours
- EPSY 6310 – Doctoral Practicum in School Psychology School Psychology Center, 400 hours
- EPSY 6210 – Specialist Internship in School Psychology, 1200-1500 hours
- EPSY 6610 – Doctoral Internship in School Psychology (APPIC), 2000 hours

**Accreditations Associated with Program:**

- American Psychological Association (APA)
- National Association of School Psychologists (NASP) (CAPE affiliate)
- Behavior Analysts Certification Board (BACB approved)

**Program Faculty Instruction Summary**

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Teaching Load for Fall/Spring</th>
<th>Summer 2016</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chris Anthony</td>
<td></td>
<td>EPSY 5023-62042 (6-18)</td>
<td>EPSY 5000-27736 (4-4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>EPSY 6153-62057 (9-27)</td>
<td>EPSY 5793-22022 (6-18)</td>
<td></td>
</tr>
<tr>
<td>Gary Duhon</td>
<td>EPSY 5463.231 (14-24)</td>
<td>EPSY 5510.62047 (8-24)</td>
<td>EPSY 5000.21992 (1-2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EPSY 6000.352 (2-4)</td>
<td>EPSY 5853.62049 (10-30)</td>
<td>EPSY 5510.22020 (8-24)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>EPSY 6000.62051 (11-37)</td>
<td>EPSY 6000.22031 (12-29)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>EPSY 6210-62058 (2-6)</td>
<td>EPSY 6610-22048 (4-12)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>EPSY 6610-62062 (4-12)</td>
<td>EPSY 6850-28446 (1-4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>EPSY 6850-62063 (3-5)</td>
<td>EPSY 6850-28849 (1-3)</td>
<td></td>
</tr>
<tr>
<td>Brian Poncy</td>
<td>EPSY 6000.351 (2-4)</td>
<td>EPSY 5210-62045 (8-16)</td>
<td>EPSY 5210-22005 (8-16)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EPSY 6253-211 (8-24)</td>
<td>EPSY 6000-62052 (5-18)</td>
<td>EPSY 6000-22035 (4-13)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>EPSY 6333-62060 (9-27)</td>
<td>EPSY 6210-22041 (2-6)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>EPSY 6850-69554 (1-2)</td>
<td>EPSY 6253-28799 (7-21)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>EPSY 6850-28893 (2-7)</td>
<td></td>
</tr>
<tr>
<td>Terry Stinnett</td>
<td>EPSY 5803.231 (9-27)</td>
<td>EPSY 5113.62044 (6-18)</td>
<td>EPSY 5000.22003 (1-2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EPSY 6310.351 (12-24)</td>
<td>EPSY 6000.62054 (3-10)</td>
<td>EPSY 6000.22034 (2-7)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>EPSY 6310.62059 (12-34)</td>
<td>EPSY 6113.22038 (8-24)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>EPSY 6850.62065 (1-2)</td>
<td>EPSY 6310.27734 (10-28)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>EPSY 6850.28462 (1-3)</td>
<td></td>
</tr>
<tr>
<td>Sara Rich</td>
<td>EPSY 5873-232 (8-24)</td>
<td>EPSY 5813.62048 (7-21)</td>
<td>EPSY 5301.27879 (10-30)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>EPSY 6000.69183 (1-4)</td>
<td>EPSY 5503.22008 (8-24)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>EPSY 6033.62055 (8-24)</td>
<td>EPSY 6000.28840 (1-4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>EPSY 6850.62066 (1-3)</td>
<td>EPSY 6850.28383 (1-3)</td>
<td></td>
</tr>
<tr>
<td>Georgette Yetter</td>
<td>EPSY 5183.503 (18-54)</td>
<td>EPSY 5813.62048 (7-21)</td>
<td>EPSY 5301.27879 (10-30)</td>
<td></td>
</tr>
<tr>
<td>Semester</td>
<td>Total Enrollment</td>
<td>Student Credit HR Production</td>
<td>Total Enrollment</td>
<td>Student Credit HR Production</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------</td>
<td>-----------------------------</td>
<td>-----------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Su 2016</td>
<td>97</td>
<td>287</td>
<td>19</td>
<td>57</td>
</tr>
<tr>
<td>FA 2016</td>
<td>115</td>
<td>379</td>
<td>254</td>
<td>762</td>
</tr>
<tr>
<td>Sp 2017</td>
<td>112</td>
<td>321</td>
<td>228</td>
<td>684</td>
</tr>
</tbody>
</table>

Average Class Size*  
- Su: 13.86  
- Fall: 8.33  
- Sp: 8.14  
- Su: 19.0  
- Fall: 21.66  
- Sp: 20.72  
- Su: 0.0  
- Fall: 21.5  
- Sp: 13.5

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

Total Students = 895

Total Credit Hour Production = 2,700

**Grants and Funding (active COE budget portion – March 2017)**
- Grants Applied For: 4
- Total Amount Requested: $2,206,312
- Grants Awarded: 3
- Total Amount Awarded: $150,610
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.

Finally, starting Fall 2017 HEP will begin teaching 2 additional classes per semester in online format for the RN to BSN students. These classes have an anticipated enrollment of up to 20 students per section.

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 at least one 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 and supervising MPH student theses and practicum experiences; 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. 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.
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, Nutrition, Aviation, Applied Exercise Science, Educational Leadership, School Administration, 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 Heathiest 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 (Spring 2017) is the sixth 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 each semester 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 include those courses with the greatest need. Three undergraduate courses (HLTH 2603, HLTH 3913, HLTH 4880/4990) currently being covered by 3 long-term adjuncts generated a total of 3246 credit hours in 2016 alone were not included in the list below.

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

- HLTH 3113 Health Issues in Diverse Populations (Su) – not currently offered in load, D-credit
- HLTH 3603 Understanding HIV – not currently offered
- HLTH 3623 School Health Programs (Fa) – 35 students
- HLTH 3723 Epidemiology (Fa, Sp) – online for RN-BSN students, 20 students per section
- HLTH 4783 Gerontology (Fa) – face-to-face for HEP students, 30 students
- HLTH 4783 Gerontology (Fa, Sp) – online for RN-BSN students, 20 students per section
- HLTH 4902 Pre-Internship (Fa, Sp) – 30 students per section
- HLTH 4973 Program Design in Health Promotion (Fa, Sp) – 30 students per section
- HLTH 5133 Environmental Health (Sp, Su) – 20 students per section
- HLTH 5325 Epidemiology (Su) – 30 students
- HLTH 5453 Cultural Issues in Health (Sp) – 30 students
School: School of Applied Health and Educational Psychology

Program Coordinator: Bridget Miller

2017-18 Program Area Faculty:

- Julie Croff, Ph.D., MPH – Assistant Professor
- Tracy Freudenthaler*, MPH, CCRP – Visiting Instructor (Leaving May 2017)
- Micah Hartwell*, M.S. -- Lecturer
- Randy Hubach, Ph.D., MPH – Assistant Professor
- Robin Kinnard, Ph.D., -- Lecturer
- Bridget Miller, Ph.D. – Associate Professor
- Kerry Morgan*, Ph.D. – Clinical Assistant Professor
- Kelley Rhoads, Ph.D. – Assistant Professor
- Chandra Story, Ph.D. – Assistant Professor (Leaving May 2017)

2016-17 Program Area Support:

- 1 Visiting (1 FTE Total)
- 2 Lecturer (2 FTE Total)
- 5 Adjuncts (1.75 FTE Total)
- 5 GTAs (2 FTE Total)
- 1 GRAs (0.25 FTE Total)—department
- 1 GRAs (0.25 FTE Total)—grant

*Tulsa-based faculty

Program Area Degrees (counts as of Sept 2016):

- Undergraduate
  o BS – Health Education and Promotion (n = 5)
  o BS - Health Education and Promotion: Exercise & Health (n = 421)
  o BS - Health Education and Promotion: Community Health/Public Health (n = 15)
- Graduate
  o MS – Health Promotion (n = 3)
    Faculty Coordinator: Julie Croff
  o Ph.D. – Health, Leisure, and Human Performance: Health & Human Performance (n = 5)
    Faculty Coordinator: Julie Croff/Doug Smith

Note: number in parentheses represents Fall 2016 enrollment

---

* Community Health was the name of the degree option until Fall 2015
Program Area Degrees – Graduation Numbers:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>UNDERGRADUATE:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BS – Health Education and Promotion</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BS – Health Education and Promotion—</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise and Health</td>
<td>30</td>
<td>37</td>
<td>40</td>
<td>43</td>
<td>51</td>
</tr>
<tr>
<td>BS – Health Education and Promotion—</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Health/Public Health</td>
<td>6</td>
<td>6</td>
<td>13</td>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td>BS – Health Education and Promotion—</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEP Minor or focus in Health Promotion</td>
<td>14</td>
<td>18</td>
<td>8</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>GRADUATE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS – Health Promotion</td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>PhD – Health, Leisure, and Human Performance—Health and Human Performance</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>2</td>
</tr>
</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):

- MPH (Master of Public Health) interdisciplinary degree, all tenure-track HEP faculty play integral roles in the program [Croff–Director; Hubach, Miller, & Story – Core Faculty] (Current enrollment for Interdisciplinary MPH program: Full, degree-seeking = 29; certificate students = 10)
- HLTH 5653/MPH 5653 – Croff; 1 section = 31 students
- HLTH 5683/MPH 5683 – Hubach; 1 section = 28 students
- HLTH 5973/MPH 5973 – Miller; 1 section = 25 students
- HLTH 5983/MPH 5983 – Story; 1 section = 16 Students
- HLTH 5453/MPH 5453 – Hubach; 1 section = 24 students
- HLTH 5133/MPH 5133 – Hartwell; 2 sections = 28 students

Field Experiences (associated with any program area degrees):

- Undergraduates: Every student completes a 20-hour practicum in HLTH 2213
- Undergraduates: Every student completes a 400-hour internship (HHP 4880 or HHP 4990) during their final semester prior to graduation

Accreditations Associated with Program:

- Council on Education for Public Health (CePH) – in progress