Leadership Team Minutes
Wednesday, April 5, 2017, 9:00-11:18
333 Willard, Stillwater/2205 MCB, Tulsa

Review and approve previous meeting minutes
• Dr. Jacobson discussed a list of IRB’s. School heads no longer receive a list of IRB’s so they would like a list to know what their faculty are doing.
• Dr. Koch motioned to approve minutes with edits and Dr. Jacobson seconded. The minutes were approved.

Julie Koch, Interim SAHEP School Head
• SAHEP received two resignations: Dr. Chandra Story and Dr. Hang-Shim Lee. These are significant losses for the new unit and they are in the process of figuring out what to do. Dr. Koch is meeting with this unit today.
• A SAHEP farewell reception is scheduled for May 5, 4:00-5:00 in the Willard living room. They are inviting emeriti faculty, alums and people that have had a role in SAHEP in the last 25 years. If faculty know of anyone that would be important to invite, please let Dr. Koch know.
• Dr. Doug Smith will lead the new unit in the Colvin Center. (SAHEP- Health and Human Performance & Leisure/Recreation Management and Recreational Therapy)
• Dr. Smith met with the new unit on Monday and formed task forces to address their school RPT document. He is also meeting one on one with faculty to get opinions.
• Dr. Lindenmeier is working with faculty to develop a new unit handbook.
• They are also discussing a website and signage in the Colvin, and working to make more connections with the other half of the Colvin building.

Susan Stansberry, Interim SES School Head
• Jackie Mania-Singer accepted an offer for the Educational Leadership position. She has experience in low performing schools in urban areas.
• The Educational Leadership search went well and a candidate from the University of Texas was impressed with SES.
**Jenn Sanders, STCL School Head**
- STCL will have their faculty meeting on April 7th. Dr. Erin Dykes’ new daughter will be there. The meeting will start at 11:30 and everyone is welcome to join. At 12:00-1:00, Dr. Witte will lead a colloquium on the OSU writing project.
- Workforce and Adult Education was approached by outside agencies for potential contracts with the International Fire Chief Association and the Army in Fort Sill. Fort Sill is interested in pedagogical training so members can become educators when they are released.

**Ed Harris, COE Faculty Development and Research Committee Chair**
- FDRC will meet April 26th to discuss guidelines. Current FDRC guidelines are too broad so FDRC took on responsibilities that were not in their purview.

**Donna Lindenmeier, COE Planning and Programs Representative**
- COE P&P has scheduled meetings on April 6th and May 4th.
- Please encourage faculty to prepare materials for fall 2018 course actions before the end of the semester.

**Jennifer Job, COE Student Affairs Committee Chair**
- COE Student Affairs selected the Top 10 Seniors and Orangerobe.
- There is no set criteria for choosing the Top Ten Seniors so the committee will work on developing criteria to have a more consistent process.

**Bert Jacobson, Associate Dean for Research, Engagement and Administration**
- 2018 faculty line startup money will be determined in June. Dr. Jacobson will provide more information as he receives it from the VPR.
- Dr. Sanders: A year or two ago new hires were told there was no startup money so it was funded internally by the COE. This process was inequitable for new hires and Dr. Sanders is concerned that this could happen again. As we move forward, we need to establish a fair process for providing startup funds. She would like the COE to develop a good plan.
- Dr. Jacobson: The VPR is hesitant to fund small startups like $5,000. He thinks this is also the culture that the university thinks of us.
- There is an opportunity for funding from the Department of Defense. Dr. Jacobson will provide more information on proposal. Security also falls within this area.
- Next year’s Research Week will be held in the same manner. Please encourage students to participate.
- The VPR is hosting a grant writing proposal workshop on September 27th. Registration will open in August. Please encourage new faculty to attend.
- F&A rates were adjusted effective July 1. It is 52.4% on campus and 27.6% off campus.
- The International Advisory Committee met last week and opened up the committee for anyone that has a passion for international work. They will also meet 3 times per semester. They begin working on is initiating a visiting scholar policy.
- April 21, 10:30-11:30 in Willard 010: Dr. Kerri Richardson of University of North Carolina-Greensboro will deliver a talk about the pedagogy of online teaching. Please contact Dr. Juliana Utley for more information.
The university is backing a strong effort to commit to Global and Community Engagement and Dave Lassen, Coordinator, Global and Community Engagement in College of Human Sciences, asked the COE to join the committee. The main commitment will be to participate in four meetings from April to September. Each meeting will last approximately 60-90 minutes and will focus on identifying policy recommendations for specific academic units and the university as a whole. If faculty is interested in joining, please email Dave Lassen and CC Dr. Jacobson.

Dr. Jacobson is proposing a new position that will provide backup for Tim Schlais and work on grant writing, funding sources and templates for proposals. This position would also help notify faculty members of award deadlines.

Dr. Jacobson will add a list of university and college awards to the COE website

Dr. Harris asked how FDRC can help make sure we have more applications for faculty awards? We have already discussed using letters from the last two years. Dr. Sanders suggested that the COE RPT Committee would have a good sense of who stands out and is excelling in a particular area because they are already reviewing dossiers. The committee could provide this feedback to the school heads.

Bob Davis, Associate Dean for Academic Affairs

Dr. Davis provided a copy of the graduate college brochure. This is not the final document and school names and the college names will be changing.

Dr. Sanders thinks it would be great to have some of these to use for now. The STCL program info is not correctly listed and she will reach out to Robert Raab.

There was concern from graduate faculty that submitted plans of study weren’t being processed. The graduate college has assured Dr. Davis that they brought someone in to help them catch up. As you find issues, notify Dr. Davis and he will seek resolution.

The University of Oklahoma has requested information on our proposed online education leadership master’s program. This will delay the processing of this degree. They will have 30 days to voice any concerns they have.

Faculty Line Discussion

Dr. Koch added a second faculty request for HHP

We are still hoping to hire 6-7 faculty but the budget will not be complete until May.

Leadership Team discussed data provided at the last meeting and updated data provided by Dr. Stinnett and Dr. Vasinda.

Davis recently received additional data and he is creating updated data sheets. He will prioritize those that are requesting new lines. They now have data for fall of 2016 and spring of 2017. We are still trying to discern which students within degrees that have multiple options. They are getting closer and area coordinators have given Robert Raab feedback on this. Dr. Davis will provide accurate data by early next week and it will be distributed to Leadership Team so there is time to make corrections. Faculty should not add new line of data.

School heads will need to make sure that the graduate numbers are correct.

Leadership Team discussed the faculty line request template. The template should be two pages and contain no supplemental information. Right now, the templates varied across the three schools.
STCL used the following criteria in their template: line request justification, scholarship, service, and instruction. Requests varied.

SAHEP used the following criteria in their template: line request justification, scholarship, service, instruction, and recruitment efforts.

SES used the following criteria in their template: line request justification, scholarship, service, and instruction.

Dr. Koch will ask HEP to cut their request down.

Dr. Stansberry will ask her faculty to correct their requests.

FDRC was tasked with developing a standard form for faculty requests and Dr. Harris will add this to their next FDRC meeting agenda.

**STCL Faculty Line Requests**
- Foreign Language Education/English Learner Education, Assistant Professor
- Literacy Education, Tenure Track Faculty Line
- School Psychology, Clinical Visiting Assistant Professor

**SES Faculty Line Requests**
- Aviation & Space, Tenure-Track Assistant Professor, Stillwater
- Educational Technology, Tenure Track Assistant Professor
- Aviation and Space, Clinical Assistant Professor, Stillwater
- Research, Evaluation, Measurement, and Statistics, Tenure Track Assistant Professor
- Educational Psychology, Assistant/Associate Professor

**SAHEP Faculty Line Requests**
- Health Education & Promotion, Assistant Professor
- Health and Human Performance, Assistant/Associate Professor
- Health and Human Performance, Assistant Professor

**Reorganization updates and discussion**
- The Space Committee has developed two moving options and Dr. Jacobson will present these to the Dean.
- Dr. Stinnett reminded the committee that there is an OSU policy on office space based on seniority and rank.
- SAHEP-Colvin unit has chosen their name, Kinesiology, Applied Health, and Recreation, and made their recommendation to the dean. They prefer calling themselves a department.
- SAHEP-Willard has chosen their name, Community Health Sciences, Counseling, and Counseling Psychology, but they are still deciding if they want to be a school or department.
- SES had a faculty vote and was split between the following names: 1) Educational Foundations, Leadership and Aviation 2) Educational Studies and Aviation. They presented these to Dean Romans to be the tiebreaker. Leadership Team seemed to prefer the second name.
- STCL had an online email discussion and Dr. Sanders is summarizing the discussion and developing another list of name suggestions. The next step is to provide faculty with a list and ask them to rank their top three choices. Dr. Sanders would like this done by the next Leadership Team meeting.
Aviation and Space

School: School of Educational Studies

Undergraduate Program Coordinator: Steve Marks

Graduate Program Coordinator: Timm Bliss

2017-18 Program Area Faculty:

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

2015-16 Program Area Support:

- 28 Adjuncts (7.5 FTE Total)
- 0 GTAs (0.0 FTE Total)
- 0 GRAs (0.0 FTE Total)—department
- 0 GRAs (0.0 FTE Total)—grant

*Tulsa-based faculty

Program Area Degrees (counts as of Sept 2016):

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

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

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

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NOTE: Academic year = Su/Fa/Sp

Field Experiences (associated with any program area degrees):

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

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

Accreditations Associated with Program:

- Aviation Accreditation Board International (AABI)
- Code of U.S. Federal Regulations, Title 14, Federal Aviation Regulations, Part 141
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<td><strong>Fall: 24.64</strong></td>
<td><strong>Sp: 22.0</strong></td>
<td><strong>Su: 0.0</strong></td>
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Total Students = 2,254

Total Credit Hour Production = 6,431

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

Grants Applied For: 6
Total Amount Requested: $27,116,509.38
Grants Awarded: 6
Total Amount Awarded: $2,345,977.06 (mostly NASA)
Faculty Line Request

College of Education, 2017

Program Requesting Line: Aviation & Space

Position Requested: Tenure-Track Assistant Professor-Stillwater

BACKGROUND INFORMATION

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

CRITERIA

A. LINE REQUEST JUSTIFICATION

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

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

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

- What program need are you filling with this position?

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

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

B. SCHOLARSHIP related to our LAND GRANT MISSION

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

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

C. SERVICE related to our LAND GRANT MISSION

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

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

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

D. INSTRUCTION related to our LAND GRANT MISSION

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

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

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

College of Education, 2017

Program Requesting Line: Aviation & Space

Position Requested: Clinical Assistant Professor-Stillwater

BACKGROUND INFORMATION

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

CRITERIA

A. LINE REQUEST JUSTIFICATION

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

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

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

• What program need are you filling with this position?

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

• What steps have you taken to maximize efficiency with faculty resources and meet the need in the past two years?
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 bandwidth opportunity for cross-functional service/research within the COE, and service/research with other OSU colleges and departments.

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

D. INSTRUCTION related to our LAND GRANT MISSION

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

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

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

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

School:  School of Educational Studies

Program Director:  Penny Thompson

2017-18 Program Area Faculty:

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

2015-16 Program Area Support:

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

Program Area Degrees (counts as of Sept 2016):

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

Note: number in parentheses represents Fall 2016 enrollment

Program Area Degrees – Graduation Numbers:

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<td>MS – Educational Technology</td>
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<td>PhD – Education—Educational Technology</td>
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<td>Graduate Certificate – Online Teaching</td>
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<td>7</td>
<td>8</td>
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</table>

NOTE: Academic year = Su/Fs/Sp

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

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

Field Experiences (associated with any program area degrees):

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

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

Program Faculty Instruction Summary

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Teaching Load for Fall/Spring</th>
<th>Summer 2016</th>
<th>Fall 2015</th>
<th>Spring 2016</th>
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<tr>
<td>Susan Stansberry</td>
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<th>GTAs</th>
<th>Adjuncts &amp; Visiting Professors</th>
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<td>100</td>
<td>304</td>
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<td>Sp 2016</td>
<td>83</td>
<td>249</td>
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<td>Average</td>
<td>Su: 15.5</td>
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<tr>
<td>Class Size</td>
<td>Fall: 15.6</td>
<td>Sp: 21.33</td>
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</table>

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

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

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

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

BACKGROUND INFORMATION

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

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

CRITERIA

A. LINE REQUEST JUSTIFICATION

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

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

What program need are you filling with this position? In addition to increasing our capacity for teaching, mentoring, and course development, the additional faculty member would add expertise not present in our
current faculty. For example, a faculty member with extensive, recent P-12 teaching experience would 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 pre-service and in-service teachers, media and cognition, adoption and use of emerging technologies, and open educational resources. There are a variety of other specialties within the field that would 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 ITE, the Professional Education Unit, local public schools, and other groups, (2) serving in national organizations such as AECT, AERA, and SITE, and local organizations such as the Oklahoma Technology Association, and (3) assisting in the continuing development of the T.E.C.H. Playground, an informal learning environment that allows students and faculty to play with emerging technologies as a catalyst for developing creative solutions to teaching and learning challenges.

D. INSTRUCTION related to our LAND GRANT MISSION

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

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

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

Current Faculty

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

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

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

Summary of Faculty Research Productivity, 2014-2016

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<th>Category</th>
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<td>Peer-reviewed publications</td>
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<tr>
<td>Non-refereed national/international publications</td>
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<tr>
<td>Manuscripts currently under review</td>
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<tr>
<td>Funded grants</td>
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<tr>
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<tr>
<td>Grants submitted but not funded</td>
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<tr>
<td>Peer-reviewed presentations</td>
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<tr>
<td>International</td>
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<tr>
<td>National</td>
<td>4</td>
</tr>
<tr>
<td>Regional</td>
<td>5</td>
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</tbody>
</table>

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

Program Requesting a Line: Educational Psychology Program, SES

Position Requested: Assistant/Associate Professor, tenure-track

BACKGROUND INFORMATION

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

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

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

Accreditation(s) associated with the program: None.

CRITERIA

A. LINE REQUEST JUSTIFICATION

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

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

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

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

B. SCHOLARSHIP related to our LAND GRANT MISSION

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

C. SERVICE related to our LAND GRANT MISSION

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

D. INSTRUCTION related to our LAND GRANT MISSION

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

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

School: School of Educational Studies

Program Coordinator: Jam Khojasteh

2017-18 Program Area Faculty:

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

2015-16 Program Area Support:

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

*Tulsa-based faculty

Program Area Degrees (counts as of April 2016):

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

Note: number in parentheses represents spring 2016 enrollment

Program Area Degrees – Graduation Numbers:

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<td>MS – Educational Psychology—Educational Research and Evaluation</td>
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<td>PhD – Educational Psychology—Research and Evaluation</td>
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</table>

NOTE: Academic year = Su/Fa/Sp

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

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

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

Accreditations Associated with Program:
- None

Program Faculty Instruction Summary

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Teaching Load for Fall/Spring</th>
<th>Summer 2016</th>
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<th>Spring 2016</th>
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<th>GTAs</th>
<th>Adjuncts &amp; Visiting Professors</th>
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<tr>
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<td>Total Enrollment</td>
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<td>Average Class Size*</td>
<td>Su: 12.2</td>
<td>Fall: 14.63</td>
<td>Sp: 13.71</td>
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*NOTE: Average Class Size does not include any courses that involve independent study

Total Students = 584
Total Credit Hour Production = 1,750
Grants and Funding (active COE budget portion – March 2017)
Grants Applied For: 3
Total Amount Requested: $504,383
Grants Awarded: 0
Total Amount Awarded: 0
Faculty Line Requests, College of Education, 2017

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

TWO PAGE MAXIMUM, not including BACKGROUND INFORMATION

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

Position Requested: Tenure- track Assistant Professor

BACKGROUND INFORMATION

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

CRITERIA

A. LINE REQUEST JUSTIFICATION

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

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

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

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

- What program need are you filling with this position?

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

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

Tenure track faculty created and are teaching online sections of two additional high demand courses in response to requests for enhanced course availability. We have continued increasing our class sizes over the past two years for both master’s and doctoral classes and we are still receiving override requests. Even with occasional overload teaching, we must continue to rely on adjuncts to teach the bulk of our masters courses and some doctoral courses. An additional faculty member would help alleviate this issue with doctoral courses (which should be covered by tenure line faculty). Moreover, with the ability to enhance our course offerings, we should be able to attract highly qualified doctoral students to teach 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 have impact locally, nationally, and internationally.

C. SERVICE related to our LAND GRANT MISSION

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

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

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

D. INSTRUCTION related to our LAND GRANT MISSION

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

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

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

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

BACKGROUND INFORMATION

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

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

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

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

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

A. LINE REQUEST JUSTIFICATION

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

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

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

• What program need are you filling with this position?

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

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

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

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

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

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

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

OSU Graduate College Awards (due February)
https://gradcollege.okstate.edu/osu-awards

- Distinguished Graduate Fellowship – nominations submitted electronically as a single PDF by 5pm, February 28, 2017 to grad.dean@okstate.edu
- OSU Graduate Research Excellence Awards – nominations submitted electronically as a single PDF file by 5pm, February 28, 2017 to grad.dean@okstate.edu
- Outstanding Graduate Coordinator – nominations submitted electronically as a single PDF file by 5pm, February 28, 2017 to grad.dean@okstate.edu
- Outstanding Graduate Support Staff – nominations submitted electronically as a single PDF file by 5pm, February 28, 2017 to grad.dean@okstate.edu
- Phoenix Awards – nomination packets are due by 5pm, March 15, 2017, mailed to Graduate and Professional Student Government Association, ATTN: Awards Committee, 211-N Student Union
- Summer Dissertation Fellowship – applications submitted electronically as a single PDF file by 5pm, February 28, 2017 to grad.dean@okstate.edu
- Summer Research Fellowship -- applications submitted electronically as a single PDF file by 5pm, February 28, 2017 to grad.dean@okstate.edu

Women’s Faculty Council (March)

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

- Apply online at: http://www.library.okstate.edu/forms/womenfac.htm by 5pm, March 1, 2017

OSU Alumni Association (September)

Seniors of Significance
Outstanding Seniors

- Both applications are due by 4:30pm, September 30, 2016, to OSU Alumni Center front desk (Amanda Harrison, 405-744-3600)

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

- COE Teaching Award – nominations submitted by February 1, 2017 to Brenda Brown
- COE Graduate Faculty Award – nominations submitted by February 1, 2017 to Brenda Brown
- COE International Award – nominations submitted by February 1, 2017 to Brenda Brown
- COE Leadership Award – nominations submitted by February 1, 2017 to Brenda Brown
- **COE Research Award** – nominations submitted by February 1, 2017 to Brenda Brown
- **Morsani Award** – nominations submitted by March 31, 2017 to Kim Lewer, Chair of SAT
- **Hall of Fame** – nominations submitted by December 1, 2017 to April Casiano, Dean’s Office
- **Rising Star** – nominations submitted by December 1, 2017 to April Casiano, Dean’s Office
- **Top 10 Seniors** – nominations submitted by March 13, 2017 to Student Service Office

**Staff Advisory Council (March)**

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

- Nominations are accepted March 1 – April 7, 2017 at 5pm. Nomination forms are submitted electronically to Melanie.bayles@okstate.edu or by mail to Staff Advisory Council Elections, Melanie Bayles, 317 Ag Hall.

**Distinguished Service Award**

**Regents Awards (March)**

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

  Application material must be submitted in a one inch three-ring spiral binder and submitted to Academic Affairs Office, 101 Whitehurst Hall, around the first week of March.

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

  Complete nomination packages are due in the Vice President for Research office, 203 Whitehurst, by March 17, 2017.

**The Da Vinci Institute (January)**

A private partnership in higher education across the state of Oklahoma. Funds creative projects, broadly defined, among Oklahoma’s higher education faculty.

- **Da Vinci Fellows**
  Deadline early January

Faculty Line Requests, College of Education, 2017

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

Position Requested: Assistant Professor, OSU-Stillwater

BACKGROUND INFORMATION

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

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

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

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

5. **Position Number:** TBD

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

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall 2016 Enrollment</th>
<th># of TT Faculty</th>
<th>TT SFR</th>
<th>SFR including non-tenure track^</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Exercise Science</td>
<td>7</td>
<td>4</td>
<td>1.8 : 1</td>
<td>Unknown</td>
</tr>
<tr>
<td>Physical Education</td>
<td>55</td>
<td>2</td>
<td>27.5 : 1</td>
<td>Unknown</td>
</tr>
<tr>
<td>Therapeutic Recreation + Recreation Management</td>
<td>120 + 21 = 141</td>
<td>2 + 2 = 4</td>
<td>60 : 1 &amp; 10.5:1 = 30.25 : 1</td>
<td>Unknown</td>
</tr>
<tr>
<td>Health Edu and Promotion A</td>
<td>421</td>
<td>5^</td>
<td>84.2 : 1</td>
<td>40 : 1</td>
</tr>
<tr>
<td>Health Edu and Promotion B</td>
<td>421</td>
<td>6^</td>
<td>70.2 : 1</td>
<td>44.8 : 1 *</td>
</tr>
</tbody>
</table>

- ^ Current ratio without replacement
- ^ Ratio if adding a new line
- ^ includes Croff, who does not currently teach in the undergraduate program.
- ^ SFR calculated as tenure track equivalents (.675 FTE teaching), including non-tenure track in Stillwater & Tulsa
- ^ Ratio if adding TT line and not filling a non-tenure track line
Projected Student/Faculty Ratios by Accredited Undergraduate Program (SAHEP only)

<table>
<thead>
<tr>
<th>Program</th>
<th>Projected Fall 2017 Enrollment</th>
<th># of TT Faculty</th>
<th>TT SFR</th>
<th>SFR including non-tenure track^</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Exercise Science</td>
<td>107</td>
<td>4</td>
<td>26.8 : 1</td>
<td>Unknown</td>
</tr>
<tr>
<td>Physical Education</td>
<td>55</td>
<td>2</td>
<td>27.5 : 1</td>
<td>Unknown</td>
</tr>
<tr>
<td>Therapeutic Recreation + Recreation Management</td>
<td>$120 + 21 = 141$</td>
<td>$2 + 2 = 4$</td>
<td>60 : 1 &amp; 10.5:1 = 30.25 : 1</td>
<td>Unknown</td>
</tr>
<tr>
<td>Health Edu and Promotion A</td>
<td>368**</td>
<td>5+</td>
<td>73.7 : 1</td>
<td>34.0 : 1</td>
</tr>
<tr>
<td>Health Edu and Promotion B</td>
<td>368</td>
<td>6+</td>
<td>61.4 : 1</td>
<td>39.1 : 1 ^</td>
</tr>
<tr>
<td>RN to BSN</td>
<td>120</td>
<td>1</td>
<td>120:1</td>
<td>40:1</td>
</tr>
</tbody>
</table>

^ Current ratio without replacement  
^ Includes Croff, who does not currently teach in the undergraduate program.  
^ SFR calculated as tenure track equivalents (.675 FTE teaching), including non-tenure track and long-term adjuncts in Stillwater & Tulsa  
^ Ratio if adding TT line and not filling a non-tenure track, clinical line  
** Assumes current HEP student matriculation and a temporary 50% decline in HEP interest due to AES degree.

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

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

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

CRITERIA

A. LINE REQUEST JUSTIFICATION

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

<table>
<thead>
<tr>
<th>Course # and Short Title</th>
<th># of Sections per Year in Stillwater</th>
<th>% Taught by Non-Tenure Track in 2016</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 2213</td>
<td>2-3</td>
<td>0</td>
<td>130</td>
<td>185</td>
<td>171</td>
<td>176</td>
</tr>
<tr>
<td>HLTH 2603</td>
<td>22-28</td>
<td>100%</td>
<td>619</td>
<td>610</td>
<td>619</td>
<td>628</td>
</tr>
<tr>
<td>HLTH 3613</td>
<td>2-3</td>
<td>30%</td>
<td>92</td>
<td>94</td>
<td>112</td>
<td>106</td>
</tr>
<tr>
<td>HLTH 3623</td>
<td>1</td>
<td>100%</td>
<td>27</td>
<td>35</td>
<td>33</td>
<td>30</td>
</tr>
<tr>
<td>HLTH 3723</td>
<td>3</td>
<td>75%</td>
<td>88</td>
<td>88</td>
<td>94</td>
<td>120</td>
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<tr>
<td>HLTH 3913</td>
<td>2</td>
<td>100%</td>
<td>211</td>
<td>216</td>
<td>202</td>
<td>198</td>
</tr>
<tr>
<td>HLTH 4233</td>
<td>1</td>
<td>0</td>
<td>43</td>
<td>31</td>
<td>39</td>
<td>31</td>
</tr>
<tr>
<td>HLTH 4533</td>
<td>3</td>
<td>100%</td>
<td>65</td>
<td>78</td>
<td>83</td>
<td>91</td>
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<tr>
<td>HLTH 4783</td>
<td>1</td>
<td>100%</td>
<td>39</td>
<td>42</td>
<td>38</td>
<td>25</td>
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<tr>
<td>HLTH 4880 (at 12 hours/student)</td>
<td>3</td>
<td>100%</td>
<td>10</td>
<td>14</td>
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<td>10</td>
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<tr>
<td>HLTH 4902</td>
<td>4</td>
<td>100%</td>
<td>60</td>
<td>59</td>
<td>74</td>
<td>95</td>
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<td>HLTH 4973</td>
<td>4</td>
<td>20%</td>
<td>71</td>
<td>66</td>
<td>86</td>
<td>110</td>
</tr>
<tr>
<td>HLTH 4990 (at 12 hours/student)</td>
<td>3</td>
<td>100%</td>
<td>36</td>
<td>41</td>
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<td>54</td>
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<td>HLTH 5113</td>
<td>1 (odd years)</td>
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<td>-</td>
<td>16</td>
<td>-</td>
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<td>8</td>
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<td>-</td>
<td>-</td>
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<td>-</td>
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<tr>
<td>HLTH 5653</td>
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<td>HLTH 5683</td>
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<td>23</td>
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<td>HLTH 5973</td>
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<td>0</td>
<td>-</td>
<td>7</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>HLTH 5983</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>HLTH 6000 (only HEP students)</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*only Stillwater data are reported

B. SCHOLARSHIP related to our LAND GRANT MISSION

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

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

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

D. INSTRUCTION related to our LAND GRANT MISSION

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

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

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

Program Requesting a Line: Literacy Education Program

Position Requested: Tenure Track Faculty Line

BACKGROUND INFORMATION

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

CRITERIA

A. LINE REQUEST JUSTIFICATION

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

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

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

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

Program Requesting a Line: SPSY

Position Requested: Clinical Assistant Professor

BACKGROUND INFORMATION

1. Program Coordinator (or contact person) and contact information: Terry A. Stinnett, Ph.D.

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

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

CRITERIA

A. LINE REQUEST JUSTIFICATION

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

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

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

B. SCHOLARSHIP related to our LAND GRANT MISSION

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

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

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

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

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

D. INSTRUCTION related to our LAND GRANT MISSION

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

Behavioral Consultation or Specialist level practicum

ABA-2

Second section of clinic practicum as needed

Co-Supervision of clinic students
# Faculty Line Requests

Data Table for Line Justification for SPSY

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<th># of Section per Year</th>
<th>% Taught by Adjuncts/GAs</th>
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*Type of Course: Required, Elective, Service course (required for another degree program)

Include 6000 level dissertation hours to demonstrate doctoral student advising loads