



**Department of
Elementary, Literacy, and Special Ed**

Annual Report
July 1, 2015 - June 30, 2016

1. Mission Statement

The mission of the Department of Elementary, Literacy, and Special Education is to prepare teachers at the graduate and undergraduate levels to successfully meet the challenges of educators who reflect on and model the principles of learning and to demonstrate the ability to meet the educational, social, and emotional needs of children and youth who come from highly diverse backgrounds. To achieve this mission, the Department: (1) Recruits and retains qualified faculty and students who represent diverse backgrounds and viewpoints and who demonstrate excellence in learning and teaching, (2) Provides robust, productively challenging initial licensure programs for teacher candidates in the area of elementary and special education, as well as graduate programs in early childhood education (B-K), reading/literacy, and special education, (3) Engages faculty and students in scholarly activities such as research and craftsmanship, reflective and creative teaching practices, and service to the community and profession, (4) Encourages outstanding candidates who complete graduate programs to pursue career pathways that will allow them to assume leadership roles in schools, agencies, and professional organizations, as well as pursue advanced studies such as graduate programs, (5) Supports the use of technology in instruction, research and scholarly activities, and service, and (6) Collaborates with public schools, agencies, and fellow educators to develop and maintain outstanding programs of teacher education, clinical experiences, and professional development schools.

In addition to the mission, the faculty of the department of ELSE are collectively committed to a clear representation of the following principles across all programs of study.

Principle 1

Addressing the importance of holistic teaching for all children

Support candidates in their ability to: (1) Consider the interconnection of cognitive, physical and social and emotional needs of children as relates to achievement and success in and out of the classroom, (2) Develop caring citizens through supportive classroom and learning communities, and (3) Consider the individual strengths and challenges of each student to inform instructional and guidance decisions.

Principle 2

Balancing pedagogy and content

Support candidates in their ability to balance appropriate pedagogy with deep content knowledge by (1) Considering higher-order thinking skills, concrete experiences, opportunities and activities; and activating a desire for learning, and (2) Expanding and deepening content to address current standards, issues and trends.

Principle 3

Providing a strong field experience component

Provide candidates authentic opportunities to practice and apply course content in natural school and community environments by engaging in developing dispositions for learning, life, and career.

Principle 4

Developing teacher candidate dispositions

Support teacher candidates in developing dispositions to maximize learning in the university classroom and reflect those dispositions in their field placements as interns and their classrooms as novice teachers.

Principle 5

Supporting candidates ability to transfer knowledge

Provide opportunities for teacher candidates to integrate and build upon the knowledge and skills developed from one course to another, from one discipline to another, and from one content area to another.

Principle 6

Attending to faculty expertise

Encourage and support faculty to (1) Draw upon and collaborate with other faculty members expertise to enhance the course content and/or delivery, (2) Stay current regarding trends and issues affecting education, and build upon evidence-based practices as they relate to identified areas of expertise.

Principle 7

Embedding diversity across all programs

Consider the impact of diversity as it relates to individual learning needs, families, and environments and respect the foundational need to develop relationships with students, families, and colleagues.

2. Status/Achievement of 2016 Goals

Goal 1: In an effort to ensure all programs are current as it relates to content and licensure requirements, we will identify and address all curriculum issues related to undergraduate and graduate programs. (COE Goal #1 and #3)

Related UCA Strategic Planning Goals

Goal 2: Continue to Foster a Culture of Academic, Scholarly, and Creative Excellence

Goal 3: Provide a Learner-Focused Environment for All Students

Goal 5: Increase Engagement with External Partners

Action Plans

1a. Seek university approval of undergraduate curriculum revisions in the Elementary, Special Education, and Special Education Minor (i.e. merging of ELSE 3308 and 3309; new Junior Block Practicum class; and minor program of study). Additional approval of course substitution in M.S.E. in Special Education

Expected Results: Changes approved; approval by PEC, Undergraduate or Graduate council, PEC, and COD

Actual Results: Changes were approved by the respective parties to implement the revised curriculum and course substitutions.

Status: Completed

Supporting Program Statistics

Links to Supporting Documents

None

1b. Design and seek university and state approval of a revision of the undergraduate Endorsement Program in Special Education K-12; decreasing from 21 to 15 hrs.

Expected Results: Program approval; approved by curriculum committees, PEC, undergraduate Council, PEC, COD, and ADE

Actual Results: This goal was not met. The undergraduate ALP remains at 21 hours to maintain content integrity after a discussion with faculty, program coordinator, and the former department chair.

Status: Completed

Supporting Program Statistics

Links to Supporting Documents

None

1c. Design and seek university and state approval of a revision of the M.S.E. in SPE including the endorsement program (decreasing from 21 to 15 hrs.) Approval of this program as graduate certificate program will be sought as well.

Expected Results: Program (s) approval; approved by curriculum committees, PEC, undergraduate Council, PEC, COD, ADE, and ADHE

Actual Results: This goal was partially met. The MSE in SpEd was revised and the number of hours decreased from 36-30. The endorsement remains at the current 21 hours. The endorsement has been approved as a graduate certificate program.

Status: Completed

Supporting Program Statistics

Links to Supporting Documents

None

1d. Design and seek university approval of Non-traditional graduate program (MAT or MED) in Special Education.

Expected Results: Collaboration across COE departments; program approval; approved by department and college curriculum committees, PEC, Graduate Council, COD, ADE, ADHE.

Actual Results: The MAT SpEd has been developed and is currently going through the university approval process.

Status: Completed

Supporting Program Statistics

Links to Supporting Documents

None

1e. Design transition plan and fully implement B.S.E. in Special Education.

Expected Results: Implementation plan/Academic Map revised and begin implementing Internship IA and/or IB in spring 2016.

Actual Results: The B.S.E. in SpEd was fully implemented in spring 2016.

Status: Ongoing

Supporting Program Statistics

Links to Supporting Documents

None

1f. Design transition plan and implement recently approved revised M.S.E. in Special Education (interim plan).

Expected Results: Implementation plan and begin transition of students into revised special education program fall 2015.

Actual Results: Implementation of the revised special education program began in the fall 2015.

Status: Ongoing

Supporting Program Statistics

Links to Supporting Documents

None

1g. Design transition plan and implement revised M.S.E. in Reading.

Expected Results: Implementation plan complete and begin transition of students into revised M.S.E. in Reading.

Actual Results: Implementation of the revised M.S.E. in Reading program began in the fall 2015.

Status: Completed

Supporting Program Statistics

Links to Supporting Documents

None

1h. Implement Integrated Graduate B-K Endorsement Program.

Expected Results: Identification of program coordinator, implementation of course rotation to begin spring 2016 semester

Actual Results: Identification of an interim program coordinator for the B-K endorsement program. Implementation of the program began in the summer 2016. The course rotation has been developed. Students began entering the program in the summer 2016.

Status: Completed

Supporting Program Statistics

Links to Supporting Documents

None

1i. Seek University and state approval of new endorsement programs (B-K Integrated and Dyslexia Therapist) as Graduate Certificate Programs.

Expected Results: Both endorsements approved by curriculum committees, PEC, graduate council, COD, and ADHE as graduate certificate programs.

Actual Results: The B-K and DT endorsements were approved by curriculum committees, PEC, graduate council, COD, and ADHE as graduate certificate programs.

Status: Ongoing

Supporting Program Statistics

Links to Supporting Documents

None

1j. Investigate ADE B-K and 3-4 license(s) as potential undergraduate B-K Endorsement programs

Expected Results: (1) Conduct candidate interest survey, (2) Decision to design undergraduate endorsement program in Integrated B-K (3) Decision to design undergraduate endorsement program in 3-4.

Actual Results: This goal has not been met. Will suspend the investigation into the feasibility of the B-K and 3-4 license as undergraduate options to focus on strengthening current programs.

Status:

Supporting Program Statistics

Links to Supporting Documents

None

1k. Investigate Dyslexia Therapist as potential undergraduate endorsement program.

Expected Results: (1) Conduct candidate interest survey, (2) decision to design undergraduate endorsement program in Dyslexia Therapist

Actual Results: This is on-going. Content on dyslexia is embedded within the undergraduate K-6 and K-12 SpEd programs of study. Will revisit with faculty and students to determine feasibility and interest.

Status:

Supporting Program Statistics

Links to Supporting Documents

None

1l. Examine field experience/internship component of elementary and special education programs for possible expansion of specialized programs that will provide comprehensive experience for students while enhancing the services to the K-12 student and our public school partners (i.e. Bigelow tutorial program)

Expected Results: Duplicate Internship I Bigelow tutorial program in an additional K-6 school; identify other specialized services that could be beneficial for candidates and K-12 students (i.e. ABA, Universal Design for Learning)

Actual Results: This goal has not been met. Will reconvene faculty to determine and investigate how to strengthen current school partnerships and innovative programming for students and teacher candidates. Currently scheduling meetings with potential school districts to identify others who might be interested in a dyslexia intervention program, similar to Bigelow. This would allow the department to expand the program and enrich the internship/field experience for candidates.

Status:

Supporting Program Statistics

Links to Supporting Documents

None

Goal 2: Identify and address program assessment needs related to accreditation. (COE Goal #2)

Related UCA Strategic Planning Goals

Goal 1: Focus on Integrity at All Levels of Action

Goal 4: Commit to Ongoing Improvement and Innovation in Facilities and Technology

Action Plans

2a. As new and revised programs are implemented, review and amend program model assessments as needed to meet new CAEP and SPA standards.

Expected Results: Assessments will be modified based on student data and input of students, mentor teachers, supervisors, and faculty members.

Actual Results: Program Coordinators are working with the Assoc. Dean, ELSE Department Chair, and others to develop model assessments or revise model assessments for new programs, specifically, the BSE in SpEd, B-K endorsement and the MAT SpEd. This is an on-going process.

Status: Ongoing

Supporting Program Statistics

Links to Supporting Documents

None

2b. Review and amend program databases used to maintain candidate information and performance.

Expected Results: Upgrade databases housing undergraduate and graduate candidate demographic information

Actual Results: The databases for all programs have been revised to collect data for tracking and reporting purposes.

Status: Ongoing

Supporting Program Statistics

Links to Supporting Documents

None

2c. Support building faculty knowledge, understanding, and implementation of CAEP and SPA standards.

Expected Results: Undergraduate and graduate program coordinators will attend state and national CAEP/SPA training.

Actual Results: Faculty members are scheduled to attend or have attended CAEP and SPA training in fall 2016.

Status:

Supporting Program Statistics

Links to Supporting Documents

None

2d. Submit full/comprehensive application to the International Dyslexia Association for accreditation of selected COE undergraduate programs.

Expected Results: To be recognized as the first AR IHE to be accredited by IDA.

Actual Results: To be recognized as the first AR IHE to be accredited by IDA.

Status:

Supporting Program Statistics

Links to Supporting Documents

None

Goal 3: Determine recruitment and retention needs and plan of action. (COE Goal #4)

Related UCA Strategic Planning Goals

Goal 3: Provide a Learner-Focused Environment for All Students

Goal 5: Increase Engagement with External Partners

Goal 6: Promote Diversity in All Areas

Action Plans

3a. Design and implement growth plans for graduate programs in Special Education and Reading.

Expected Results: Growth plan will include implementation of innovative undergraduate program recruitment strategies, marketing strategies to attract practicing teachers, etc.

Growth goal set between 10% to 15 % increase of current M.S.E. candidates from July 1, 2015 to June 30, 2016.

Actual Results: Current courses for the fall of 2016 for both the MSE in SpEd and the MSE in Reading, along with the DT endorsement, are past the recommended capacity for an online course. Courses have 25-30 students per.

Status: Ongoing

Supporting Program Statistics

Links to Supporting Documents

None

3b. Design and implement retention strategies for candidates moving from pre to post admission status with emphasis on retaining students of diversity to post admission level.

Expected Results: Standardize writing remediation strategies utilized in pre-admission classes, investigate feasibility of designing on-line Praxis preparation course (s), implement research-based strategies effective for supporting diverse populations in academic success.

Actual Results: Faculty members are working in collaboration on a research study to determine if content writing strategies will impact students' success on the writing portion of the Praxis.

Status: Ongoing

Supporting Program Statistics

Links to Supporting Documents

None

3c. After determining need, develop a recruit and retention plan to attract undergraduate candidates with emphasis on diverse populations.

Expected Results: (1) Design plan for disseminating information on new undergraduate Elementary and Special Education programs, and (2) Analyze data on retention from pre-admission to admission into teacher education and design plan accordingly.

Actual Results: This goal has not been met. Will reconvene the faculty team to determine if we have the faculty resources and capacity to engage in data analysis and interpretation with fidelity.

Status: Ongoing

Supporting Program Statistics

Links to Supporting Documents

None

3d. Develop articulation agreements with two year colleges for Elementary Education program

Expected Results: In collaboration with the admission office, begin conversations with two year colleges interested in developing ASE degrees with emphasis on elementary education.

Actual Results: Memorandum of Understanding for Articulation of Students interested in ASE degrees were signed with ASU BeeBee, ASU Mountain Home, Pulaski Tech, Ozarka, UACCM, and ASU Newport.

Status: Completed

Supporting Program Statistics

Links to Supporting Documents

None

3e. Build newly established ELSE Teachers of Tomorrow into a strong, active student lead organization focused on building strong, effective teacher leaders committed to impacting the lives of K-12 students.

Expected Results: (1) Established membership process for candidates at all levels (pre-admission, at admission point, renewal member ship post-admission), (2) Provide opportunity for TOT members to attend a state level conference/professional development opportunity, (3) Determine ways to enhance activities between TOT and partnership schools/K-12 candidates, (4) Create mentor program within TOT, (5) Conduct candidate survey regarding expectations of TOT.

Actual Results: This goal has been partially met. Established membership process for candidates at all levels (pre-admission, at admission point, renewal member ship post-admission). (2) Provided opportunity for TOT members to attend the CEC conference.

Status:

Supporting Program Statistics

Links to Supporting Documents

None

Goal 4: Support of faculty scholarly productivity and professional development. (COE Goals #3, #4)

Related UCA Strategic Planning Goals

Goal 2: Continue to Foster a Culture of Academic, Scholarly, and Creative Excellence

Action Plans

4a. Identify and implement ways to support/enhance scholarship among faculty including grant writing opportunity and training, research, travel for dissemination of research, and publication.

Expected Results: (1) Continue faculty scholarship incentive awards and travel support, (2) Identify internal and external grant opportunities to support scholarship and professional development, (3) ELSE Faculty Support committee charged to make recommendations to chair and faculty regarding strategies for support and increasing productivity (4) Increase support of professional development training in areas of innovation/expertise needed for faculty as we move into full implementation of new undergraduate programs (i.e. science & math, dyslexia, universal design , etc).

Actual Results: 1) Faculty scholarship incentive awards were granted in fall 2016 to faculty currently conducted research studies. 2) Revise the Faculty Support Committee to the Research and Professional Development Committee to track and support faculty scholarship, specifically IRB projects. 3) Increase the number of faculty members with IRB certification. 4) Increased number of research studies currently underway by both tenure/tenure track faculty and clinical faculty.

Status: Ongoing

Supporting Program Statistics

Links to Supporting Documents

None

4b. Create conditions to facilitate faculty involvement/support of graduate and undergraduate students to engage in research, publication, and professional activities at conferences and through involvement in our student organization (ELSE TOT).

Expected Results: (1) Faculty will identify specific strategies for increasing the engagement with undergraduate and graduate candidates in research and other professional activities , (2) ELSE will sponsor the 2nd Annual Arkansas Student Lead Conference

Actual Results: This is on-going. It is a part of the charge for the ELSE Research and PD committee to identify opportunities for undergraduate candidates to engage in research.

Status: Ongoing

Supporting Program Statistics

Links to Supporting Documents

None

4c. Identify and address specific content and technological advancement needs of individuals in the department as it relates to faculty professional development, equipment, and software needs for on-line teaching and integrating technology into instruction.

Expected Results: (1) Continue expand use of Blackboard 9 as a supplemental aid in undergraduate classes and primary vehicle for delivering graduate coursework, (2) Conduct department training sessions on new applications, software, and smart board use to enhance teaching, (3) Upgrade equipment, (4) Investigate expansion of on-line delivery at the undergraduate level, and (5) Faculty decision as it relates to membership of ZUNI and/or related electronic teaching resources.

Actual Results: Blackboard is used as a supplement to undergraduate courses and a primary tool for graduate course content delivery. 2) Faculty are engage in the ipad initiative across several courses. 3) Faculty have access to an ipad cart and workshops to learn how to use the ipads more effectively with candidates. 4) Faculty decided not to pursue ZUNI at this time.

Status: Ongoing

Supporting Program Statistics

Links to Supporting Documents

None

Goal 5: Focus on creating a culture of collaboration and support to state level constituents, school partners and community services supported by the department. (COE Goals #1, #3)

Related UCA Strategic Planning Goals

Goal 5: Increase Engagement with External Partners

Action Plans

5a. Strengthen UCA presence in partnership schools and other community based programs to increase visibility and collaboration among faculties to establish strong partnerships.

Expected Results: (1) Increase the number of faculty members visible in partner schools through Internship supervision model, (2) Involve school partners in new program implementation, (3) Continue dissemination of information on community programs supported by the department and college (i.e. Super Kids, University Challenge, Summer Enrichment, and Reading Success Center), (4) Conduct a consumer survey with families utilizing our summer programs (i.e. Super Kids, University Challenge, Summer Enrichment, and Reading Success Center), to ensure we are meeting their needs and that we continue to offer innovative and motivating programming, (5) Discuss the future of our Summer Enrichment program for students with disabilities, and (6) Investigate ELSE partnering with Think College or other community services which impact our students with disabilities.

Actual Results: Due to ELSE leadership changes, this goal has only been partially met. 1) Schools were made aware of the various community-based programs offered by ELSE or in collaboration with other departments. 2) Faculty members are in schools working in various capacities with interns (i.e. internship I and II supervision, SpEd practicum, Bigelow dyslexia intervention program).

Status: Ongoing

Supporting Program Statistics

Links to Supporting Documents

None

5b. Strengthen UCA presence at the local, state and national level to increase visibility and collaboration among agencies/organizations in order to influence policies and services related to K-12 education.

Expected Results: (1) Faculty membership on state and federal committees, task force, and/or boards (2) Influence state policies, guidelines, and instructional practices related to dyslexia, (3) Influence state policies and guidelines related to the preparation of elementary and special education teachers and reading specialists, (4) Faculty serve in the capacity of advocates/consultants for families and teachers seeking support to improve instructional services.

Actual Results: Select faculty members are involved at the state level of task forces and committees related to dyslexia, and other special education and disabilities needs.

Status: Ongoing

Supporting Program Statistics

Links to Supporting Documents

None

3. 2017 Goals

Goal 1: Increase faculty scholarship and dissemination of research

Related UCA Strategic Planning Goals

Action Plans

1a. Work with the Research and PD committee to identify research opportunities, track and showcase current faculty members research studies, and increase the number of faculty submitting to publications, and for, conferences.

Resources: Chair, Research and PD committee, ELSE faculty team, budget support for travel and publications

Responsible Person(s): Chair, Research and PD committee, ELSE faculty team

Projected Completion Date: June 2017

Expected Results: Increase the number of publications by 25% and the number of presentations by 40%.

Supporting Program Statistics

Goal 2: Strengthen current, and develop new school and community-based partnerships

Related UCA Strategic Planning Goals

Action Plans

2a. Schedule meetings with current school district-level administrators to determine challenges and areas for growth and support. Determine interest to engage in intervention (Dyslexia project), or other innovative initiatives. Schedule meetings with potential new school partners and develop lines of communication with underutilized school partners.

Resources: budget support for travel, incentives

Responsible Person(s): Department Chair, Program Coordinators, Field placement coordinator, school partners, community-based representatives, Dean, Provost

Projected Completion Date: June 2017

Expected Results: Develop MOU's with 2 new districts; Meet with all current district administrators to develop some action steps to strengthen partnerships.

Supporting Program Statistics

Goal 3: Strengthen current and new degree programs

Related UCA Strategic Planning Goals

Action Plans

3a. Collect, analyze, and interpret data from a variety of sources, including, but not limited to, the End of the Year survey, program reports (i.e. CAEP, SPA), student evaluations, faculty focus groups, school partner surveys, mentor teacher surveys, and data from current research projects to determine strengths and opportunities for improvement.

Resources: program reports, surveys, student evaluations, data analysis of faculty input, results of current pilot projects and studies, budget support for possible travel

Responsible Person(s): department chair, faculty members, candidates, school partners, associate dean

Projected Completion Date: June 2017

Expected Results: Identification of areas of strength and areas of weakness; development of a strategic action plan supported by data analysis and interpretation.

Supporting Program Statistics

3b. Develop and implement a recruitment plan for new programs, specifically undergraduate ALP, BK endorsement, and the Resource license; Develop a program design plan for the MAT SpEd to include course rotation and field placement opportunities.

Resources:

Responsible Person(s): Chair, faculty members, program coordinators

Projected Completion Date: January 2017

Expected Results: Enroll students in the undergraduate ALP and resource license. Increase enrollment in the BK program by 50% and develop the MAT SpEd program design by the end of fall 2016 semester.

Supporting Program Statistics

3c. Investigate the feasibility of developing articulation agreements for the BSE in SpEd with 2-year schools.

Resources:

Responsible Person(s): Chair, articulation agreement office, program coordinator, 2-year schools, Office of the Dean

Projected Completion Date: June 2017

Expected Results:

Supporting Program Statistics

Goal 4: Focus on citizenship, collegiality, and teaming

Related UCA Strategic Planning Goals

Action Plans

4a. Attendance and participation in faculty retreats, strategic planning meetings, department socials; departmental support visuals, professional development on relationship and building rapport with colleagues; Encouragement to brainstorm solutions to potential issues and problems; mentoring new faculty members. Development of written departmental practices, procedures and protocols.

Resources:

Responsible Person(s): chair, faculty and staff members, Dean

Projected Completion Date: June 2017

Expected Results: Increase in the productivity and collaboration among faculty team members; increase in trust of faculty members expertise and positive contributions to the department culture and climate.

Supporting Program Statistics

4. Five-year Goals

Goal 1: Recruit, retain, and support teacher candidates of diverse backgrounds.

Related UCA Strategic Planning Goals

Projected Completion Date: June 2018

Goal 2: Strengthen and enrich the current programs of study through innovative and authentic field experiences and current research-based and supported content.

Related UCA Strategic Planning Goals

Projected Completion Date: June 2018

Goal 3: Recruit and retain highly qualified faculty members through targeted and aggressive recruitment efforts to support the new and growing degree programs.

Related UCA Strategic Planning Goals

Projected Completion Date: June 2017

Goal 4: Secure grants to support the work of the Mashburn center and other innovative programming.

Related UCA Strategic Planning Goals

Projected Completion Date: June 2019

Goal 5: Increase focus by faculty on research and scholarship to inform best-practices in education. Dissemination of research at the local, national, and international level.

Related UCA Strategic Planning Goals

Projected Completion Date: June 2017

5. Challenges

There are four major challenges the ELSE department has incurred.

- 1) The ELSE leadership changed resulting in shifts and adjustments to different leadership style. While the faculty members seem to be adjusting well, they are being asked to adhere to new and different practices, policies, and procedures in an effort to keep the department moving in a positive and productive direction, and to shore up areas where guidelines and protocols will help to eliminate errors and ensure programs and initiatives continue to be implemented with fidelity.
- 2) Faculty productivity related to scholarship has been challenged by state demands and mandates, and workload issue. While faculty members desire to increase their dissemination of research, the over taxation of time creates little space to focus on this much desired area. However, faculty remain as committed as ever and are working in collaboration to increase the department's scholarly productivity.
- 3) The need for more faculty resources. Our current enrollment numbers are very healthy. The graduate courses for the fall, for example, are over the suggested number for online courses. Current enrollment numbers for those courses are between 25-30 people. Additionally, we are currently searching for a reading faculty member. The search committee is encouraged by the applicants thus far, and have developed an aggressive plan to secure a new faculty member in reading with an interest in dyslexia by spring 2017.
- 4) We've experienced some implementation challenges, in particular, with the DT endorsement and revised MSE Reading program. Growing pains happen. We are working to ensure we address every challenge so that the programs run smoothly.

6. Opportunities

While there are many opportunities, those which the faculty team is specifically focused on this year are:

- 1) We have developed a new MAT SpEd program. This is in response to the state identifying special education as a shortage area. In an effort to meet the request for more special education teachers, the MAT SpEd program was designed to parallel the current MSE in SpEd with the exception of two new courses. Candidates entering this program will receive a rich experience as the program was designed to have varied field opportunities embedded within courses. Additionally, we will be working on increasing the number of students for the undergraduate endorsements and the resource license.

2) With the revision to the Faculty Support committee, now the Research and PD committee, faculty members are working to increase their scholarship. The committee is co-chaired by two tenured faculty members. The committee's charge is to work with all faculty members to increase the number of those faculty members with IRB certifications, help faculty members identify research opportunities, and support them by showcasing and tracking current projects, initiatives, and programs faculty members are currently involved in. The overall goal is to contribute to the body of knowledge and research in their respective fields of study.

3) Strengthen our current programs by collaborating more effectively with the Mashburn Center for Learning, school partners, and other community-based organizations. This may allow the department to expand current projects and initiatives. It might also allow us to grow new school partnerships, for example, in academically distressed communities.

7. Summary

While the department has experienced some challenges over the last year, the faculty team, by my estimation, is encouraged to charter some new territory. The faculty team seems to be more vocal about sharing their thoughts an innovative idea and techniques that may support the overall goals and programs. As we work together to stabilize our current structures, we are also working to grow in new and different ways to better serve our students, the community, and our school partners.

APPENDIX A: FACULTY PROFILE

Distribution of Full-Time Faculty by Rank

Rank	Continuing	New	Total	%
Professor	1	1	2	10.53
Associate Professor	6	0	6	31.58
Assistant Professor	1	0	1	5.26
Senior Lecturer/Clinical Instructor/Lab Instructor	1	0	1	5.26
Lecturer/Clinical Instructor/Lab Instructor II	3	0	3	15.79
Lecturer/Clinical Instructor/Lab Instructor I	5	0	5	26.32
Instructor	0	0	0	0.00
Visiting Assistant Professor	0	0	0	0.00
Visiting Lecturer	1	0	1	5.26
Total	18	1	19	100.00

Distribution of Full-Time Faculty by Tenure Status

Tenure Status	Continuing	New	Total	%
Tenured	7	1	8	42.11
Tenure-Track	1	0	1	5.26
Non-Tenure Track	10	0	10	52.63
Total	18	1	19	100.00

Distribution of Full-Time Faculty by Graduate Faculty Status

Graduate Faculty	Continuing	New	Total	%
Affiliated	1	0	1	5.56
Associate	2	0	2	11.11
Full	8	0	8	44.44
No	7	0	7	38.89
Total	18	0	18	100.00

List of New Full-Time Faculty

Groves-Scott, Victoria, Professor, Tenured

List of Administrative Assignments

Kathleen Atkins, Department Chair, July 1, 2000 - July 1, 2016

Lisa Herrington, Director of the Reading Success Center, August 15, 2014 - August 15, 2016

Lisa Herrington, Director of University Challenge (UCA Challenge), July 1, 2006 - December 31, 2015

Distribution of Full-Time Faculty by Gender and Race/Ethnicity

Race/Ethnicity	Female	Male	Total	%
American Indian or Alaska Native	0	0	0	0.00
Asian	0	1	1	5.26
Black or African American	1	0	1	5.26
Hispanic/Latino of Any Race	0	0	0	0.00
Native Hawaiian or Other Pacific Islander	0	0	0	0.00

Two or More Races	0	0	0	0.00
White	14	2	16	84.21
Non-Resident Alien	0	0	0	0.00
Unknown	1	0	1	5.26
Total	16	3	19	100.00
%	84.21	15.79	100.00	

APPENDIX B: INSTRUCTIONAL ACTIVITIES

SSCH by ADHE Term

Term	HS Concurrent	Undergraduate	Graduate	Total
Summer II On-Schedule 2015	0	54	282	336
Summer II Off-Schedule 2015	0	0	0	0
Fall On-Schedule 2015	0	2,655	315	2,970
Fall Off-Schedule 2015	0	0	0	0
Spring On-Schedule 2016	0	2,745	525	3,270
Spring Off-Schedule 2016	0	0	0	0
Summer I On-Schedule 2016	0	12	519	531
Summer I Off-Schedule 2016	0	0	48	48

Fiscal Year	HS Concurrent	Undergraduate	Graduate	Total
July 2015 - June 2016	0	5,466	1,689	7,155
July 2014 - June 2015	0	5,865	1,350	7,215
July 2013 - June 2014	0	5,979	1,077	7,056
July 2012 - June 2013	0	5,970	957	6,927
July 2011 - June 2012	0	4,833	1,173	6,006

Academic Advising Loads

Term	Undergraduate	Graduate
Fall 2015	112	45
Spring 2016	52	0

Total Undergraduate Program Enrollment

Fall On-Schedule 2015	Enrolled
BSE-Elementary Education	91
BSE-P-4 Licensure	84
BSE-Special Education, K-12	9
Term Total	184

BSE-Elementary Education	Enrolled
Fall On-Schedule 2015	91
Fall On-Schedule 2014	1

BSE-P-4 Licensure	Enrolled
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Fall On-Schedule 2015	84
Fall On-Schedule 2014	200
Fall On-Schedule 2013	192
Fall On-Schedule 2012	216
Fall On-Schedule 2011	225

BSE-Special Education, K-12	Enrolled
Fall On-Schedule 2015	9
Fall On-Schedule 2014	0

Total Graduate Program Enrollment

Fall On-Schedule 2015	Enrolled
GC-Early Childhood Special Education Instructional Specialist (P-4)	5
GC-Special Education Instructional Specialist 4-12	3
GC-Special Education K-12	0
MSE-REading K-12	28
MSE-Special Education K-12	22
Term Total	58

GC-Early Childhood Special Education Instructional Specialist (P-4)	Enrolled
Fall On-Schedule 2015	5
Fall On-Schedule 2014	6
Fall On-Schedule 2013	2
Fall On-Schedule 2012	2
Fall On-Schedule 2011	2

GC-Gifted and Talented Education	Enrolled
Fall On-Schedule 2014	12
Fall On-Schedule 2013	11
Fall On-Schedule 2012	0

GC-Instructional Facilitator	Enrolled
Fall On-Schedule 2013	1
Fall On-Schedule 2012	1
Fall On-Schedule 2011	2

GC-Special Education Instructional Specialist 4-12	Enrolled
Fall On-Schedule 2015	3
Fall On-Schedule 2014	4
Fall On-Schedule 2013	14
Fall On-Schedule 2012	3
Fall On-Schedule 2011	0

GC-Special Education K-12	Enrolled
Fall On-Schedule 2015	0

MSE-Reading K-12	Enrolled
Fall On-Schedule 2015	28

MSE-Reading	Enrolled
Fall On-Schedule 2014	19
Fall On-Schedule 2013	15
Fall On-Schedule 2012	13
Fall On-Schedule 2011	12

MSE-Special Education	Enrolled
Fall On-Schedule 2014	16
Fall On-Schedule 2013	17
Fall On-Schedule 2012	18
Fall On-Schedule 2011	23

MSE-Special Education K-12	Enrolled
Fall On-Schedule 2015	22

Total Undergraduate Program Degrees Awarded

August 2015	Degrees Awarded
BSE-Elementary Education	0
BSE-P-4 Licensure	1
BSE-Special Education, K-12	0
Total	1

December 2015	Degrees Awarded
BSE-Elementary Education	0
BSE-P-4 Licensure	52
BSE-Special Education, K-12	0
Total	52

April 2016	Degrees Awarded
BSE-Elementary Education	18
BSE-P-4 Licensure	1
BSE-Special Education, K-12	0
Total	19

BSE-Elementary Education	Degrees Awarded
July 2015 - June 2016	18
July 2014 - June 2015	0
Total	18

BSE-P-4 Licensure	Degrees Awarded
July 2015 - June 2016	54
July 2014 - June 2015	96
July 2013 - June 2014	83
July 2012 - June 2013	63
July 2011 - June 2012	71
Total	367

BSE-Special Education, K-12	Degrees Awarded
------------------------------------	------------------------

July 2015 - June 2016	0
July 2014 - June 2015	0
Total	0

Total Graduate Program Degrees Awarded

August 2015	Degrees Awarded
GC-Early Childhood Special Ed. Instructional Spec. (P-4)	0
GC-Gifted and Talented Education	0
GC-Special Education Instructional Specialist 4-12	0
GC-Special Education K-12	0
MSE-Reading	2
MSE-Special Education	3
Total	5

December 2015	Degrees Awarded
GC-Early Childhood Special Ed. Instructional Spec. (P-4)	0
GC-Gifted and Talented Education	0
GC-Special Education Instructional Specialist 4-12	1
GC-Special Education K-12	0
MSE-Reading	5
MSE-Special Education	5
Total	11

April 2016	Degrees Awarded
GC-Early Childhood Special Ed. Instructional Spec. (P-4)	2
GC-Gifted and Talented Education	0
GC-Special Education Instructional Specialist 4-12	1
GC-Special Education K-12	0
MSE-Reading	2
MSE-Special Education	0
Total	5

GC-Early Childhood Special Ed. Instructional Spec. (P-4)	Degrees Awarded
July 2015 - June 2016	2
July 2014 - June 2015	0
Total	2

GC-Early Childhood Special Education Instructional Specialist (P-4)	Degrees Awarded
July 2013 - June 2014	0
July 2012 - June 2013	1
July 2011 - June 2012	0
Total	1

GC-Gifted and Talented Education	Degrees Awarded
July 2015 - June 2016	0

July 2014 - June 2015	9
July 2013 - June 2014	5
July 2012 - June 2013	0
Total	14

GC-Instructional Facilitator	Degrees Awarded
July 2013 - June 2014	0
July 2012 - June 2013	0
July 2011 - June 2012	0
Total	0

GC-Special Education Instructional Specialist 4-12	Degrees Awarded
July 2015 - June 2016	2
July 2014 - June 2015	1
July 2013 - June 2014	0
July 2012 - June 2013	0
July 2011 - June 2012	0
Total	3

GC-Special Education K-12	Degrees Awarded
July 2015 - June 2016	0
Total	0

MSE-Reading	Degrees Awarded
July 2015 - June 2016	9
July 2014 - June 2015	8
July 2013 - June 2014	6
July 2012 - June 2013	3
July 2011 - June 2012	9
Total	35

MSE-Special Education	Degrees Awarded
July 2015 - June 2016	8
July 2014 - June 2015	5
July 2013 - June 2014	5
July 2012 - June 2013	9
July 2011 - June 2012	11
Total	38

Number of Directed Individual Student Learning Activities

Involvement Type	No.
Dissertation Committee Member	2
Honors Thesis Advisor	2
Independent Study Advisor	1
Master's Thesis Committee Member	1
Total	6

Number of Directed Group Student Learning Activities

Involvement Type	No.
Field Experience	3
Other	1
Total	4

Number of Non-Credit Instruction Activities

Instruction Type	No.
Seminar	1
Workshop	3
Other	1
Unknown	1
Total	6

APPENDIX C: SCHOLARSHIP

Total Contracts and Grants

Organization	Under Review		Funded	
	No.	Total Funds	No.	Total Funds
Federal	0	\$0	1	\$50,365
State	0	\$0	3	\$50,000
Total External	0	\$0	4	\$100,365
University of Central Arkansas	0	\$0	3	\$13,000

List of Grants and Contracts

Funded

Feng, S. (Instructor), "CCI," Sponsored by Arkansas Department of Education, State.

Herrington, L. L., "Community Service Funding Grant," Sponsored by UCA, University of Central Arkansas, \$9,000.00. (July 1, 2015 - June 30, 2016).

Kohler, P. A. (Former Student), "Faculty Incentive Award," Sponsored by ECSE Department Chair, University of Central Arkansas, \$400.00.

Kohler, P. A., "COE Faculty Summer Research Incentive," Sponsored by COE, University of Central Arkansas, \$3,600.00. (June 2015 - August 2015).

Kohler, P. A. (Principal Investigator), Cooper, M. J., "SIM Learning Strategies," Sponsored by AR Department of Education, State, \$15,000.00. (February 10, 2014 - July 2015).

Kohler, P. A., "AALI Professional Learning for State Content Specialists," Sponsored by AR Department of Education, State, \$35,000.00. (May 2016 - Present).

Filer, J. D. (Principal Investigator), Mankey, T. A. (Co-Principal Investigator), McGee, M. C. (Co-Principal Investigator), Sponsored by US Department of Health and Human Services, Federal, \$50,365.00. (August 2015 - May 2016).

Number of Accepted or Published Publications by Type

Type	Peer Reviewed	Non-Peer Reviewed	Total	Student Author
Journal Article	7	2	9	0
Other	1	1	2	0
Total	8	3	11	0

Number of Submitted Publications by Type

Type	Peer Reviewed	Non-Peer Reviewed	Total	Student Author
Journal Article	4	0	4	0
Total	4	0	4	0

List of Publications

A. Peer Reviewed

1. Accepted or Published

- Crow, R. I., Cooper, M. J., Dallas, J. (2015). Emergency Relief for Teachers for Teachers of Children Who Challenge. *Dimensions of Early Childhood*, 43(3), 4-10.
- Filer, J. D., Barnes, C. D., Cooper, M. J. Developing Dispositions for Success: Faculty Members Working in Partnership with Students. *US-China Education Review*, 4(1), 1-12.
- Kohler, P. A., Barnes, C. D. (2015). A model of influence: teaching affective skills to all students. *To appear in Journal of Effective Schools Project, XXII*. www.tarleton.edu
- Kohler, P. A., Barnes, C. D. (2015). A model of influence: Teaching affective skills to all students. *Journal of the Effective Schools Project, XXII*, 14-18. [tarleton.edu](http://www.tarleton.edu)
- Kohler, P. A. (2016). In Maryellen Wiemer (Ed.), *Questions: Why do they matter?* (8th ed., vol. 30, pp. 1, 7).: The Teaching PProfessor. <http://www.magnapubs.com/>
- Kohler, P. A. (2015). Co-teaching Revisited: How is this Marriage Working? *Rowman & Littlefield*(XXIV), 113-120. www.rowman.com
- Pearson, M. M., Oslick, M. E. (2016). Evaluating and Using Literature Including People with Disabilities in All Classrooms. *To appear in Journal of the American Academy of Special Education Professionals*.
- Pearson, M. M. (2015). Modeling Universal Design for Learning Techniques to Support Multicultural Education for Pre-Service Secondary Educators. *To appear in Multicultural Education*, 22(3/4), 27-34.

2. Submitted

- Pearson, M. M. Teaching Future Educators about Inclusion Using Young Adult Literature and Literacy Circles. *Arkansas Association of Teacher Educators Journal*.
- Pearson, M. M. Analysis of Customized Employment Research. *Disability and Rehabilitation*.
- Pearson, M. M., Clavenna-Deane, E., Filer, J. Quality of Individualization of the Discovery Phase of Customized Employment. *Inclusion*.
- Pearson, M. M., Clavenna-Deanne, B., Supon-Carter, K. (2015). Attitudes of Teachers of Students with Significant Disabilities Related to Inclusion and Aspects of their Jobs. *International Journal of Special Education*.

B. Non-Peer Reviewed

1. Accepted or Published

- Barnes, C. D., Kohler, P. A. (2015). Cultivating Courage: Should we Teach Courage? *Diversity Recruitment Partners in Education*, 11(Fall), 2.
- Cooper, M. J. Antidotes for the Publish or Perish Syndrome. *Faculty Focus*. www.facultyfocus.com/articles/faculty-development/antidotes-for-the-publish-or-perish-syndrome/
- Pearson, M. M. (2015). Transition: Adolescence to Adulthood and Beyond. In Lisa Lightner (Ed.), *Regular contributor/monthly*.: A Day In Our Shoes. adayinourshoes.com/

2. Submitted

No data available

Number of Presentations by Scope

Scope	Total	Invited		Accepted		Student Author
		Peer Reviewed	Non-Peer Reviewed	Peer Reviewed	Non-Peer Reviewed	
Local	5	0	3	0	2	0
State	26	2	12	9	3	2
Regional	7	0	1	6	0	0
National	4	0	0	4	0	0
International	4	0	0	4	0	0
Unknown	6	0	0	0	6	0
Total	52	2	16	23	11	2

List of Presentations

A. Peer Reviewed

Atkins, K. R., Filer, J. D., Kohler, P. A. (Sept. 2015). *Preparation of Special Educators: What Does the Future Hold?* Paper Session presented at Arkansas Association of Teacher Educators, University of Central Arkansas.

Atkins, K. R., Cain, D., Litton, F. (June 2016). *RTI and SLD in Arkansas*. Workshop presented at Arkansas Federation of Exceptional Children Annual Conference.

Bares, C. D., Kohler-Evans, P., Hudspeth, E.*, Bean, L.*. (2015). *Cultivating and sustaining relationships with global partners*. Workshop presented at Gulf-South Summit on Service Learning & Civic Engagement through Higher Education, Little Rock, Arkansas.

Barnes, C. D., Kohler, P. A. (2016). *Courageous Success: Teaching students to be graceful risk takers*. Workshop presented at Arkansas Alternative Education Association, Rodger, AR.

Barnes, C. D., Parker, T., Kohler, P. A. (2016). *Success Favors Well-Prepared Adults: Developing Relationships and Setting Routines*. Workshop presented at National Head Start Association, Nashville, TN.

Barnes, C. D., Parker, T. (2016). *Success Favors Well-Prepared Adults: Unpacking your Personality Package*. Workshop presented at Tennessee Alternative Education Association Conference, Murfreesboro, TN.

Barnes, C. D., Kohler, P. A. (2016). *Teaching Courage: Promoting Graceful Risk-taking for Success*. Workshop presented at Tennessee Alternative Education Association Conference, Murfreesboro, TN.

Barnes, C., Kohler, P. A. (2015). *The Model of Influence: Teaching Children to be Courageous, Compassionate, and Civil Risk takers*. Workshop presented at National Head Start Association, Nashville, TN.

Barnes, C. D., Parker, T. (2015). *Relationship Management System (RMS): Promoting positive relationships and interactions with students*. Workshop presented at Arkansas Alternative Education Association, Ft. Smith, AR.

- Barnes, C. D., Kohler, P. A. (2015). *Strategies for Teaching Civility, Compassion and Courage in Classrooms*. Workshop presented at Arkansas Alternative Education Association, Ft. Smith, AR.
- Barnes, C. D., Kohler, P. A. (2015). *Strategies for Teaching Civility, Compassion and Courage in Classrooms*. Workshop presented at Missouri Alternative Education Association, Lake of the Ozarks, MO.
- Barnes, C. D., Kohler, P. A. (2015). *Strategies for Teaching Civility, Compassion and Courage in Classrooms*. Workshop presented at Tennessee Alternative Education Association Conference, Murfreesboro, TN.
- Barnes, C., Crow, R., Dallas, J., Kohler-Evans, P. (Nov. 2015). *Kids helping kids make a difference: How children can reach out across the globe to become service minded*. presented at National Association for the Education of Young Children, Orlando, FL.
- Barnes, D. L., James, T. L., Atkins, K. R. (Feb. 2016). *Accountability in teacher education: Improving the writing skills of teacher education candidates*. Paper Session presented at Association of Teacher Educators 2016 Annual Meeting, Association of Teacher Educators, Chicago, IL.
- Benson, T. R., Cain, D. D. (Nov. 2015). *Digital Dyslexia: Apps That Can Help Children Read!* Paper Session presented at Arkansas Reading Association, Arkansas Reading Association, Little Rock, AR.
- Benson, T. R., Cain, D. D., Alumbaugh, A. D. (Sept. 2015). *Unlocking Dyslexia: Reading is the Key to Student Success*. Paper Session presented at Arkansas Association of Teacher Educators, ArATE, UCA, Conway, AR.
- Benson, T. R., Dallas, J. L., (Feb. 2016). *Communities Join to Defeat Dyslexia: Educating the Whole Child!* Paper Session presented at Southern Early Childhood Association, Southern Early Childhood Association, Tulsa, OK.
- Feng, S., Garimella, U. I., Pinchback, C. L. (Nov. 2015). *Close Reading and Text Dependent Questions*. Paper Session, Arkansas Reading Association, Little Rock.
- Feng, S., Pinchback, C. L., Garimella, U. I. (Nov. 2015). *Integrating Reading Strategies into Content Areas*. Paper Session presented at Arkansas Curriculum Conference, Arkansas Curriculum Association and Arkansas Council of Teachers and English Language Arts, Little Rock.
- Feng, S., Garimella, U. I., Pinchback, C. L. (Nov. 2015). *Disciplinary Reading: Initial Findings of a Teacher Survey from Year 2 of a STEM Professional Development Program*. Paper Session presented at Mid South Education Research Conference, AERA-Mid South, Lafayette, Louisiana.
- Hu, H., Oslick, M. E., Wake, D. G. (Apr. 2016). *Web 2.0 Technologies as Engagement Tools for Teaching Diverse Struggling Readers*. Roundtable presented at American Educational Research Association (AERA) International Conference., Washington, DC.
- Kohler, P. A., Barnes, C. D. (Oct. 2015). *Author's talk on Civility, Compassion, & Courage in Schools*. Seminar presented at AR CEC Conference, CEC, Little Rock, AR.
- Kohler, P. A. (Apr. 2016). *Co-teaching Revisited: How is this Marriage Working?* Paper Session presented at CEC Expo and Conference, CEC, St Louis, MO.

Pearson, M. M. (Nov. 2015). *Customized Employment with Youth and Young Adults with Significant Disabilities*. Poster Session presented at Division for Career Development and Transition, Portland OR.

Pearson, M. M., Kohler-Evans, P., Filer, J. (Nov. 2015). *Educational Quality of Life for Students with Rare or Significant Disabilities and Transition*. Poster Session presented at Division for Career Development and Transition, Portland OR.

B. Non-Peer Reviewed

Alumbaugh, A. D., Barrington, D. J. (Oct. 2015). *What is the Specific in Specific Learning Disabilities*. Seminar presented at AR- CEC conference, AR-CEC, Little Rock, Arkansas.

Atkins, K. *RTI and SLD in Arkansas*. Workshop presented at Annual conference, AR CEC, Little Rock, Embassy suites.

Barnes, C. D., Parker, T. S. (Oct. 2015). *I Am Alternative! Working with Students Who Operate Outside of the Box*. Other presented at Arkansas Council for Exceptional Children.

Barnes, C. D., Kohler, P. A., Parker, T. (2016). *Success Favors Well-Prepared Adults: Unpacking your Personality Package*. Workshop presented at Arkansas Alternative Education Association, Rodger, AR.

Barrington, D. J. (Nov. 2015). *Project Wild Curriculum*. presented at Internship I Curriculum Training Workshop, Conway, Arkansas.

Barrington, D. J. (Nov. 2015). *Differentiating Instruction Through Guided Math Groups*. presented at Arkansas Curriculum Conference, Little Rock, Arkansas.

Benson, T. (Mar. 2016). *Modifications, Accommodations and Dyslexia*. Workshop presented at UCA Tutoring center, UCA, UCA.

Barnes, C. D. (Panelist). (Oct. 2015). *What Can Service-Learning Do?* Panel presented at Service-Learning Community Partner Breakfast, UCA Outreach and Community Engagement, UCA.

Cain, D. D., Atkins, K. R., (Oct. 2015). *RTI: Together we can do this*. Seminar presented at Arkansas Federation of the Council for Exceptional Children, CEC, Little Rock.

Cain, D. D. (Apr. 2016). *Dyslexia: Together can do this*. Symposium presented at College of Health, applied Science and Education: Spring Education Symposium, University of Houston, Houston TX.

Cain, D. D., Benson, T. R. (Nov. 2015). *Digital Dyslexia*. Seminar presented at Arkansas Curriculum Conference, ACC, little rock.

Cain, D. D., Benson, T. R., (Oct. 2015). *Digital Dyslexia*. Workshop presented at Arkansas Federation of the Council for Exceptional Children, CEC, Little Rock.

Cain, D. D., Alumbaugh, A. D. (Oct. 2015). *Dyslexia: Vowel Book Make and take*. Workshop presented at Arkansas Federation of the Council for Exceptional Children, CEC, Little Rock.

Cooper, M. J.

Dallas, J. L. (Oct. 2015). *The Importance of Music and Movement in Early Childhood Classrooms*. Other presented at Arkansas Early Childhood Association, Hot Springs, AR.

- Hannah, M. (June 2016). *RTI*. presented at Summer PD For teachers, UCA.
- Herrington, L. L. (June 2016). *Using Multisensory Methods Teaching Reading Comprehension Skills.*, Dawson Educational Co-op.
- Herrington, L. L. (June 2016). *Using a Multisensory Method to Teach Reading Comprehension Strategies*. Other, Poyen School District, Poyen, AR.
- Herrington, L. L. (Mar. 2016). *Using Multisensory Strategies in Teaching Comprehension*. presented at Arkansas Dyslexia Conference, Arkansas Department of Education, Hot Springs.
- Herrington, L. L. (Nov. 2015). *Multisensory Teaching of Reading Comprehension Strategies*. Seminar presented at Annual Arkansas Reading Association Conference, Little Rock, AR.
- Herrington, L. L. (Oct. 2015). *Using Gel Bags in the Classroom*. Workshop presented at Monthly Meeting for TOT, Teachers of Tomorrow, UCA.
- Hunter, P. G. *UCA/UACCM P-4 Partnership Program*. presented at UACCM, Morrilton campus.
- Kohler, P. A. (Mar. 2016). *Co-teaching Revisited: How is this Marriage Working?* Paper Session presented at Dean's Grant Recipients, UCA COE, UCA COE.
- Kohler, P. A., (Mar. 2016). *Maximizing Outcomes for All Students*. presented at Arkansas Dyslexia Conference, Arkansas Department of Education, Hot Springs, AR.
- Kohler, P. A., (Feb. 2016). *Co-teaching Basics*. presented at Pine Bluff School Administrators and Teachers, Arkansas Department of Education, Pine Bluff.
- Filer, J. D. (Discussant). (Oct. 2015). *Interprofessional Education through LEND*. Roundtable presented at I.P.E. Conference Round-Tables for Engaging an Alliance for Collaborative Healthcare.
- Pearson, M. M. (Nov. 2015). *Universal Design for Learning Workshop*. Workshop, UCA Center for Teaching Excellence, Conway AR.

APPENDIX D: PROFESSIONAL DEVELOPMENT AND RECOGNITION

Number of Faculty Development Activities Attended

Type of Activity	No.
Conference	21
Continuing Education Program	5
Self-Study Program	8
Seminar	26
Tutorial	2
Workshop	33
Other	24
Unknown	1
Total	120

List of Awards and Honors

Barnes, Candice Dowd Key Speaker, National Civility Center, International. (July 2015).

APPENDIX E: SERVICE AND COMMUNITY ENGAGEMENT

Number of Activities with External Partners

Type of Activity	No.
Fundraising	1
Service Learning	1
Other	1
Unknown	2
Total	5

Number of University Service Activities

Type of Activity	Leadership Positions*	Non-Leadership Positions	Total
Department	14	60	74
College	5	47	52
University	2	26	28
Total	45	133	178

* Includes Committee Chair, Event Coordinator, Parliamentarian, Program Director, President, Vice-President, Secretary, Session Chair, and Workshop Organizer

Number of Student Activities in which Faculty Participated

Type of Activity	Leadership Positions*	Non-Leadership Positions	Total
Unknown	0	74	74
Total	0	74	74

* Includes Advisor, Chair, Co-Chair, Coordinator/Organizer, Leader, Mentor, Moderator, and Sponsor

Number of Professional Activities by Scope of Organization

Position/Role	Local	State	Regional	National	International	Total
Chair/Co-Chair/Leader	0	3	0	0	0	3
Coordinator/Organizer	0	0	0	0	0	0
Editor	0	0	0	1	1	2
Member	3	9	0	1	1	14
Officer (Not President)	0	3	0	0	0	3
President	1	1	0	0	0	2
Reviewer	0	0	1	3	0	4
Other	0	1	0	2	1	4
Total	4	17	1	7	3	32

Number of Public Service Activities by Scope of Organization

Position/Role	Local	State	Regional	National	International	Total
Advisor/Consultant	0	0	0	0	0	0
Board Member/Trustee	2	1	0	0	0	3
Coordinator/Organizer	0	0	0	0	0	0
Director	1	0	0	0	0	1
Member	1	3	0	0	0	4
Other	3	2	0	0	0	5
Total	4	17	1	7	3	32