



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

**Annual Report**  
**July 1, 2014 - June 30, 2015**

## 1. Mission Statement

### 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 challenging initial licensure programs for the education of children and youth 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 in order to identify and implement best practices to educate our children and youth, (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 2015 Goals

**Goal 1:** Identify and address all curriculum issues related to undergraduate and graduate programs.

### 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.** Design and seek university and state approval of Undergraduate Endorsement ALP

Program in Special Education K-12.

**Expected Results:** Program approval; approval by PEC, Undergraduate Council, PEC, COD, UCA Board of Trustees, ADE, and ADHE

**Actual Results:** The proposed undergraduate Special Education Undergraduate Endorsement Program was approved at all levels including department, college, PEC, Undergraduate Council, COD, UCA Board of Trustees, ADE, and ADHE.

[http://www.arkansased.gov/public/userfiles/HR\\_and\\_Educator\\_Effectiveness/HR\\_Educator\\_Licensure/ed\\_prep/IHE\\_Approved\\_Programs\\_Matrix\\_August\\_Revised\\_8115.pdf](http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/HR_Educator_Licensure/ed_prep/IHE_Approved_Programs_Matrix_August_Revised_8115.pdf)

**Status:** Completed

### Supporting Program Statistics

### Links to Supporting Documents

None

**1b.** Design and seek university and state approval of Revised M.S.E. in Special Education K-12; Graduate endorsement program included.

**Expected Results:** Program approval; approval by PEC, Graduate Council, PEC, COD, UCA Board of Trustees, ADE, and ADHE

**Actual Results:** The proposed revision in K-12 Special Education M.S.E including the endorsement program was approved at all levels including department, college, PEC, Graduate Council, COD, UCA Board of Trustees, ADE, and ADHE.

<http://uca.edu/else/specialed/>

[http://www.arkansased.gov/public/userfiles/HR\\_and\\_Educator\\_Effectiveness/HR\\_Educator\\_Licensure/ed\\_prep/IHE\\_Approved\\_Programs\\_Matrix\\_August\\_Revised\\_8115.pdf](http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/HR_Educator_Licensure/ed_prep/IHE_Approved_Programs_Matrix_August_Revised_8115.pdf)

**Status:** Completed

**Supporting Program Statistics**

**Links to Supporting Documents**

None

**1c.** Design and seek university approval of Revised M.S.E. in Reading with an emphasis on dyslexia.

**Expected Results:** Program approval; approval by PEC, Graduate Council, PEC, COD, ADE, and ADHE

**Actual Results:** The proposed revision in Reading M.S.E. including an endorsement program in Dyslexia Therapist was approved at all levels including department, college, PEC, Graduate Council, COD, UCA Board of Trustees, ADE, and ADHE (July 23, 2015).

<http://uca.edu/else/readingprogram/>

[http://www.arkansased.gov/public/userfiles/HR\\_and\\_Educator\\_Effectiveness/HR\\_Educator\\_Licensure/ed\\_prep/IHE\\_Approved\\_Programs\\_Matrix\\_August\\_Revised\\_8115.pdf](http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/HR_Educator_Licensure/ed_prep/IHE_Approved_Programs_Matrix_August_Revised_8115.pdf)

**Status:** Completed

**Supporting Program Statistics**

**Links to Supporting Documents**

None

**1d.** Collaborate in transitioning the GT graduate certificate program to the TL Department.

**Expected Results:** The 15 hour graduate Endorsement Program in Gifted and Talented will be moved from the ELSE Department to TL Department due to faculty expertise in the area of GT. Relocation expected to facilitate program growth.

**Actual Results:** Transition complete by the end of summer 2014; Enrollment in two program courses summer 2015 (n=20) appears to have decreased as compared to enrollment in same two classes summer 2014 (n=34). Fall enrollment in 2014 in one program course was 18 as compared to early 2015 fall enrollment of 10 in one course.

<http://uca.edu/teaching/gifted-and-talented-education-program/>

**Status:** Completed

### **Supporting Program Statistics**

#### **Links to Supporting Documents**

None

**1e.** Continue transition of students into new K-6 Elementary Program and phasing out of Early Childhood Education P-4

**Expected Results:** First Junior block for K-6 program will be offered in spring 2015 with first graduating class of K-6 majors projected to be spring 2016

**Actual Results:** New Elementary Education program was implemented in Spring 2015 with Junior Block; anticipated graduation of first Elementary Education cohort is spring 2016. Ongoing until last graduating class of P-4 program in December 2015. First Elementary Education Junior block enrollment was 21.

<http://uca.edu/else/k6degreeplan/>

<http://uca.edu/else/files/2014/08/K6-Check-sheet-revised-July-2015.pdf>

**Status:** Ongoing

### **Supporting Program Statistics**

#### **Links to Supporting Documents**

None

**1f.** Design implementation/transition plan/PCP of new B.S.E. in Special Education.

**Expected Results:** Implementation plan/PCP complete and begin transition of students into special education major during spring 2015 semester

**Actual Results:** Academic Map (formally referred to as PCP) completed; recruitment efforts implemented; program of study rotation created; advising of students initiated. As of June 30, program enrollment was 24.

<http://uca.edu/academicmaps/files/2015/03/2015-sped-bse-4yr.pdf?1>

<http://uca.edu/else/files/2015/03/SPE-Check-sheet-7.1.15.pdf>

**Status:** Ongoing

### **Supporting Program Statistics**

#### **Links to Supporting Documents**

None

**1g.** Investigate new ADE B-K license as potential on-line Graduate B-K Endorsement Program.

**Expected Results:** (1) Decision to design graduate certificate for B-K endorsement, (2) Design B-K track for ASTL and SPE masters degree, and (3) conduct a teacher survey to determine need.

**Actual Results:** (1)The proposal for an Integrated B-K Endorsement program was developed and approved at all levels including department, college, PEC, Undergraduate Council, COD, UCA Board of Trustee, ADE, and ADHE, (2) While approval of the program as an ASTL track as not been sought, the endorsement courses will be offered beginning Fall 2016, (3) Decision was made to precede with program development without a survey.

<http://uca.edu/else/files/2015/07/Web-Page-B-K-flyer.pdf>

<http://uca.edu/else/specialed/>

<http://uca.edu/else/files/2015/07/Web-Page-B-K-flyer.pdf>

**Status:** Completed

**Supporting Program Statistics**

**Links to Supporting Documents**

None

**1h. Design implementation plan for new minor in Special Education**

**Expected Results:** (1) Design rotation of special education minor courses, (2) Disseminate information on minor to academic departments, and (3) Designate minor advisor.

**Actual Results:** (1) First minor candidates started in spring 2015, (2) Program information was disseminated via email to all academic departments in fall 2014, (3) Department Chair will advise minor candidates.

<http://uca.edu/else/files/2015/04/K-12-SPED-MINOR.pdf>

**Status:** Completed

**Supporting Program Statistics**

**Links to Supporting Documents**

None

**1i. Seek University and state approval of new endorsement programs as Graduate Certificate Programs.**

**Expected Results:** Begin the approval process to have the following programs recognized as Graduate Certificate Programs: K-12 Special Education, Dyslexia Therapist, and Integrated B-K.

**Actual Results:** The K-12 Special Education Endorsement program as been approved through the university but awaits approval by ADHE.

**Status:** Ongoing

**Supporting Program Statistics**

### **Links to Supporting Documents**

None

**Goal 2:** Identify and address program assessment needs related to accreditation.

#### **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:** As a result of data analysis and review by faculty, model assessments embedded in the Junior Block classes in the new K-6 Elementary Education program were revised as needed. In addition, assignments have been modified to address new CAEP standards. It should be noted that subsequent to the revision of the K-6 program, ACEI was discontinued as a SPA.

**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:** Chalk and Wire, the database which houses all performance assessment data for both undergraduate and graduate programs, was upgraded several times over the past year. As programs assessments/assignments were revised, the corresponding rubrics were upgraded in Chalk and Wire. While the data base housing candidate demographic data was improved somewhat, additional upgrading is necessary.

**Status:** Ongoing

#### **Supporting Program Statistics**

#### **Links to Supporting Documents**

None

**Goal 3:** Determine recruitment and retention needs and plan of action.

### **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 plan for M.S.E. in Reading.**

**Expected Results:** Growth plan will include revitalizing the program of study to meet the needs of today's teachers wishing to gain knowledge and skills needed as a reading specialist, proposal of graduate certificate in dyslexia, proposed two year rotation of classes, and increase recruitment efforts directed to students completing undergraduate programs. Growth goal set between 10% to 15 % increase of current program majors during first year of revised program implementation.

**Actual Results:** (1) Admission into the revised M.S.E.in Reading with embedded dyslexia endorsement courses began in May 2015 with courses beginning in fall 2015, (2) For candidates wishing to pursue only endorsement program in dyslexia, courses are scheduled to begin spring 2015, (3) Dissemination of new program flyers was primarily through emails to school districts and social media. While it is too early to predict the growth of either M.S.E or the endorsement program, a simple analysis reveals the admission of 11 new students into the M.S.E. in Reading since May 2015 as compared to 6 in May 2014. Fall 2014 enrollment in graduate reading courses was 23 compared to 36 currently enrolled in Fall 2015 courses. There does appear to be an upward trend of program enrollment.

**Status:** Ongoing

#### **Supporting Program Statistics**

#### **Links to Supporting Documents**

None

#### **3b. Design and implement growth plan for M.S.E. in Special Education K-12.**

**Expected Results:** With implementation of the new 30 hr. masters program, concentrated effort will be placed on recruiting students in the ALP program to continue in the M.S.E. program. Growth goal set between 10% to 15 % increase of current ALP candidates remaining to complete M.S.E. in Special Education.

**Actual Results:** (1) Admission into the revised M.S.E.in Special Education began in summer 2015 with new courses beginning in fall 2015, (2) Dissemination of new program flyers was primarily through emails to school districts and social media.

**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:** (1) Dissemination of new program information involved flyer and checklist development, developing new PCP, and revising undergraduate bulletin. Documents are available via webpage and have been circulated to area public schools, two year institutions, and the undergraduate advisory board (2) An analysis of the successful completion rate of the Praxis I test (CORE) was conducted by the Office of Candidate Services. While the data is limited, it continues to indicate a lower than usual passage rate in Math and Writing tests, therefore suggesting the need to provide support services to students. In spring of 2015, faculty of designated pre-admission courses began implementation of plan to identify students who struggle in the writing process and provide resources to support their success in improving their written language skills. Additionally, data was collected to begin the analysis of the relationship between ACT scores, Praxis scores, and GPA.

**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

**Goal 4:** Support of faculty scholarly productivity and professional development.

## **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, and (3) Creation of ELSE Faculty Support committee charged to make recommendations to chair and faculty regarding strategies for increasing productivity in the area of scholarship and professional development.

**Actual Results:** (1) Six ELSE scholarship incentive awards were funded (2), 16 faculty members received travel support to disseminate scholarly works, and extensive professional development in the area of dyslexia was funded for two faculty members, (3) College research and IDC grants were awarded to ECSE faculty members, (4) New committee was established and productive in developing a priority list of faculty support suggestions.

**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 organizations.

**Expected Results:** Faculty will engage in research and other professional activities with undergraduate and graduate candidates

**Actual Results:** (1) Faculty maintained active participation in two departmental student organizations: SCEC and ACEI. Participation involved attending meetings, presenting to student groups, chaperoning students to ARCEC conference, and encouraging student involvement in state conferences through facilitation and presentations. (2) In spring 2015 decision was made to collapse two student organization into one cross-discipline professional student organization, ELSE Teachers of Tomorrow. Membership to the new organization will be required of all students admitted into teacher education as an elementary or special education major beginning fall 2015, (3) The first annual ELSE Student Lead Conference was sponsored by ACEI and the department in spring 2015. The intent of the conference was to encourage joint student/faculty scholarly activities state-wide. The conference was a tremendous success as evidenced by over 60

conference attendees (students and faculty) representing UCA, UALR, University of the Ozarks, and Arkansas Tech. Two ELSE faculty/student teams served as presenters at the conference. One faculty member engaged in research with a graduate student which resulted in a professional presentation and submission/acceptance of a publication.

<http://uca.edu/else/files/2015/03/FACTS-Sheet.pdf>

<http://uca.edu/else/files/2015/03/ELSE-TEACHERS-OF-TOMORROW-HIGHLIGHTS-FLYER.pdf>

<http://uca.edu/else/files/2015/03/Professional-Organization-Flyer-collapsed.pdf>

<http://uca.edu/else/undergraduate-professional-organization-requirement/>

**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, and (3) Upgrade equipment, and (4) Investigate expansion of on-line delivery at the undergraduate level

**Actual Results:** (1) Five faculty members taught on-line courses and sought training in updating/revising blackboard shells as needed, (2) Selected full time and part time faculty participated in refresher session on Chalk and Wire, (3) Computers more than 4 years old were replaced (N=7) by the department and three printers were upgraded, (4) Three department laptop computers were purchased, (5) A chromebook was purchased for ELSE faculty affiliated with the UCA Reading Success Center, (6) While all faculty members continue to be provided iPads for classroom use, none were upgraded this year, (7) Adobe converter and upgrade statistical package were purchased, (8) Pilot was conducted of transitioning components of ELSE 4330 to on-line delivery, (9) Participated in conversations regarding feasibility of offering B.S.E. in Special Education as an on-line program.

**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.

### Related UCA Strategic Planning Goals

Goal 5: Increase Engagement with External Partners

### Action Plans

**5a.** Strengthen UCA presence in the P-4 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, (2) Involve school partners in new program implementation, and (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)

**Actual Results:** (1) We were able to increase participation of full time faculty with partner schools as evidenced by six full time faculty members engaged with partner schools through supervision of interns during the fall 2014 semester and seven during the spring 2015 semester. Additionally, we had eight adjunct faculty supervisors both fall and spring semester in the partner schools. We maintained one class, ECSE 4319, being taught on a partner school campus for a portion of the contact hrs. (2) We had extensive collaboration with our partner schools during 2014-2015 in the data analysis and curriculum review/development process. The K-6 Partner Undergraduate Advisory committee is comprised of 12 external public school teachers and administrators and the Graduate Program Advisory committee of 12 external public school teachers and administrators, as well as professionals from community service centers. Both advisory committees met bi-annually to review program data and discuss state and program changes in teacher preparation programs. (3) All community programs, (i.e. Child Study Center, Super Kids, University Challenge, Summer Enrichment, and Reading Success Center) experienced capacity enrollment with a significant increase in student interest in the Reading Success Center.

<http://uca.edu/childstudy/>

<http://uca.edu/else/readingcenter/>

<http://uca.edu/else/uca-summer-enrichment/>

<http://uca.edu/else/super-kids/>

<http://uca.edu/else/univchallenge/>

**Status:** Ongoing

**Supporting Program Statistics**

**Links to Supporting Documents**

None

**5b.** Restructure the masters in Reading and the UCA Reading Success Center to focus training and services on meeting the needs of students with dyslexia and other areas of reading difficulty.

**Expected Results:** (1) Increase number of faculty trained in strategies to meet needs of students with dyslexia, (2) Implement revised M.S.E. in Reading with emphasis placed on working with students with dyslexia, and (3) Develop Reading Success Center as state recognized center dedicated to working with students with dyslexia and other reading problems, (4) Change name of the center to reflect new emphasis (i.e. Center for Reading and Dyslexia, and (5) Collaborate with MAT faculty to plan/ensure both MAT and Reading students are provided opportunities to work with children being served through the reading center.

**Actual Results:** (1) Two faculty members are in the process of completing intensive training focused on the working with students with dyslexia. Two additional senior faculty members have expressed an interest in pursuing the training in 2015-2016, (2) The revision of the M.S.E. in Reading and Dyslexia Therapist Endorsement program was completed by a cross-department committee and has been approved by UCA and ADE. Five new courses were written and several courses revised slightly to include strategies for working with students demonstrating markers of dyslexia. (3) The Reading Success Center increased enrollment of students demonstrating markers of dyslexia, (4) Lisa Herrington served as director of the center and worked closely with Amy Thompson, MAT faculty member, in the delivery of tutorial services. Graduate students from both the Reading and MAT programs, as well as undergraduate students, tutored in the Reading Success Center

**Status:** Ongoing

**Supporting Program Statistics**

**Links to Supporting Documents**

None

**5c.** 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 specialist, (4) Faculty serve in the capacity of advocates/consultants for families and teachers seeking support to improve instructional services.

**Actual Results:** (1) Three faculty members served on state program review committees charged to review curriculum for new and/or revised programs proposed by IHE's, (2) One faculty member served on state taskforce to development/revise dyslexia resource guide, (3) Three faculty members served on state taskforces charged to investigate licensure issues and changes, and (4) Two faculty members participated in hearing and/or screening sessions associated with dyslexia across the state.

**Status:** Ongoing

**Supporting Program Statistics**

**Links to Supporting Documents**

None

### 3. 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

**Resources:** faculty time and expertise

**Responsible Person(s):** faculty, chair, curriculum committees, PEC, undergraduate and graduate councils

**Projected Completion Date:** December 2015

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

**Supporting Program Statistics**

**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.

**Resources:** faculty time and expertise, undergraduate SPE program coordinator, ADE

**Responsible Person(s):** faculty, undergraduate SPE program coordinator, chair

**Projected Completion Date:** June 2016

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

**Supporting Program Statistics**

**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.

**Resources:** COE faculty time and expertise, graduate SPE program coordinator, ADE

**Responsible Person(s):** faculty, SPE graduate program coordinator, chair

**Projected Completion Date:** July 2016

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

**Supporting Program Statistics**

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

**Resources:** COE faculty time and expertise, graduate SPE program coordinator, public school partners, and ADE

**Responsible Person(s):** faculty, graduate program coordinator (s) , chair

**Projected Completion Date:** June 2016

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

**Supporting Program Statistics**

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

**Resources:** faculty time and expertise, undergraduate SPE program coordinator, ADE

**Responsible Person(s):** faculty, undergraduate SPE program coordinator, chair

**Projected Completion Date:** February 2016

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

**Supporting Program Statistics**

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

**Resources:** faculty time and expertise, graduate SPE program coordinator

**Responsible Person(s):** faculty, SPE graduate program coordinator, chair

**Projected Completion Date:** October 2015

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

**Supporting Program Statistics**

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

**Resources:** faculty time and expertise, graduate reading program coordinator, ADE

**Responsible Person(s):** faculty, graduate reading program coordinator, chair

**Projected Completion Date:** October 2015

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

**Supporting Program Statistics**

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

**Resources:** faculty

**Responsible Person(s):** faculty; program coordinator, chair

**Projected Completion Date:** December 2015

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

**Supporting Program Statistics**

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

**Resources:** faculty, graduate program coordinators, ADHE

**Responsible Person(s):** faculty, chair

**Projected Completion Date:** March 2016

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

**Supporting Program Statistics**

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

**Resources:** faculty, NAEYC, CEC, ADE

**Responsible Person(s):** faculty, program coordinators, chair

**Projected Completion Date:** May 2016

**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.



### **Supporting Program Statistics**

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

**Resources:** faculty, ILA, IDA, ADA

**Responsible Person(s):** faculty, reading program coordinator, chair

**Projected Completion Date:** May 2016

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

### **Supporting Program Statistics**

**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)

**Resources:** faculty, public school partners, undergraduate coordinators, ADE, professional organizations

**Responsible Person(s):** faculty, chair

**Projected Completion Date:** May 2016

**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)

### **Supporting Program Statistics**

**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.

**Resources:** CAEP coordinator, CAEP, SPA's, ADE

**Responsible Person(s):** Program coordinators, faculty

**Projected Completion Date:** May 2016

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

### **Supporting Program Statistics**

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

**Resources:** CAEP coordinator, IT, IDC, Chalk and Wire, administrative support

**Responsible Person(s):** Program coordinator

**Projected Completion Date:** May 2016

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

**Supporting Program Statistics**

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

**Resources:** CAEP coordinator, CAEP, IDC, Chalk and Wire, budget support

**Responsible Person(s):** Program coordinators, chair and Office of the Dean

**Projected Completion Date:** June 2016

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

**Supporting Program Statistics**

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

**Resources:** COE faculty, ADE, IDA, ILA

**Responsible Person(s):** COE faculty, chair (s), Office of the dean

**Projected Completion Date:** May 2016

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

**Supporting Program Statistics**

**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.

**Resources:** faculty time and expertise, graduate school, department budget

**Responsible Person(s):** Program coordinator (s), chair

**Projected Completion Date:**

**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.

**Supporting Program Statistics**

**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.

**Resources:** Faculty and Office of Candidate Services

**Responsible Person(s):** Undergraduate program coordinators, chair

**Projected Completion Date:** May 2016

**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.

**Supporting Program Statistics**

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

**Resources:** faculty, data provided by CS and ADA

**Responsible Person(s):** faculty, program coordinators, chair

**Projected Completion Date:**

**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.

**Supporting Program Statistics**

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

**Resources:** faculty, Office of Admissions, ADHE

**Responsible Person(s):** chair, Office of Admissions

**Projected Completion Date:**

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

**Supporting Program Statistics**

**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.

**Resources:** faculty, UCA SGA, department budget, partner schools

**Responsible Person(s):** faculty, ELSE TOT co-advisors, teacher education candidates

**Projected Completion Date:** May 2016

**Expected Results:** (1) Established membership process for candidates at all levels (pre-admission, at admission point, renewal membership 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.

**Supporting Program Statistics**

**Goal 4:** Support of faculty scholarly productivity and professional development. (COE Goal #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.

**Resources:** faculty, IDC, ELSE budget, Sponsored Programs, COE research committee

**Responsible Person(s):** faculty, chair, Office of Dean

**Projected Completion Date:**

**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).

**Supporting Program Statistics**

**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).

**Resources:** faculty time, IDC, Sponsored Programs, professional organization, UCA Student Organization, budget support

**Responsible Person(s):** Faculty, student organization advisors, student organizations

**Projected Completion Date:**

**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

### **Supporting Program Statistics**

**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.

**Resources:** IT department, IDC, TLC, COE technology committee, budget support

**Responsible Person(s):** Faculty, TLC, IT, chair

**Projected Completion Date:**

**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.

### **Supporting Program Statistics**

**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 Goal #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.

**Resources:** faculty time and expertise, Office of Candidate Services, partnership schools, advisory boards, ELSE budget support, Office of the Dean

**Responsible Person(s):** Program coordinators, program directors

**Projected Completion Date:** June 2016

**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.

### **Supporting Program Statistics**

**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.

**Resources:** faculty, ADE, ADHE, professional organizations, K-12 schools

**Responsible Person(s):** faculty, chair

**Projected Completion Date:** June 2016

**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.

### **Supporting Program Statistics**

## **4. Five-year Goals**

**Goal 1:** Design undergraduate endorsements in B-K Integrated and Dyslexia Therapist.

### **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

**Projected Completion Date:** January 2017

**Goal 2:** Increase the retention rate of undergraduate candidates in elementary and special education programs from the pre to post admission level with an emphasis on retaining students with diverse backgrounds.

### **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

**Projected Completion Date:** January 2018

**Goal 3:** Implement non-traditional graduate program in K-12 Special Education (MAT or MED)

### **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

**Projected Completion Date:** December 2016

**Goal 4:** Achieve reaccreditation in all ELSE teacher education programs from SPA's and CAEP.

**Related UCA Strategic Planning Goals**

Goal 1: Focus on Integrity at All Levels of Action

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

**Projected Completion Date:** December 2018

**Goal 5:** Expect department to secure external grant funding.

**Related UCA Strategic Planning Goals**

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

**Projected Completion Date:** June 2019

**Goal 6:** Increase graduate enrollment in both Reading and Special Education programs by 20% to 40%.

**Related UCA Strategic Planning Goals**

Goal 1: Focus on Integrity at All Levels of Action

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

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

**Projected Completion Date:** June 2017

**Goal 7:** Expand professional development services offered through the Mashburn Center evidenced by the addition of three new school districts to the existing service list.

**Related UCA Strategic Planning Goals**

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

Goal 5: Increase Engagement with External Partners

**Projected Completion Date:** August 2018

**Goal 8:** Expand services of Child Study Center to include extended hour services.

**Related UCA Strategic Planning Goals**

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

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

**Projected Completion Date:** August 2018

**Goal 9:** Rise as a state leader in providing training and services in the area of Dyslexia. This will be accomplished in several ways: (1) Undergraduate programs will prepare future teachers to identify and address the markers of dyslexia, (2) M.S.E. in Reading will have a focus on dyslexia with expectation of having a 15 hour core of classes leading to certificate and/or endorsement, (3) We will become a professional development center for area school districts, (4) Secure a tenure track position for individual nationally trained in the area of dyslexia, and (5) Reading Success Center will deliver quality services to students with dyslexia which will be indicated by a name change in the center (UCA Center of Reading and Dyslexia).

**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

**Projected Completion Date:** August 2017

## **5. Challenges**

While the department completed two major curriculum tasks during 2014-2015, the implementation of the new K-6 Elementary Education and K-12 Special Education will present a unique set of challenges in regards to transition of students from old to new programs, academic advising, faculty loads, and scheduling new courses. The recent loss of a faculty position will potentially impact both undergraduate and graduate.

While the department completed two major curriculum tasks during 2014-2015, the implementation of the revised M.S.E. programs in Special Education and Reading will present a unique set of challenges in regards to transition of students from old to new programs, academic advising, faculty loads, and scheduling new courses. The recent loss of a faculty position will potentially impact both undergraduate and graduate programming.

The present climate and resulting actions of Arkansas Department of Education are alarming. The on-going changes in teacher licensure as set forth in proposed (soon to be approved) ADE Rules and Regulations sends a clear message of the intent to mitigate the rigor of teacher preparation. This is not only frightening when you consider the impact mediocre or inadequately prepared teachers will have on the K-12 student population, it certainly creates morale issues for faculty as we watch our profession compromised in order to get a fast fix to an extremely complicated problem. Additionally, ELSE faculty have worked diligently over the past two years in the area of program development and revisions, yet will soon be faced with more curriculum changes due to the "revolving door" attached to Arkansas licensure. Having said that, this is a dedicated group of individuals who will rise to the challenge.

While we have increased the number of online graduate classes, it does pose a challenge in regard to lower enrollment maximums in these classes. Even though ADHE supports 20 students in an on-line class, faculty report that 15 students tend to be more manageable given class preparation time, grading demands, etc. In ELSE, enrollments over 20 tend to be limited to endorsement courses. In addition, the technology infrastructure to support delivery of on-line graduate programs remains a challenge as faculty and students continue to report insufficient support from IT department. Given the university's concern about a decrease in graduate program enrollment and their recent commitment to undergraduate on-line programs, technology infrastructure should be a top priority of the university.

Faculty incentives for scholarship productivity remain an area of concern in the department as faculty teaching loads are full and resources are limited, not allowing any type of release time for faculty research. While The ELSE department has established the Faculty Scholarship Incentive Award and the COE offers a summer research stipends, creative ways to support faculty will continue to be investigated.

We will be faced with a few faculty resource issues such as securing a highly qualified tenure track faculty member in the area of reading and literacy.

The implementation of centralized scheduling could potentially create a challenge at the department, college, and university levels.

## **6. Opportunities**

The department, as well as, the college, has the opportunity to learn and grow under the leadership of our new dean, Dr. Vicki Groves-Scott. She brings a new leadership style, fresh ideas and high expectations for the college.



Given our K-6 Elementary Education and K-12 Special Education undergraduate programs were among the first to be approved by ADHE and ADE, the department has the opportunity to become a state leader in training elementary and special education teachers,

With the recent changes in the M.S.E. in Reading and the Reading Success Center, as well as the addition of the dyslexia endorsement program, we have the opportunity to become a state leader in preparing teachers in the area of dyslexia, as well as providing a community service to students and their families struggling with dyslexia and other reading difficulties.

With the continued on-line delivery of the graduate program in Special Education and anticipated delivery of a non-traditional program in this area, we anticipate program growth.

The department continued to have the opportunity to partner closely with the ADE and ADHE through task forces, advisory boards, program approval committees, licensure updates, and other professional tasks. It is obvious by state appointments to such groups, that UCA COE faculty are considered valuable partners and leaders in state-wide efforts.

Given the current role of the Mashburn Institute in the state and recent SIDG grant awarded to the Arkansas Department of Education, we have the opportunity to impact the lives of struggling learners at a higher level by increasing our involvement with state-wide initiatives.

## **7. Summary**

The 2014-2015 year was an incredibly busy and demanding one for ELSE in regards to curriculum revision, program changes, and personnel changes. While there is always room for improvement, the efforts and achievements over the past 12 months of the department are significant. Additional productivity and accomplishments are presented in the program statistics which follow.

## APPENDIX A: FACULTY PROFILE

### Distribution of Full-Time Faculty by Rank

Rank	Continuing	New	Total	%
Professor	2	0	2	11.76
Associate Professor	5	0	5	29.41
Assistant Professor	3	0	3	17.65
Senior Lecturer/Clinical Instructor/Lab Instructor	1	0	1	5.88
Lecturer/Clinical Instructor/Lab Instructor II	2	0	2	11.76
Lecturer/Clinical Instructor/Lab Instructor I	4	0	4	23.53
Instructor	0	0	0	0.00
Visiting Assistant Professor	0	0	0	0.00
Visiting Lecturer	0	0	0	0.00
<b>Total</b>	<b>17</b>	<b>0</b>	<b>17</b>	<b>100.00</b>

### Distribution of Full-Time Faculty by Tenure Status

Tenure Status	Continuing	New	Total	%
Tenured	5	0	5	31.25
Tenure-Track	4	0	4	25.00
Non-Tenure Track	7	0	7	43.75
<b>Total</b>	<b>16</b>	<b>0</b>	<b>16</b>	<b>100.00</b>

### Distribution of Full-Time Faculty by Graduate Faculty Status

Graduate Faculty	Continuing	New	Total	%
Affiliated	1	0	1	6.25
Associate	1	0	1	6.25
Full	9	0	9	56.25
No	5	0	5	31.25
<b>Total</b>	<b>16</b>	<b>0</b>	<b>16</b>	<b>100.00</b>

### List of New Full-Time Faculty

No new full-time faculty in report date range.

### List of Administrative Assignments

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

### 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	6.25
Black or African American	1	0	1	6.25
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	11	2	13	81.25
Non-Resident Alien	0	0	0	0.00
Unknown	1	0	1	6.25

<b>Total</b>	13	3	16	100.00
<b>%</b>	81.25	18.75	100.00	

## APPENDIX B: INSTRUCTIONAL ACTIVITIES

### SSCH by ADHE Term

Term	HS Concurrent	Undergraduate	Graduate	Total
Summer II On-Schedule 2014	0	66	384	450
Summer II Off-Schedule 2014	0	0	0	0
Fall On-Schedule 2014	0	2,928	291	3,219
Fall Off-Schedule 2014	0	0	0	0
Spring On-Schedule 2015	0	2,823	417	3,240
Spring Off-Schedule 2015	0	0	0	0
Summer I On-Schedule 2015	0	48	258	306
Summer I Off-Schedule 2015	0	0	0	0

Fiscal Year	HS Concurrent	Undergraduate	Graduate	Total
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
July 2010 - June 2011	0	5,016	1,395	6,411

### Academic Advising Loads

Term	Undergraduate	Graduate
Fall 2014	206	47
Spring 2015	301	43

### Total Undergraduate Program Enrollment

Fall On-Schedule 2014	Enrolled
BSE-Elementary Education	1
BSE-P-4 Licensure	200
BSE-Special Education, K-12	0
<b>Term Total</b>	<b>201</b>

BSE-Elementary Education	Enrolled
Fall On-Schedule 2014	1

<b>BSE-P-4 Licensure</b>	<b>Enrolled</b>
Fall On-Schedule 2014	200
Fall On-Schedule 2013	192
Fall On-Schedule 2012	216
Fall On-Schedule 2011	225
Fall On-Schedule 2010	384

<b>BSE-Special Education, K-12</b>	<b>Enrolled</b>
Fall On-Schedule 2014	0

### **Total Graduate Program Enrollment**

<b>Fall On-Schedule 2014</b>	<b>Enrolled</b>
GC-Early Childhood Special Education Instructional Specialist (P-4)	6
GC-Gifted and Talented Education	12
GC-Special Education Instructional Specialist 4-12	4
MSE-Reading	19
MSE-Special Education	16
<b>Term Total</b>	<b>57</b>

<b>GC-Early Childhood Special Education Instructional Specialist (P-4)</b>	<b>Enrolled</b>
Fall On-Schedule 2014	6
Fall On-Schedule 2013	2
Fall On-Schedule 2012	2
Fall On-Schedule 2011	2

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

<b>GC-Instructional Facilitator</b>	<b>Enrolled</b>
Fall On-Schedule 2013	1
Fall On-Schedule 2012	1
Fall On-Schedule 2011	2
Fall On-Schedule 2010	0

<b>GC-Special Education Instructional Specialist 4-12</b>	<b>Enrolled</b>
Fall On-Schedule 2014	4
Fall On-Schedule 2013	14
Fall On-Schedule 2012	3
Fall On-Schedule 2011	0

<b>MSE-Reading</b>	<b>Enrolled</b>
Fall On-Schedule 2014	19
Fall On-Schedule 2013	15
Fall On-Schedule 2012	13

Fall On-Schedule 2011	12
Fall On-Schedule 2010	22

<b>MSE-Special Education</b>	<b>Enrolled</b>
Fall On-Schedule 2014	16
Fall On-Schedule 2013	17
Fall On-Schedule 2012	18
Fall On-Schedule 2011	23
Fall On-Schedule 2010	42

### Total Undergraduate Program Degrees Awarded

<b>August 2014</b>	<b>Degrees Awarded</b>
BSE-Elementary Education	0
BSE-P-4 Licensure	3
BSE-Special Education, K-12	0
<b>Total</b>	<b>3</b>

<b>December 2014</b>	<b>Degrees Awarded</b>
BSE-Elementary Education	0
BSE-P-4 Licensure	45
BSE-Special Education, K-12	0
<b>Total</b>	<b>45</b>

<b>May 2015</b>	<b>Degrees Awarded</b>
BSE-Elementary Education	0
BSE-P-4 Licensure	48
BSE-Special Education, K-12	0
<b>Total</b>	<b>48</b>

<b>BSE-Elementary Education</b>	<b>Degrees Awarded</b>
July 2014 - June 2015	0
<b>Total</b>	<b>0</b>

<b>BSE-P-4 Licensure</b>	<b>Degrees Awarded</b>
July 2014 - June 2015	96
July 2013 - June 2014	83
July 2012 - June 2013	63
July 2011 - June 2012	71
July 2010 - June 2011	70
<b>Total</b>	<b>383</b>

<b>BSE-Special Education, K-12</b>	<b>Degrees Awarded</b>
July 2014 - June 2015	0
<b>Total</b>	<b>0</b>

### Total Graduate Program Degrees Awarded

<b>August 2014</b>	<b>Degrees Awarded</b>
GC-Early Childhood Special Ed. Instructional Spec. (P-4)	0
GC-Gifted and Talented Education	4
GC-Special Education Instructional Specialist	1

4-12	
MSE-Reading	3
MSE-Special Education	2
<b>Total</b>	<b>10</b>

<b>December 2014</b>	<b>Degrees Awarded</b>
GC-Early Childhood Special Ed. Instructional Spec. (P-4)	0
GC-Gifted and Talented Education	0
GC-Special Education Instructional Specialist 4-12	0
MSE-Reading	2
MSE-Special Education	3
<b>Total</b>	<b>5</b>

<b>May 2015</b>	<b>Degrees Awarded</b>
GC-Early Childhood Special Ed. Instructional Spec. (P-4)	0
GC-Gifted and Talented Education	5
GC-Special Education Instructional Specialist 4-12	0
MSE-Reading	3
MSE-Special Education	0
<b>Total</b>	<b>8</b>

<b>GC-Early Childhood Special Ed. Instructional Spec. (P-4)</b>	<b>Degrees Awarded</b>
July 2014 - June 2015	0
<b>Total</b>	<b>0</b>

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

<b>GC-Gifted and Talented Education</b>	<b>Degrees Awarded</b>
July 2014 - June 2015	9
July 2013 - June 2014	5
July 2012 - June 2013	0
<b>Total</b>	<b>14</b>

<b>GC-Instructional Facilitator</b>	<b>Degrees Awarded</b>
July 2013 - June 2014	0
July 2012 - June 2013	0
July 2011 - June 2012	0
July 2010 - June 2011	0
<b>Total</b>	<b>0</b>

<b>GC-Special Education Instructional Specialist 4-12</b>	<b>Degrees Awarded</b>
July 2014 - June 2015	1
July 2013 - June 2014	0
July 2012 - June 2013	0

July 2011 - June 2012	0
<b>Total</b>	<b>1</b>

<b>MS-Early Childhood Education</b>	<b>Degrees Awarded</b>
July 2010 - June 2011	5
<b>Total</b>	<b>5</b>

<b>MSE-Reading</b>	<b>Degrees Awarded</b>
July 2014 - June 2015	8
July 2013 - June 2014	6
July 2012 - June 2013	3
July 2011 - June 2012	9
July 2010 - June 2011	15
<b>Total</b>	<b>41</b>

<b>MSE-Special Education</b>	<b>Degrees Awarded</b>
July 2014 - June 2015	5
July 2013 - June 2014	5
July 2012 - June 2013	9
July 2011 - June 2012	11
July 2010 - June 2011	3
<b>Total</b>	<b>33</b>

#### **Number of Directed Individual Student Learning Activities**

<b>Involvement Type</b>	<b>No.</b>
Dissertation Committee Member	1
Honors Thesis Advisor	3
Independent Study Advisor	1
Master's Thesis Committee Member	4
<b>Total</b>	<b>9</b>

#### **Number of Directed Group Student Learning Activities**

<b>Involvement Type</b>	<b>No.</b>
Other	1
<b>Total</b>	<b>1</b>

#### **Number of Non-Credit Instruction Activities**

<b>Instruction Type</b>	<b>No.</b>
Seminar	2
Workshop	9
Other	4
Unknown	1
<b>Total</b>	<b>16</b>



## APPENDIX C: SCHOLARSHIP

### Total Contracts and Grants

Organization	Under Review		Funded	
	No.	Total Funds	No.	Total Funds
	0	\$0	2	\$4,310
State	0	\$0	1	\$15,000
<b>Total External</b>	<b>0</b>	<b>\$0</b>	<b>3</b>	<b>\$19,310</b>
University of Central Arkansas	0	\$0	4	\$14,400

### List of Grants and Contracts

#### Funded

Cain, D. D., Oslick, M. E., Sponsored by UCA Foundation, University of Central Arkansas, \$3,000.00. (May 2014 - May 2015).

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

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).

Oslick, M. E., "Foundation Grant," Sponsored by UCA Foundation, University of Central Arkansas, \$3,000.00. (April 2014 - May 2015).

Oslick, M. E., "Community Service Funding Grant," Sponsored by America Reads, University of Central Arkansas, \$8,000.00. (August 2013 - July 2014).

Pearson, M. M., "Customized Employment for Youth and Young Adults with Significant Disabilities," Sponsored by UCA's URC, \$3,460.00. (December 31, 2014).

Pearson, M. M., "Universal Design for Learning," Sponsored by UCA's IDC, \$850.00. (December 7, 2014).

### Number of Accepted or Published Publications by Type

Type	Peer Reviewed	Non-Peer Reviewed	Total	Student Author
Conference Proceeding	1	0	1	0
Journal Article	8	3	11	1
Other	0	2	2	0
<b>Total</b>	<b>9</b>	<b>5</b>	<b>14</b>	<b>1</b>

### Number of Submitted Publications by Type

Type	Peer Reviewed	Non-Peer Reviewed	Total	Student Author
Journal Article	3	0	3	0

**Total** 3 0 3 0

## List of Publications

### A. Peer Reviewed

#### 1. Accepted or Published

Crow, R. I., Cooper, M. J., Dallas, J. L. (in press). Emergency Relief for Teachers for Teachers of Children Who Challenge. *To appear in Dimensions of Early Childhood.*

Feng, S., Garimella, U. I., Garimella, U. I. (in press). Literacy Strategies for Inservice Teachers in Content Areas. *STEM GRANT*. Honolulu, HI: Hawaii International STEM Conference.

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.

Kerayazi, S.\*, Kohler, P. A., Filer, J. D. (2014). The effects of a social story intervention on the pro-social behaviors of a young adult with autism spectrum disorder. *International Journal of Special Education*, 39(3), 126-133.  
[www.internationaljournalofspecialeducation.com](http://www.internationaljournalofspecialeducation.com)

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](http://www.tarleton.edu)

Kohler, P. A., Barnes, C. D. (2015). Compassion: How do you teach it? *Journal of Education and Practice*, 6(11), 33-36. [iiste.org](http://iiste.org)

Kohler, P. A., Cooper, M. J. (2014). Effective school practices: Interventions made to last. *Journal of Effective Schools Project, XXI(NA)*, 24-29.  
[www.tarleton.edu/esp/Journal/index.html](http://www.tarleton.edu/esp/Journal/index.html).

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., Supon-Carter, K. Literature Analysis of Customized Employment Research. *Edorium Journal of Disability and Rehabilitation.*

Pearson, M. M., Clavenna-Deane, E. Quality of Individualization of the Discovery Phase of Customized Employment. *Inclusion.*

Pearson, M. M., Clavenna-Deanne, B., Supon-Carter, K. 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. (in press). Teaching Courage. *To appear in Diversity Recruitment Partners in Education*, 11(Fall).

Barnes, C. D. (2015). The Kitale Connections Project(KCP): Engaging Teacher Candidates in Global Action and Citizenship. *Mashburn Voice*, 1(4), 2. 201 Donaghey Ave. Mashburn Hall

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/](http://www.facultyfocus.com/articles/faculty-development/antidotes-for-the-publish-or-perish-syndrome/)

Kohler, P. A., Barnes, C. D. (2014). In Cynthia Gomez (Ed.), *Encourage universal design for learning usage in the classroom* (vol. November, 2014, pp. 1, 7). San Francisco, CA, USA: Disability Compliance for Higher Education/Jossey-Bass.

Pearson, M. M. (2015). Transition: Ways to make it more successful for your adolescent. In Lisa Lightner (Ed.), *Regular contributor/monthly.: A Day In Our Shoes*.  
[adayinourshoes.com/](http://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	7	0	6	0	1	0
State	16	1	4	4	7	6
Regional	4	0	0	2	2	0
National	3	0	0	3	0	0
International	6	1	0	5	0	0
Unknown	7	0	2	3	2	1
<b>Total</b>	<b>43</b>	<b>2</b>	<b>12</b>	<b>17</b>	<b>12</b>	<b>7</b>

### List of Presentations

#### A. Peer Reviewed

Barnes, C. D., Parker, T. S., Catlett, S. (Apr. 2015). *Relationship Management System (RMS):Developing a relationship driven Teaching Approach*. Workshop presented at Arkansas Association of College of Teacher Education, Searcy, AR.

Barnes, C. D., Kohler, P. A. (Mar. 2015). *Teaching Civility, Compassion and Courage to Young Children*. Workshop presented at Arkansas Head Start Institute, Hot Springs, AR.

Barnes, C. D., Oslick, M. E., Crow, R. I. (Oct. 2014). *Examining Responses to Block Scheduling Changes*. Roundtable presented at SRATE, Charleston, SC.

Barnes, D. L., Atkins, K. R., James, T. L. (Feb. 2015). *Advocating for students least served in elementary schools*. presented at Association of Teacher Educators 2015 Annual Meeting, Association of Teacher Educators, Phoenix, AZ.

Crow, R. I., Holloway, B. O., Harper, J. E. (Oct. 2014). *Streamlining Services for Children with Behavioral Difficulties: A Practical Approach*. Colloquium presented at National Social Science Association Conference, San Francisco, CA.

Feng, S. (June 2015). *Literacy Strategies for Inservice Teachers in Content Areas*. Paper Session presented at Hawaii International STEM Conference, Hawaii.

Feng, S. (Nov. 2014). *Concept/Vocabulary Development Strategies*. Paper Session presented at Arkansas Reading Association Annual Conference, Little Rock.

Feng, S., Pinchback, C. L. (Nov. 2014). *Integrate Literacy into STEM*. Paper Session presented at Arkansas Curriculum Conference, Little Rock.

Feng, S. (Nov. 2014). *Infusing Literacy into STEM: What content area teachers can do*. Paper Session presented at Mid South Education Research Conference, Knoxville, TN.

Haas, K. L., McClellan, R. L., Kohler, P. A., Hyle, A. *Exploring the Evolution of Women Leaders' Freedom of Agency in Higher Education: The Role of Psychological Hardiness in Overcoming Challenges*. Symposium presented at International Leadership Association, Madrid, Spain.

Howard, L. C. (Nov. 2014). *Media Outlets in Education: Engaging Readers and Writers in Current Events*. Workshop presented at 2014 Literacy Conference, Arkansas Reading Association, Little Rock.

Hu, H., Oslick, M. E. (Nov. 2014). *Web 2.0 Technologies for Reading: Instructional Design to Foster Teacher Candidates' Acceptance and Adoption*. Poster Session presented at Association for Educational Communications and Technology International Conference, Jacksonville, FL.

Kohler, P. A., Barnes, C. D. (Nov. 2014). *Civility, Compassion and Courage in the K-3 classroom*. Paper Session presented at NAEYC, Dallas, TX.

Pearson, M. M., Kohler, P. A., Filer, J. D. (Apr. 2015). *Educational Quality of Life for Students With Significant Disabilities and Health Problems*. Poster Session presented at Council for Exceptional Children, San Diego, CA.

Pearson, M. M., Kohler, P. A., Filer, J. D. (Dec. 2014). *Educational Quality of Life for Students with Rare or Significant Disabilities and Health Problems*. Poster Session presented at TASH, TASH, Washington DC.

Pearson, M. M. (Apr. 2015). *Meta-Analysis and Feasibility of Customized Employment for Educators*. Panel presented at Council for Exceptional Children, San Diego, CA.

Pearson, M. M. (Mar. 2015). *Customized Employment Education Resources for Students with Significant Disabilities and Their Teachers*. Panel presented at 321 eConference, Down Syndrome International.

Pearson, M. M. (Dec. 2014). *Customized Employment for Students with Significant Disabilities*. Seminar presented at TASH, TASH, Washington DC.

Pearson, M. M. (Nov. 2014). *Customized Employment for Students with Significant Disabilities*. Poster Session presented at DCDT, Division of Career Development and Transition, Cleveland OH.

## B. Non-Peer Reviewed

Barnes, C. D., Kohler, P. A. (2015). *Strategies for Teaching Civility, Compassion and Courage in Classrooms*. Seminar presented at Exploring Our World, UCA College of Liberal Arts, Conway, AR.

- Barrington, D. J. (Nov. 2014). *Project Wild Teacher Training Workshop*. Workshop presented at Internship I Training Workshop, Arkansas Game and Fish Commission, UCA Campus.
- Cain, D. D., Atkins, K. R., Barrington, D. J., Litton, F. W. (Nov. 2014). *Dyslexia: Myths, Facts & What to do*. Seminar presented at AR CEC Fall Conference, AR CEC, Hot Springs, AR.
- Cain, D. D., Benson, T. R., (Apr. 2015). *Reading Strategies for college students*. Workshop presented at UCA Tutoring center, UCA, Main Hall.
- Cain, D. D. (Feb. 2015). *Dyslexia*. Workshop presented at Arkansas Dyslexia Support Group, ADSG, Conway.
- Cain, D. D., Samples, T.\* (Nov. 2014). *Dyslexia Brain Research*. Poster Session presented at AR CEC Fall Conference, AR CEC, Hot Springs, AR.
- Cain, D. D., Di Calogero, K.\* (Nov. 2014). *Connections: OG in 3D Lesson*. Poster Session presented at AR CEC Fall Conference, AR CEC, Hot Springs, AR.
- Cain, D. D., Atkins, K. R., Hammett, L.\* (Nov. 2014). *Math Their Way*. Poster Session presented at AR CEC Fall Conference, AR CEC, Hot Springs, AR.
- Cain, D. D., Herrington, L. L., Barrington, D. J. (Oct. 2014). *Dyslexia*. Workshop presented at Arkansas Curriculum Conference, ACC, Little Rock.
- Cain, D. D., Aarattuthodiyil, B. S., Crafton, S.\* (Nov. 2014). *Home Literacy Bags*. Poster Session presented at AR CEC Fall Conference, AR CEC, Hot Springs, AR.
- Cain, D. D., Stowe, B.\* (Nov. 2014). *Vowel Book & Alphabet Arc aAivites for Children with Dyslexia*. Poster Session presented at AR CEC Fall Conference, AR CEC, Hot Springs, AR.
- Cain, D. D., , Chronis, A.\* (Nov. 2014). *Phonemic Awareness Activities*. Poster Session presented at AR CEC Fall Conference, AR CEC, Hot Springs.
- Cain, D. D., Rutledge, M.\* (Nov. 2014). *Apple Seed tutoring program and results*. Poster Session presented at AR CEC Fall Conference, AR CEC, Hot Springs, AR.
- Cooper, M. J.
- Crow, R. I. (Oct. 2014). *S.O.S. for Teachers: Skills of Success Social Emotional Curriculum Development*. Other presented at UCA College of Education Tea Time Talks, Conway, AR.
- Garimella, U. I., Pinchback, C. L., Feng, S. (Nov. 2014). *Integrate Literacy into STEM*. Paper Session presented at Arkansas Curriculum Conference, STEM Centers of Arkansas, Little Rock, AR.
- Herrington, L. L. *Using Interactive Notebooks*. Workshop presented at Monthly Student Council for Exceptional Children Meeting, SCEC, UCA.
- Herrington, L. L. (Oct. 2014). *Dyslexia, What is it and What Can I Do?* Seminar presented at North Central Arkansas Reading Council, UCA.
- Herrington, L. (Nov. 2014). *Dyslexia: Myths, Facts, and a Plan of Attack*. Seminar presented at Arkansas Curriculum Conference, Little Rock, AR.
- Hunter, P. G. *UCA/UACCM P-4 Partnership Program*. presented at UACCM, Morrilton campus.

Kohler, P. A. *Experiencing Disabilities*. Other presented at Professional Development: Center for Teaching and eLearning, Arkansas Baptist College, Little Rock.

Parker, T. S., Barnes, C. D. (2015). *Relationship Management System (RMS): Strengthening positive student-teacher interactions*. Symposium presented at Exploring Our World, UCA College of Liberal Arts, Conway, AR.

Pearson, M. M. (Mar. 2015). *Conference Proposal Writing*. Roundtable presented at College of Education Research Cracker Barrel, UCA College of Education, Conway AR.

Pearson, M. M. (Apr. 2015). *Quality Indicators of Inclusive Education*. Panel presented at Arkansas Disability Coalition Inclusion Conference, Arkansas Disability Coalition, Monticello, AR.

## APPENDIX D: PROFESSIONAL DEVELOPMENT AND RECOGNITION

### Number of Faculty Development Activities Attended

Type of Activity	No.
Conference	14
Continuing Education Program	1
Course Towards a Degree	1
Courses Beyond Last Degree	2
Self-Study Program	1
Seminar	15
Tutorial	3
Workshop	17
Other	6
Unknown	1
<b>Total</b>	<b>61</b>

### List of Awards and Honors

Cain, Donna D COE Teaching Excellence Award, College of Education, Teaching, College. (May 15, 2015).

Cooper, Mark J Chick-fil-A True Inspiration Award, Chicks for Children Foundation, Inc., Service, Community, International. (January 22, 2015).

Howard, Leeann C Diamond Award, Arkansas Reading Association, Service, Professional, State. (July 21, 2014).

Howard, Leeann C Growth in IRA Membership, Arkansas Reading Association, Service, Community, State. (July 2014).

Howard, Leeann C Honor Council, Arkansas Reading Association- NCARC, Service, Community, National. (November 2014).

Howard, Leeann C Local Council Growth (2nd place), Arkansas Reading Association, Service, Community, State. (July 2014).

Pearson, Mary M Orland "Jack" Morgan Award, Arkansas Council for Exceptional Children, Service, Professional, State. (November 13, 2014).

## APPENDIX E: SERVICE AND COMMUNITY ENGAGEMENT

### Number of Activities with External Partners

Type of Activity	No.
Fundraising	2
Service Learning	1
Other	1
Unknown	1
<b>Total</b>	<b>5</b>

### Number of University Service Activities

Type of Activity	Leadership Positions*	Non-Leadership Positions	Total
Department	20	64	84
College	6	31	37
University	2	18	20
<b>Total</b>	<b>44</b>	<b>113</b>	<b>157</b>

\* 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	84	84
<b>Total</b>	<b>0</b>	<b>84</b>	<b>84</b>

\* 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	4	1	2	0	7
Coordinator/Organizer	0	0	0	0	0	0
Editor	0	0	0	1	1	2
Member	2	11	1	1	1	16
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	2	0	2	1	5
<b>Total</b>	<b>3</b>	<b>21</b>	<b>3</b>	<b>9</b>	<b>3</b>	<b>39</b>

### Number of Public Service Activities by Scope of Organization

Position/Role	Local	State	Regional	National	International	Total
Board Member/Trustee	0	2	0	0	0	2
Coordinator/Organizer	2	0	0	0	0	2
Director	1	0	0	0	0	1
Guest Speaker	1	0	0	0	0	1
Member	1	1	0	0	0	2
Officer (Not President)	0	1	0	0	0	1
Other	3	1	0	0	0	4
<b>Total</b>	<b>3</b>	<b>21</b>	<b>3</b>	<b>9</b>	<b>3</b>	<b>39</b>



