



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

Annual Report

July 1, 2023 - August 10, 2024

1. Mission Statement

2. Status/Achievement of 2024 Goals

Goal 1: Elementary, Literacy, and Special Education faculty will be actively involved in research/scholarship that contributes to their discipline and to the profession.

Related UCA Strategic Planning Goals

CV b: Community: We value and respect as our greatest asset the people who make up our community – students, faculty, and staff, as well as the people connected to us through ties to our local community and region, the state of Arkansas, our nation, and the world. That is, we believe people are the focus of our institution. (Collegiality, Partnerships, Safe and Health Environment, Service)

Action Plans

1a. Faculty will submit conference proposals to various research-focused professional organization annual meetings to present their research.

Faculty will work with ORSP to identify grants that align with their research interests.

Faculty will collaborate within and across departments on various research projects and opportunities.

Expected Results: Increase research and mentoring activities.

Actual Results: Dr. Walthall presented at the International Literacy Institute's Mega "Move It" Conference 23

Dr. Feng presented at NAME Annual Conference (2023)

Mrs. Styles-Foster attended, presented, and served on various boards at the Association of Teacher Educators conference in March 2024.

Dr. Walthall collaborated with a research team from across departments for a project on AI

Dr. Walthall and Dr. Thompson collaborated on a project on novice teachers

Dr. Filer presented at the MSERA 2023 Conference

Dr. Filer presented at the Interprofessional Education Collaborative, Virtual Event

Dr. Sorbet presented at MSERA 2023

Dr. Sorbet published Supporting New Teachers: Insight for Principals and Others To Help New Teachers in Their Initial Years. with Renee Calhoon, Donna Wake, and Patty Kohler-Evans 2023 with Rowman and Littlefield

Dr. Sorbet published Preservice Experiences Teaching Social and Emotional Lessons and its Impact on Student Behavior in Elementary Classrooms. Action in Arkansas

Teacher Education. The Journal of the Arkansas Association of Teacher Educators/ArATE. Vol. 13 (1).

Dr. Sorbet obtained a Service-Learning Seed Grant for materials and supplies for ELSE 4309 to create a service project to share with the Boys and Girls Club.

Dr. Sorbet obtained a classroom innovation grant for materials and supplies for ELSE 4309 to purchase additional Social and Emotional learning materials for Morning Meeting lesson implementation in area field placements.

Dr. Thompson presented with faculty in Communication Science Disorders at the IDA and SSSR conferences

Dr. Thompson collaborated with faculty in Leadership Studies and T and L on a project (grant funded) with graphic novels use in the classroom.

Mrs. Brantley, Mrs. Wilson, and Ms. Miller all received a classroom innovation grant from the CoE.

Status:

Supporting Program Statistics

Links to Supporting Documents

None

Goal 2: The department of Elementary, Literacy, and Special Education will recruit, retain, and support a diversity of students, faculty, and staff.

Related UCA Strategic Planning Goals

CV a: Intellectual Excellence: We believe in lifelong intellectual development of students, faculty, and staff. We are committed to the free pursuit of knowledge and continuous growth in learning and teaching. (Educated Citizens, Scholarship, Cultural Competence, Learning Environment)

CV c: Diversity: We are dedicated to attracting and supporting a diverse student, faculty and staff population and enhanced multicultural learning opportunities. We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas, including race, ethnicity, religion, spiritual beliefs, national origin, age, gender, marital status, socioeconomic background, sexual orientation, physical ability, political affiliation, and intellectual perspective. (Recruitment and Retention, Support, Knowledge)

Action Plans

2a. ELSE graduate program coordinators will apply for graduate recruitment grants.

Actively participate in recruiting events, when applicable.

Provide measures to support and retain students.

Expected Results: Recruit, support, and maintain students from underrepresented populations

Actual Results: ELSE department won the best department booth at the UCA Major's Fair in Fall 2023

ELSE faculty volunteered at the Bears Teach Summit.

Ms. McGehee coordinated the Math Night at Jim Stone Elementary.

Special Education Graduate Programs and the Graduate Literacy Program collaborated on the use of the Graduate School's recruitment grants.

Used recruitment funds to support the development and delivery of eight virtual PD sessions for the COE Summer 2024 Virtual PD Series. Two sessions were based on specific topics relevant to the expertise of two faculty members (Dr. Rice and Dr. Walthall). Six sessions were offered based on interventions from the Strategic Instruction Model and were developed by a set of SIM Professional Developers from both Arkansas and across the United States.

Literacy/Dyslexia Graduate Programs used a bulk of the Graduate School's recruitment grants to support being a vendor and sponsor of the ALTA National Conference held in Little Rock this year. We recruit those who are members of this organization (CALTs and CALTs-in-training) by allowing their practicum to count for credits in our graduate program. We are the only institution in the state that does this, so that's a big draw with ALTA now requiring CALTs to have a master's degree in order to certify. Additionally, this is a great place to recruit for our upcoming Literacy Leadership PhD track.

Literacy/Dyslexia Graduate Programs will also use the recruitment funds to support the development and delivery of one virtual PD session for the COE Summer 2024 Virtual PD Series. This session will be led by Dr. Thompson and alumni/adjunct faculty Mrs. Sheri Hight. Final funds were used in conjunction with Graduate SPED faculty for the SIMS summer virtual professional development.

Status:

Supporting Program Statistics

Links to Supporting Documents

None

Goal 3: The department of Elementary, Literacy, and Special Education will incorporate transformational and innovative learning experiences that are grounded in evidence-based practices.

Related UCA Strategic Planning Goals

CV a: Intellectual Excellence: We believe in lifelong intellectual development of students, faculty, and staff. We are committed to the free pursuit of knowledge and continuous growth in learning and teaching. (Educated Citizens, Scholarship, Cultural Competence, Learning Environment)

Action Plans

3a. ELSE faculty will attend conferences and/or PD sessions to improve practices.

Participate in the 1:1 mobile learning initiative.

Share evidence-based practices during faculty meetings.

Launch the new Dual-Licensure program.

Apply for internal grants to incorporate innovative teaching practices.

Expected Results: Create innovative programs that meet the needs of students, accrediting bodies, and our partners.

Actual Results: Dr. Walthall attended International Literacy Institute Conference 2023

Mrs. Styles-Foster attended, presented, and served on various boards at the Association of Teacher Educators conference in March 2024.

ELSE faculty attended various coaching PD sessions offered throughout the academic year (tech mex, coaching circles, co-teaching, etc.).

ELSE faculty partnered with Arch Ford to provide ongoing training for our preservice teachers aligned with current novice teacher training in the profession.

Dr. Filer attended Diversity sessions at MSERA

Dr. Filer continues to work with LEND to support interdisciplinary training of health professionals

Faculty working on completing CALT (AT) and CALT-QI (SP)

Dual-Licensure online program started first cohort of 7 students in the Spring of 2024

Status:

Supporting Program Statistics

Links to Supporting Documents

None

Goal 4: Elementary, Literacy, and Special Education programs will sustain a data-driven quality assurance process for continuous program improvement.

Related UCA Strategic Planning Goals

CV a: Intellectual Excellence: We believe in lifelong intellectual development of students, faculty, and staff. We are committed to the free pursuit of knowledge and continuous growth in learning and teaching. (Educated Citizens, Scholarship, Cultural Competence, Learning Environment)

Action Plans

4a. Review key assessment data to make adjustments to the curriculum.

Participate in calibration sessions to ensure inter-rater reliability.

Examine courses based on feedback from student evaluations, program reviews, and survey data and make changes as needed.

Program coordinators will continue to produce accurate and robust annual reports.

Expected Results: Increase collaboration between faculty to determine strengths and weaknesses of the programs, in order to make meaningful changes when necessary.

Actual Results: Continual collaboration with Data Driven and the Math/Science methods course to create an authentic experience for interns in the field in Intern I for the project that links across both classes.

ELSE SPED graduate faculty met 1 to 2 times a month to review data and update program documents and assessments (Janet Filer, Keith Lenz, Patty Kohler Evans, Deanna Rice)

1300 committee met to discuss course data and align assessments

ELSE Literacy faculty meets monthly to review data, programming, and upcoming changes/opportunities

Faculty supervising interns attended calibration sessions in fall 2023 (technology rubric) and spring 2024 (disposition rubric)

Programs reporting to SPAs began drafting reports due Sept 15, 2024. Program coordinators and faculty participated in writing workshop sessions preparing materials for submission.

Programs added POP cycle in spring 2024 term in response to candidate data signaling additional support in targeted areas (e.g., differentiation, assessment)

Status:

Supporting Program Statistics

Links to Supporting Documents

None

Goal 5: The department of Elementary, Literacy, and Special Education will develop, implement, and review processes, practices, and policies to ensure equity.

Related UCA Strategic Planning Goals

CV b: Community: We value and respect as our greatest asset the people who make up our community – students, faculty, and staff, as well as the people connected to us through ties to our local community and region, the state of Arkansas, our nation, and the world. That is, we believe people are the focus of our institution. (Collegiality, Partnerships, Safe and Health Environment, Service)

CV c: Diversity: We are dedicated to attracting and supporting a diverse student, faculty and staff population and enhanced multicultural learning opportunities. We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas, including race, ethnicity, religion, spiritual beliefs, national origin, age, gender, marital status, socioeconomic background, sexual orientation, physical ability, political affiliation, and intellectual perspective. (Recruitment and Retention, Support, Knowledge)

Action Plans

5a. ELSE faculty are represented on the COE diversity committee, while also maintaining a department diversity committee.

ELSE faculty will implement practices, support sessions, and other resources that help to support student success, while also holding students to high standards.

ELSE faculty review the end of program data, to determine where they can better support students and where they are excelling.

ELSE faculty and program coordinators provide regular assistance, support, and help to empower students who were on personal improvement plans to provide individualized professional development intervention as needed so they could continue in their program.

Expected Results: Instill and maintain a sense of equity for faculty, students, and staff.

Actual Results: ELSE 4311 Zoom & Learn as well as Lunch & Learn opportunities provided as support sessions for all students.

ELSE 4311 models best practice of explicit instruction with the gradual release model; providing content application with a safe, supportive, and active learning environment in the classroom.

Diversity Committee COE Event: African American Read-In (February 16, 2024)

ELSE 4309 By modeling and focusing course requirements on providing social and emotional learning opportunities for our students as a model for how they can reach all diverse learners in K6.

ELSE 4309 By providing a variety of positive classroom approaches to discipline to equip our preservice teachers with tools that support K-6 students rather than resort to punitive measures.

ELSE 4310 By implementing morning meetings in elementary classrooms as a first teaching experience which allows preservice teachers the opportunity to understand the diverse learners in the classroom before they teach content.

ELSE program coordinators held regular conversations with ELSE faculty to determine any dispositional or academic concerns of students to determine how to best support them in their program.

Dr. Sorbet serves on the UCA service learning committee.

ELSE faculty implement service learning in courses.

ELSE faculty serve on the UCA faculty development committee.

ELSE faculty serve on and assist to offer expertise, edit, and rewrite state mentor teacher requirements on the mentor teacher training committee.

Dr. Filer taught ACAD 1300 for the first time. This class is meant to support students as they acclimate to college life.

ELSE provided Acadience testing for several grade levels September 2023.

Faculty provided direct supervision of SPED Internship IB students placed at a partnership school for reading intervention.

Faculty member and Internship IB sped students provide literacy assessments and interpretation for 2 classrooms levels September 2023

Status:

Supporting Program Statistics

Links to Supporting Documents

None

Goal 6: The department of Elementary, Literacy, and Special Education will continuously engage partners to maximize program quality and opportunity for all.

Related UCA Strategic Planning Goals

CV a: Intellectual Excellence: We believe in lifelong intellectual development of students, faculty, and staff. We are committed to the free pursuit of knowledge and continuous growth in learning and teaching. (Educated Citizens, Scholarship, Cultural Competence, Learning Environment)

Action Plans

6a. Program coordinators will continue to hold advisory meetings to ensure partner voices are being heard and feedback is being utilized to make changes and updates to the programs.

Collaborate with K-12 partners and the Office of Candidate Services regarding field placements, to ensure mutually beneficial partnerships.

Collaborate with K-12 partners on key assessments and lesson planning templates, to improve practices within the program.

Continue to have embedded field experiences within courses, to ensure collaboration with partners.

Expected Results: To ensure the department is maintaining mutually beneficial partnerships with all stakeholders and considering their feedback when making program decisions.

Actual Results: ELSE faculty collaborated with Theodore Jones 1 to 15 Classroom for added support and building a partnership with the school. BW

ELSE faculty engaged in early field experiences with junior block interns being placed in schools in Mayflower and Conway one day per week.

ELSE faculty collaborated with early field junior block mentor teachers and offered immediate and appropriate feedback to junior interns weekly during their instructional practice with elementary students.

ELSE faculty members served as mentors to Internship II students serving as teachers of record Fall 2023

ELSE faculty assigned to provide direct supervision of Internship I students placed at Ann Watson Elementary School for reading intervention for ELSE 4305.

ELSE faculty collaborated with Internship I mentor teachers and offered immediate and appropriate feedback to intern I candidates weekly.

Status: Completed

Supporting Program Statistics

Links to Supporting Documents

None

3. 2025 Goals

4. Five-year Goals

5. Challenges

This academic year posed a few unique challenges. The first was the stepping down of the chair and the appointment of an interim department chair for the year. The interim chair came from

outside of the ELSE department, and was met with some hesitation from some of the faculty. Building trust and rapport was critical and is still a work in progress.

There were also four faculty who left the department, all under different circumstances. While these vacancies did not have a significant impact on faculty load and the ability to meet the needs of our students, it did have an impact on overall morale.

The department was also introduced to various new updates and requirements set forth by the LEARNS Act and the Arkansas Department of Education. Work began on realigning syllabi and curriculum and will continue into the next academic year.

6. Opportunities

With three new faculty members, opportunities to bring new ideas and excitement about the profession were present.

This year the department held regular faculty meetings, which also included potluck lunches. This was a chance for faculty to come together in a more relaxed environment, while also getting tasks done in a timely manner.

Towards the end of the year, a shift in the Bigelow project allowed for a creative approach for the upcoming academic year. The course aligned with the project will be taught on-site at East End Elementary in Bigelow, in order to allow Internship I students to stay in their placements for the full two days and attend their class and complete field on either Wednesday or Friday morning. This will be implemented in the 2024-2025 school year.

Junior block for this year was also moved to Conway in the Spring, which allowed for students to be closer to campus and supervisors to have less travel. Reducing the distance for supervisors to travel weekly allowed the department to save travel money.

7. Summary

With the interim chair staying in place for one more year, there are opportunities to continue to grow the rapport and trust within the department.

The faculty continue to be active in the community they serve and seek opportunities to volunteer and assist our local partners.

Graduate faculty continued to work to increase recruiting efforts, while undergraduate programs stayed steady in enrollment.

Several faculty applied and received both internal and external grants, which helped to fund research, travel to conferences, professional development, and recruiting efforts.

Overall, faculty continue to work to ensure students are at the forefront of their efforts and best practices are being used to help them succeed in class and in the field.

APPENDIX A: FACULTY PROFILE

Distribution of Full-Time Faculty by Rank

Rank	Continuing	New	Total	%
Professor	0	0	0	
Associate Professor	0	0	0	
Assistant Professor	0	0	0	
Senior Lecturer/Clinical Instructor/Lab Instructor	0	0	0	
Lecturer/Clinical Instructor/Lab Instructor II	0	0	0	
Lecturer/Clinical Instructor/Lab Instructor I	0	0	0	
Instructor	0	0	0	
Visiting Assistant Professor	0	0	0	
Visiting Lecturer	0	0	0	
Total	0	0	0	

Distribution of Full-Time Faculty by Tenure Status

Tenure Status	Continuing	New	Total	%
Tenured	0	0	0	
Tenure-Track	0	0	0	
Non-Tenure Track	0	0	0	
Total	0	0	0	

Distribution of Full-Time Faculty by Graduate Faculty Status

Graduate Faculty	Continuing	New	Total	%
Affiliated	0	0	0	
Associate	0	0	0	
Full	0	0	0	
No	0	0	0	
Total	0	0	0	

List of New Full-Time Faculty

No new full-time faculty in report date range.

List of Administrative Assignments

No data available

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

Race/Ethnicity	Female	Male	Total	%
American Indian or Alaska Native	0	0	0	
Asian	0	0	0	
Black or African American	0	0	0	
Hispanic/Latino of Any Race	0	0	0	
Native Hawaiian or Other Pacific Islander	0	0	0	
Two or More Races	0	0	0	
White	0	0	0	
Non-Resident Alien	0	0	0	
Unknown	0	0	0	
Total	0	0	0	
%				

APPENDIX B: INSTRUCTIONAL ACTIVITIES

SSCH by ADHE Term

Fiscal Year	HS Concurrent	Undergraduate	Graduate	Total
July 2020 - June 2021	0	5,790	1,698	7,488
July 2019 - June 2020	0	6,756	2,043	8,799

Academic Advising Loads

No data available

Total Undergraduate Program Enrollment

Fall On-Schedule 2023	Enrolled
BSE-Elementary Education	276
BSE-Elementary Education K-6 and Special Education Dual Licensure	0
BSE-Special Education K-12	19
Term Total	295

BSE-Elementary Education	Enrolled
Fall On-Schedule 2023	276
Fall On-Schedule 2022	273
Fall On-Schedule 2021	263
Fall On-Schedule 2020	323
Fall On-Schedule 2019	354

BSE-Elementary Education K-6 and Special Education Dual Licensure	Enrolled
Fall On-Schedule 2023	0

BSE-Special Education K-12	Enrolled
Fall On-Schedule 2023	19
Fall On-Schedule 2022	29
Fall On-Schedule 2021	39
Fall On-Schedule 2020	48
Fall On-Schedule 2019	67

Total Graduate Program Enrollment

Fall On-Schedule 2023	Enrolled
GC-Dyslexia	8
GC-Integrated Early Childhood Education	0
GC-Special Education K-12	3
MAT-Special Education K-12	22
MSE-Literacy with Dyslexia Endorsement	97
MSE-Special Education K-12	10
Term Total	140

GC-Dyslexia	Enrolled
Fall On-Schedule 2023	8
Fall On-Schedule 2022	9
Fall On-Schedule 2021	9

GC-Dyslexia Interventionist	Enrolled
Fall On-Schedule 2020	7
Fall On-Schedule 2019	5

GC-Integrated Early Childhood Education	Enrolled
Fall On-Schedule 2023	0
Fall On-Schedule 2022	0
Fall On-Schedule 2021	0
Fall On-Schedule 2020	0
Fall On-Schedule 2019	0

GC-Special Education K-12	Enrolled
Fall On-Schedule 2023	3
Fall On-Schedule 2022	3
Fall On-Schedule 2021	4
Fall On-Schedule 2020	6
Fall On-Schedule 2019	11

MAT-Special Education K-12	Enrolled
Fall On-Schedule 2023	22
Fall On-Schedule 2022	24
Fall On-Schedule 2021	25
Fall On-Schedule 2020	24
Fall On-Schedule 2019	24

MSE-Literacy with Dyslexia Endorsement	Enrolled
Fall On-Schedule 2023	97
Fall On-Schedule 2022	85
Fall On-Schedule 2021	56

MSE-Reading K-12	Enrolled
Fall On-Schedule 2020	45
Fall On-Schedule 2019	45

MSE-Special Education K-12	Enrolled
Fall On-Schedule 2023	10
Fall On-Schedule 2022	10
Fall On-Schedule 2021	13
Fall On-Schedule 2020	18
Fall On-Schedule 2019	22

Total Undergraduate Program Degrees Awarded

August 2023	Degrees Awarded
BSE-Elementary Education	0

BSE-Elementary Education K-6 and Special Education Dual Licensure	0
BSE-Special Education, K-12	0
Total	0

December 2023	Degrees Awarded
BSE-Elementary Education	17
BSE-Elementary Education K-6 and Special Education Dual Licensure	0
BSE-Special Education, K-12	2
Total	19

May 2024	Degrees Awarded
BSE-Elementary Education	36
BSE-Elementary Education K-6 and Special Education Dual Licensure	0
BSE-Special Education, K-12	3
Total	39

BSE-Elementary Education	Degrees Awarded
July 2023 - June 2024	53
July 2022 - June 2023	59
July 2021 - June 2022	60
July 2020 - June 2021	93
July 2019 - June 2020	80
Total	345

BSE-Elementary Education K-6 and Special Education Dual Licensure	Degrees Awarded
July 2023 - June 2024	0
Total	0

BSE-Special Education, K-12	Degrees Awarded
July 2023 - June 2024	5
July 2022 - June 2023	11
July 2021 - June 2022	14
July 2020 - June 2021	11
July 2019 - June 2020	21
Total	62

Total Graduate Program Degrees Awarded

August 2023	Degrees Awarded
GC-Dyslexia Interventionist	0
GC-Integrated Early Childhood Education	0
GC-Special Education K-12	0
MAT-Special Education K-12	0
MSE-Reading K-12	5
MSE-Special Education K-12	3
Total	8

December 2023	Degrees Awarded
GC-Dyslexia Interventionist	1
GC-Integrated Early Childhood Education	0
GC-Special Education K-12	0
MAT-Special Education K-12	2

MSE-Reading K-12	6
MSE-Special Education K-12	3
Total	12

May 2024	Degrees Awarded
GC-Dyslexia Interventionist	0
GC-Integrated Early Childhood Education	0
GC-Special Education K-12	1
MAT-Special Education K-12	5
MSE-Reading K-12	27
MSE-Special Education K-12	2
Total	35

GC-Dyslexia Interventionist	Degrees Awarded
July 2023 - June 2024	1
July 2022 - June 2023	6
July 2021 - June 2022	2
July 2020 - June 2021	5
July 2019 - June 2020	8
Total	22

GC-Integrated Early Childhood Education	Degrees Awarded
July 2023 - June 2024	0
July 2022 - June 2023	0
July 2021 - June 2022	0
July 2020 - June 2021	7
July 2019 - June 2020	1
Total	8

GC-Special Education K-12	Degrees Awarded
July 2023 - June 2024	1
July 2022 - June 2023	2
July 2021 - June 2022	4
July 2020 - June 2021	3
July 2019 - June 2020	4
Total	14

MAT-Special Education K-12	Degrees Awarded
July 2023 - June 2024	7
July 2022 - June 2023	11
July 2021 - June 2022	12
July 2020 - June 2021	7
July 2019 - June 2020	10
Total	47

MSE-Reading K-12	Degrees Awarded
July 2023 - June 2024	38
July 2022 - June 2023	28
July 2021 - June 2022	20
July 2020 - June 2021	24
July 2019 - June 2020	21
Total	131

MSE-Special Education K-12	Degrees Awarded
July 2023 - June 2024	8

July 2022 - June 2023	8
July 2021 - June 2022	9
July 2020 - June 2021	15
July 2019 - June 2020	10
Total	50

Number of Directed Individual Student Learning Activities

Total 0

List of Directed Individual Student Learning Activities

Number of Directed Group Student Learning Activities

Total 0

List of Directed Group Student Learning Activities

APPENDIX C: SCHOLARSHIP

Total Contracts and Grants

Organization	Under Review		Funded	
	No.	Total Funds	No.	Total Funds
Total External	0	\$0	0	\$0
University of Central Arkansas	0	\$0	0	\$0

List of Grants and Contracts

No data available

Number of Accepted or Published Publications by Type

Total	0	0	0	0
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Number of Submitted Publications by Type

Total	0	0	0	0
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List of Publications

A. Peer Reviewed

1. Accepted or Published

No data available

2. Submitted

No data available

B. Non-Peer Reviewed

1. Accepted or Published

No data available

2. Submitted

No data available

Number of Presentations by Scope

Total	0	0	0	0	0	0
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List of Presentations

A. Peer Reviewed

No data available

B. Non-Peer Reviewed

No data available

APPENDIX D: PROFESSIONAL DEVELOPMENT AND RECOGNITION

Number of Faculty Development Activities Attended

Total	0
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List of Faculty Development Activities Attended

- A. Professional Meetings/Conferences Attended
- B. Formal Study (coursework, continuing education, seminars, workshops, etc.)

List of Awards and Honors

No data available

APPENDIX E: SERVICE AND COMMUNITY ENGAGEMENT

Number of Activities with External Partners

Total 0

List of Activities with External Partners

Number of University Service Activities

Type of Activity	Leadership Positions*	Non-Leadership Positions	Total
Department	0	0	0
College	0	0	0
University	0	0	0
Total	0	0	0

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

List of University Service Activities

- A. University
- B. College
- C. Department

Number of Student Activities in which Faculty Participated

Total 0 0 0

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

List of Student Activities in which Faculty Participated

Number of Professional Activities by Scope of Organization

Total 0 0 0 0 0 0

List of Professional Activities by Scope of Organization

Number of Non-Credit Instruction Activities

Total 0

List of Non-Credit Instruction Activities

Number of Public Service Activities by Scope of Organization

Total 0 0 0 0 0 0

List of Public Service Activities by Scope of Organization