



**Department of
None Selected**

Annual Report

July 1, 2024 - June 30, 2025

1. Mission Statement

The College of Education is dedicated to fostering equity and empowering students to excel as lifelong learners, enabling them to make a meaningful impact every day.

2. Status/Achievement of 2025 Goals

Goal 1: Goal 6: 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)

Goal 2: Each UCA student will be prepared to effectively compete in the marketplace upon graduation and demonstrate continued involvement in and contribution to the UCA community after graduation.

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: The MCL worked with ORSP to secure funding for providing professional learning opportunities for K-12 educators.

Dee Dee Cain, Stefanie Sorbet, and Donna Wake applied for and received a \$7000 Faculty Research Grant to fund a research study on early field experiences of elementary students as well as to provide HQIM training and materials for early field experiences in partnership with Arch Ford and the Department of Education.

Classroom innovation grant for supplies to create beginning of the year classroom management projects for procedures in ELSE 4309 to Stefanie Sorbet.

Stefanie Sorbet attended MSERA (Mid South Educational Research Association) conference. President-elect and presenter/presider. Presented on Navigating the Tenure and Promotion Process and Early Field Experiences in Elementary Education.

Classroom innovation grant for supplies to create Literacy Bags for intervention students at Anne Watson Elementary awarded to Ashley Wilson.

(2)

Brandy Walthall and Janet Filer have successfully collaborated with the COE Research Scholars group (along with Evan Faidley and Louis Nadelson) and had one paper on AI in the K-12 schools accepted for publication and are currently working on a second article.

Amy Thompson presented at the IDA conference

Janet Filer is the PI on a subaward grant from UAMS (\$59,287) Leadership Education in Neurodevelopmental and Related Disorders Training Program (LEND). This grant is an interdisciplinary training grant involving 12 disciplines (four from UCA -OT, PT, Audiology, and Special Education) from UAMS, UALR, U of A, University of Southern Mississippi). UCA held three clinics on its campus for three families who have children who are struggling.

Brandy Walthall: accepted to speak at MSERA, presented at ATE, presented at CETAL Mini-conference on AI, granted Classroom Innovation grant to provide manipulatives for ELSE 3390, Collaborating with Amy Thompson and Melissa Starkey from CBC on a Teacher Burnout Study, Collaborating with Amy Thompson and Erin Shaw on a study with teaching techniques vs. COVID

Classroom innovation grant for supplies to create Gel bags for intervention students at Anne Watson Elementary awarded to Lisa Herrington.

CETAL Grant for attendance at the ADE Summit Conference summer of 2025 awarded to Lisa Herrington.

Amber Brantley received \$250 COE Classroom Innovation Grant to purchase equipment incorporating podcasting in ELSE 4311.

Tracie Rushing: Received Innovative Technology Grant to develop social studies resource boxes for ELSE 3304. This project enables pre-service teachers to design comprehensive K-6 social studies resource boxes with hands-on materials, primary sources, and standards-aligned lesson plans. Resource boxes are available for local K-6 teachers to borrow, enhancing social studies instruction through engaging, tactile learning experiences

Status:

Supporting Program Statistics

Links to Supporting Documents

None

Goal 2: Goal 5: 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)

Goal 1: UCA will support and empower students to succeed. Actions to improve retention and graduation rates to the levels already specified by the Board in the KPIs must be UCA's first order of business.

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.

Recruit and retain faculty who value equity in teaching and learning.

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

Actual Results: The MCL shared graduate program information with K-12 partners when providing services in the field.

Graduate Literacy program received a \$2,000 graduate recruitment grant.

Department Chair attended Conway School District's PDPalooza, in an effort to recruit candidates.

Status:

Supporting Program Statistics

Links to Supporting Documents

None

Goal 3: Goal 4: 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)

Goal 1: UCA will support and empower students to succeed. Actions to improve retention and graduation rates to the levels already specified by the Board in the KPIs must be UCA's first order of business.

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.

Rewrite all initial licensure programs to reflect new laws, as well as innovative learning experiences.

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: COE professional development incentives to encourage continued growth for instruction in best practices that support student success

Renee Calhoon: Attended Cognitive Coaching Training, HQIM PD, ATLAS Training, Science of Reading, and SIM PD

The MCL worked with the COE Dean to schedule Strategic Instruction Model (SIM) PL opportunities for faculty and students.

Shari McGehee: Student-Centered Coaching - IDEAS website, HQIM - (NIET), UDL committee member and presenter, CEC training Positive Behavior Supports, New Program Committee- Sunny Styles-Foster

Ashley Wilson: Attended Cognitive Coaching Training, HQIM PD, ATLAS Training, Reading Sourcebook Book Study

Stefanie Sorbet attended and became certified in Mental Health First Aid

Amy Thompson: Attended Cognitive Coaching Training, HQIM PD, ATLAS Training, IDA Conference

Innovative Tech Grant - \$250 - Purchase equipment to incorporate podcasting in the graduate literacy program

URC Grant 7,000+ - Thompson, Voegele working with a graduate literacy student to do SoR study in the US and a case study in Argentina

Janet Filer attended HQIM PD and ATLAS Training.

Janet Filer, Amber Brantley, and Shoudong Feng participated in an AI Course with Auburn Modules as well as a collaborative Coaching Circle, October-April (this training led the group recommending AI practices for the COE)

Brandy Walthall: HQIM PD, ATLAS training, Early Career Coaching, attended ATE Conference 2025, attended a webinar, "Using Writing as a Tool for Improving Reading and Learning" , "Strategies for Supporting Writing at the Word, Sentence and Paragraph Levels: A theme-Centered Structured Literacy Approach" and "The Writing Rope: A Framework for Teaching Writing Integrated with Reading Instruction"

Lisa Herrington: Attended Cognitive Coaching Training at Arch Ford Co-op, HQIM PD, Wit and Wisdom training at Arch Ford Co-op, ATLAS Training, Comprehension Blueprint Book Study

Amber Brantley- LETRS Year 1, ELSE as well as NIET HQIM, ASPRC ATLAS, UCA Mental Health First Aid training/certification, UCA OSCQR Bootcamp, IDEAS Student-Centered Coaching, UDL COE Coaching Circle Presenter (February- Engagement), Teaching Reading Sourcebook for Higher Education Course, CETAL Coaching, COE Student Motivation Book Study October-February, UCA AI Podcast Study fall semester, various online webinars (ADE Walkthrough Tool Training, Explicit/Engaging Instruction Indicators, Dictation, Structured Literacy, Syllabication, High-Frequency Words aligned to SoR, etc), Advanced Apple Skills Coaching Circle fall semester, & COE Data Day as well as Calibration.

Tracie Rushing: Delivered two ADE-approved professional development presentations at ACSS Conference: "Teacher Self-Care Strategies" and "Implementing NCSS Notable Trade Books in Classroom Instruction." Attended professional development sessions on teaching elections, ACSS business meeting, elementary geography, arts integration in history, experiential theater, scholarships and grants for teachers, technology for social studies, close reading in social studies, differentiation strategies for secondary social studies, virtual curriculum for 5th grade geography, historical walking tour, writing and AI in social studies, and new 5th and 7th grade standards. Attended COE HQIM and ATLAS pd sessions. Moderated virtual pd session for Arkansas Council for the Social Studies k-12 teachers.

Status:

Supporting Program Statistics

Links to Supporting Documents

None

Goal 4: Goal 3: 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)

Goal 1: UCA will support and empower students to succeed. Actions to improve retention and graduation rates to the levels already specified by the Board in the KPIs must be UCA's first order of business.

Goal 2: Each UCA student will be prepared to effectively compete in the marketplace upon graduation and demonstrate continued involvement in and contribution to the UCA community after graduation.

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: Fall 2024 Data Day analysis of assessment data to determine program strengths and areas of focus for improvement

ELSE 4319: Instructional practices and assignments were adjusted according to feedback from students (exit tickets, 1:1 sessions, assignment reflections, self-assessment/rubrics, class discussions, and course evaluations) and faculty.

Our programs submitted and received feedback from the CAEP. Programs were acknowledged with conditions. Programs are working on reviewing and revising their respective programs.

K-6 annual report was submitted.

Successful completion of the State Review and Science of Reading Audit.

Status:

Supporting Program Statistics

Links to Supporting Documents

None

Goal 5: Goal 1: 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)

Goal 2: Each UCA student will be prepared to effectively compete in the marketplace upon graduation and demonstrate continued involvement in and contribution to the UCA community after graduation.

Action Plans

5a. 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 4319: Field experiences were an essential part of this course. Students applied what they learned in the classroom (Morning Meeting with a Purpose, Tier III Progress Monitoring Tool, and a Service-Learning Project conducted at Pediatrics Plus in Conway) in their field experiences.

An Advisory Meeting was held on April 24, 2025. This was for K-6, SPED (graduate and undergraduate)

ELSE 4305: Partnership with Anne Watson Elementary in Bigelow. Students give literacy assessments, plan and implement interventions based on needs in a K-2 setting.

Advisory Meeting held on 5/15/25 for K-12 Literacy (Graduate)

Graduate Literacy working to develop a clearer MOU for our candidates

Status:

Supporting Program Statistics

Links to Supporting Documents

None

Goal 6: Goal 2: The Department of Elementary, Literacy, and Special Education will develop, implement, and review processes, practices, and policies to ensure equal opportunity.

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 d: Integrity: We are committed to ethical and responsible behavior in our own actions and to developing the same commitment in our students, thus fostering individuals who will have the skills, knowledge, and ability to engage positively with a diverse and changing world. Our commitment extends to all levels of our campus to foster a climate of ethical conduct, respect, responsibility, and trust. (Ethics, Respect, Responsibility, Trust)

Goal 1: UCA will support and empower students to succeed. Actions to improve retention and graduation rates to the levels already specified by the Board in the KPIs must be UCA's first order of business.

Action Plans

6a. ELSE faculty are represented on the COE equity committee, while also maintaining a department equity 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: Multiple opportunities for students to attend Lunch & Learn/Zoom & Learn support sessions offered throughout the semester

ELSE 4319: Consultation model implemented to support student success

PIP meetings occurred throughout the year as needed. As a result, three students were counseled into other areas that were a better fit and others were guided to have a successful end of the academic year.

Status:

Supporting Program Statistics

Links to Supporting Documents

None

3. 2026 Goals

4. Five-year Goals

5. Challenges

This academic year the department had a shared challenge of preparing for both the state review and the science of reading audit. The state review was lead by the Arkansas Department of Education, while the Science of Reading Audit was lead by TPI US (an external reporting group). The faculty were required to pull together information for the review and audit, attend meetings to go over the process of each of the reviews, and ultimately took part in the reviews during a week that included snow days. The ELSE department rose to the occasion and were able to provide great feedback to the reviewers.

Another challenge was hiring a tenure track faculty member. Money was spent to recruit via a variety of different platforms, but the pool of qualified applicants was very small. With a vacancy for two positions, the decision was made to hire one for the upcoming academic year and to repost the position for a second hire during the 2025-2026 year.

6. Opportunities

Results from the state review and science of reading audit pointed to weaknesses that the department was already aware of and are already working on correcting. There is an opportunity to embed stronger content for the upper end of Scarborough's Rope, in order to include more reading comprehension and high-level reading and writing skills into the coursework. There is also a need for a stronger focus on teaching English Language Learners within the curriculum in all of our initial license programs.

Along with results from the audit, there continues to be work to rewrite the programs to include a year-long residency and eliminate low-enrolled courses. This will be lead by the new interim chair, who will take over on July 1, 2025.

Both the interim chair and undergraduate program coordinator stepped back into new roles, so there is an opportunity for leadership within the department to step up and lead their faculty through these important changes.

7. Summary

Faculty continued to have strong partnerships with districts and organizations within the community, which allows us to keep the finger on the pulse of what is happening in the field of education in Arkansas. Along with a strong presence in the field, faculty attended a variety of trainings and workshops to improve not only their content and pedagogy knowledge, but to meet the new requirements set forth by the LEARNs Act.

Overall, the ELSE department had glowing reviews from both the state review and science of reading audit. With new leadership in place, there is an opportunity to continue to improve curriculum and ensure that candidates are receiving the best preparation possible.

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

Academic Advising Loads

No data available

Total Undergraduate Program Enrollment

Fall On-Schedule 2024	Enrolled
BSE-Elementary Education	290
BSE-Elementary Education K-6 and Special Education Dual Licensure	7
BSE-Special Education K-12	15
Term Total	312

BSE-Elementary Education	Enrolled
Fall On-Schedule 2024	290
Fall On-Schedule 2023	276
Fall On-Schedule 2022	273
Fall On-Schedule 2021	263
Fall On-Schedule 2020	323

BSE-Elementary Education K-6 and Special Education Dual Licensure	Enrolled
Fall On-Schedule 2024	7
Fall On-Schedule 2023	0

BSE-Special Education K-12	Enrolled
Fall On-Schedule 2024	15
Fall On-Schedule 2023	19
Fall On-Schedule 2022	29
Fall On-Schedule 2021	39
Fall On-Schedule 2020	48

Total Graduate Program Enrollment

Fall On-Schedule 2024	Enrolled
GC-Dyslexia	13
GC-Integrated Early Childhood Education	0
GC-Special Education K-12	1
MAT-Special Education K-12	22
MSE-Literacy with Dyslexia Endorsement	97
MSE-Special Education K-12	15
Term Total	148

GC-Dyslexia	Enrolled
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Fall On-Schedule 2024	13
Fall On-Schedule 2023	8
Fall On-Schedule 2022	9
Fall On-Schedule 2021	9

GC-Dyslexia Interventionist	Enrolled
Fall On-Schedule 2020	7

GC-Integrated Early Childhood Education	Enrolled
Fall On-Schedule 2024	0
Fall On-Schedule 2023	0
Fall On-Schedule 2022	0
Fall On-Schedule 2021	0
Fall On-Schedule 2020	0

GC-Special Education K-12	Enrolled
Fall On-Schedule 2024	1
Fall On-Schedule 2023	3
Fall On-Schedule 2022	3
Fall On-Schedule 2021	4
Fall On-Schedule 2020	6

MAT-Special Education K-12	Enrolled
Fall On-Schedule 2024	22
Fall On-Schedule 2023	22
Fall On-Schedule 2022	24
Fall On-Schedule 2021	25
Fall On-Schedule 2020	24

MSE-Literacy with Dyslexia Endorsement	Enrolled
Fall On-Schedule 2024	97
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

MSE-Special Education K-12	Enrolled
Fall On-Schedule 2024	15
Fall On-Schedule 2023	10
Fall On-Schedule 2022	10
Fall On-Schedule 2021	13
Fall On-Schedule 2020	18

Total Undergraduate Program Degrees Awarded

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
Total	265

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
Total	41

Total Graduate Program Degrees Awarded

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
Total	14

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
Total	7

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
Total	10

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
Total	37

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
Total	110

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
Total	40

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
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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
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* 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
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List of Professional Activities by Scope of Organization

Number of Non-Credit Instruction Activities

Total	0
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List of Non-Credit Instruction Activities

Number of Public Service Activities by Scope of Organization

Total	0	0	0	0	0	0
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List of Public Service Activities by Scope of Organization