

July 1, 2024-June 30, 2025

COLLEGE OF EDUCATION
ANNUAL REPORT

Mission Statement

The College of Education empowers all students to excel as lifelong learners, enabling them to make meaningful contributions to their fields and communities.

As a premier educator preparation college, we are committed to delivering exemplary professional preparation grounded in innovation, collaboration, and a sustained commitment to educational excellence.

With an emphasis on teaching, research, and service, the members of the College of Education, along with campus partners, demonstrate a commitment to continuous improvement to support student learning and development.

To accomplish this mission, the College of Education:

- Offers undergraduate and graduate programs grounded in empirically supported pedagogical and clinical practices.
- Promotes a commitment to understanding and working effectively with children and adults in all educational settings.
- Prepares educators to effectively teach and enhance learning conditions and outcomes for all learners.
- Employs a faculty who demonstrate excellence in teaching, scholarship, and service.
- Cultivates a professional environment that fosters student and faculty growth and development.
- Fosters an environment where all individuals are respected, valued, and able to thrive.
- Oversees and supports resources for the diverse units housed within the College of Education.

College of Education 2024-25 Annual Report

Goal 1: The College 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.

Completed Activities

Dean's Office:

- Dean's office coordinated meetings of the Executive Advisory Board. Agenda and minutes are available - <https://uca.edu/education/advisory-boards/>
- Dean's office oversees programs to ensure annual meetings with program advisory boards, where data are shared for response and input from the field collected.
- Partnership with Arch Ford is firmly established. The Assessment Director serves on Arch Ford's advisory board. Arch Ford faculty sit on the COE Executive Advisory Board.
- Submission of the CAEP annual report- recognized as an exemplar for data staging and transparency. <https://uca.edu/education/caep/>
- Nineteen students have successfully enrolled in the Arkansas Teacher Diversity Loan Forgiveness Program. [2025 Walton Report.pdf](#)
- The College engaged 118 donors to raise \$23,854.50 across 12 funds during UCA's Day of Giving, including nearly \$10,000 for the College of Education Student Emergency Fund.
- Three new endowed scholarships were established by private donors to benefit students in the College of Education.

ELSE:

- 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)
- The Graduate Literacy program is working to develop a clearer MOU for our candidates
- The Mashburn Center for Learning partnered with multiple entities (Searcy School District, Little Rock Southwest High School, Pulaski County Joe T. Robinson Middle School, Watson Chapel School District, Guy Fenter Educational Cooperative, and AR Schools) to provide high-quality professional development in evidence-based methodologies for Arkansas educators.

Leadership Studies:

- The school counseling faculty hired an adjunct, Mrs. Susan Whatley, who is an experienced school counselor. She teaches the School Counseling Internship II class. She also provides supervision to school counseling interns.
- The library media and information technologies program hired Ms. Rachel Whittingham, Director of Story Library for CBC to teach our LIBM 6332 Cataloging course. She graduated from an ALA-accredited university in 2008 and has served as a librarian since.
- CSPA program retained adjunct faculty member Katie Henry for the Law in Higher Education course. Katie has a J.D. and extensive experience in associate and general counsel positions within higher education.
- CSPA program developed new partnerships to extend practicum site placements to Hendrix College while maintaining an opportunity with the Arkansas Department of Higher Education.
- SLMA/EDLP has hired an adjunct faculty member, Superintendent Andy Chisum, to teach School Law and has hired a visiting lecturer for this upcoming AY..
- The library media program has placed practicum students in a variety of districts across the state by matching experienced, veteran librarians based on grade level, expertise, and locale.
- The library media program has invited guest speakers from different organizations to speak with graduate students in courses. Guest speakers were asked to speak on their areas of expertise.
- Odunola Oyeniyi and Evan Faidley secured a \$40,000.17 grant from the Blue & You Foundation for delivering Mental Health First Aid training for the College of Education and other student-facing departments, along with student-focused mental health awareness and student programming.

Teaching and Learning:

- T&L faculty supported 2 meetings of the Executive Advisory Board (11/4/25; 3/10/24) (<https://uca.edu/education/advisory-boards-2024-2025/>). Partners were advised on changes programs were making to comply with new DESE expectations. Partners provided feedback on EPP initiatives (e.g., graduate/completer/employer satisfaction).
- MSIT 4312 students completed two semesters of service learning at CSMS where we served approximately 12 students. Additionally, we were able to collaborate with the school librarian as well as received guest speakers, including the principal and several classroom teachers. Case studies were conducted as well.
- Students in ITEC program experienced two COIL experiences, one with graduate students in Northern Ireland in the ITEC 6301 course. The other COIL experience happened in ITEC 6344 International Perspectives in Instructional Design, where students collaborated with Mexican undergraduate students (need details).
- MSIT 3320 students observed teachers at Simon Middle School.
- The MAT program has recently partnered with Hendrix College to allow undergraduate students at Hendrix to complete up to 15 hours in the MAT program. These hours will count for undergraduate credit at Hendrix and will also be applied toward the UCA MAT program once the student is fully admitted.

Student Transitions:

- DST faculty engaged and collaborated with the Philosophy & Religion, History, English, Math, and Writing departments to provide our students with quality instruction.
- Dr. Baldwin worked with department chairs and faculty from multiple departments to support the newly redesigned first-year-seminar initiative.
- Ms. Christman and Dr. Martin partnered with the Bear Essentials Food Pantry to provide fresh produce grown by the students in their service learning classes.
- Ms. Bogoslavsky serves as coordinator for the Autism & Neurodiversity Transition Program, coordinating among various campus programs to better accommodate students with autism.
- Ms. Bogoslavsky met with colleagues in the ELSE department to discuss ways COE could engage with the Autism and Neurodiversity Transitional Program.
- Ms. Bogoslavsky met with Leslie Gomes, Dean Vicki Groves-Scott, and Dean Patricia Smith to discuss a new living learning community, ASCEND, for neurodiverse students.

PhD:

- Two virtual Distinguished Speaker Series workshops were held throughout the academic year focused engaging in research.
- The program hired two adjunct faculty with outstanding credentials to teach in the Community Leadership concentration.
- Worked closely with all COE departments to participate in applicant selection process and committees
- Held a COE PhD faculty breakfast to maximize program faculty participation and enhance program quality.

Technology Learning Center:

- Worked closely with Department Chairs from Teaching & Learning, Leadership Studies, and Elementary, Literacy, and Special Education, and Department of Student Transitions to update department websites and add more user friendly graphics and links.
- Collaborated with Program Coordinators from Ed Leadership, SLMA, CSPA, Ph.D., DST, and Literacy to update program websites to make it easier for current and future students to locate information.
- Have increased usage of social media (Facebook and Instagram) for the COE, including advertising for UCA Day of Giving, which increased our donations.
- Organized Summer 2025 professional development. This will include 6 presentations.
- Provided MacBooks and iPads for checkout to COE faculty/students in need.
- Planned and prepared Grab and Go maker packs for Conway Public School's Simon Prize participants.
- TLC hosted a mentor teacher gift making event for Jr. Block students.

Candidate Services:

- During the 2024-2025 school year, the College of Education placed student interns in partnership schools in districts in central Arkansas and throughout the state.
 - In the Fall 2024 semester, 168 teacher candidates completed internships in 26 different districts and 63 different schools.
 - In the Spring 2025 semester, 149 teacher candidates completed internships in 22 different districts and 63 different schools.
 - A signed memorandum of understanding is signed by both the College and the district representatives outlining the agreed-upon partnership.
-

Goal 2: The College 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 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.

Completed Activities

Dean's Office:

- COE offered Universal Design for Learning Coaching Circles throughout the academic year to enhance inclusive teaching practices.
- COE offered New Faculty Coaching Circles throughout the academic year to foster a sense of belonging and inclusion among new faculty.
- COE continued to provide emergency financial assistance to students through the Student Emergency Fund.
- RISE@Hughes is the new Living Learning Community for students pursuing careers in service and education. Dr. Nykela Jackson serves as the faculty coordinator, providing residents with hands-on experiences designed to prepare them for lifelong leadership in their fields.
- COE faculty provided professional development for Intern II students focused on addressing the needs of students from poverty and other marginalized populations.

ELSE:

- 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, in order to support students within the program

- ELSE 4309: Stefanie Sorbet administered an early field experience survey as part of an IRB to identify areas of needed improvement in junior block early field scaffolded experiences.

Leadership Studies:

- CSPA Program:
 - Reviewed UCA EAB Report to inform credit-hour requirements of program (42 to 39 credit hours)
 - Proposed new high-impact practice shift from formal thesis track % the Graduate School to a research capstone course with the same deliverable of a publishable manuscript
- School Counseling Program:
 - The school counseling program completed a SPA to show how our program is aligned with American School Counseling Association (ASCA) national standards.
- Hospitality Committee:
 - Spearheaded the development of a Leadership Studies Foundation Fund for departmental community engagement
- LIBM Program:
 - The LIBM program completed a SPA to show how our program is aligned with American Association of School Librarian/Council for Accreditation of Educational Programs (AASL/CAEP) national standards.

Teaching and Learning:

- T&L faculty supported 48 teachers move through the ESOL academy and gain their ESL endorsements. Faculty and participants took place in a 6-day zoom workshop in June 2024 and 4 all-day Saturday sessions (9/14/24, 11/9/24, 2/8/25, 4/12/25)
- Members of the T&L department facilitated a UDL coaching circle for the college during AY 24-25. Multiple faculty members participated in the coaching circle.
- Ms. Gerringer, Dr. Herring-Watson and Dr. Trumble led seminars highlighting the new UDL considerations.
- In preparation for the summer session, the ITEC coordinator is collaborating with the instructor of ITEC 6371 to implement the new Universal Design for Learning (UDL) standards in the course.

Student Transitions:

- When international students arrive on campus at the beginning of the semester they must take the Accuplacer tests in Reading, Writing, and Mathematics in order to be placed into the appropriate courses. Ms. Gomes held an evening Accuplacer review session to help the students prepare.
- DST has created a variety of one-credit-hour ACAD classes to support learners with various needs and backgrounds. Topics include Academic Strategies, Reading Between the Lines, Career and Life Planning, Educational and Career Exploration, Community Engagement, and Procrastination & Time Management.

PhD:

- Applicant recruitment and selection processes focus on equitable representation in the Ph.D. program.
- Students enrolled in the program are required to devote a prominent portion of their research to change leadership with a focus on equity and access.
- Held bi-weekly program concentration leader meetings to develop, implement, and review processes, practices, and policies to ensure equity.
- Monthly virtual interest meetings are held to limit barriers for interested students, thus addressing equity and access issues.

Technology Learning Center:

- The TLC provided tech support for Admitted Students Days, in which high school seniors visit the campus and tour their program of choice.
- TLC staff provided tech support for the Bears Teach Summit.
- TLC maintains and provides training for Redcat voice amplification systems for six classrooms used by COE faculty.
- TLC provided one-on-one support for College of Education students and faculty.

Candidate Services:

- The College continued to review candidates for admission to teacher education without regard to ACT or Praxis scores, removing barriers for many underrepresented candidates.
-

Goal 3: All College 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.

Completed Activities

Dean's Office:

- The Dean's Office continued to support accreditation and quality assurance efforts through multiple CAEP-aligned initiatives, including SPA report development and program-level annual reporting. AY 2024-2025, the college moved through a state review of initial licensure programs and a Science of Reading audit, both of which were successfully completed with overall requirements met. Areas for improvement were identified and will be addressed in the coming year as part of the college's ongoing commitment to continuous improvement.
- Summer ad hoc working committees worked to evaluate and update two existing key assessments against CAEP expectations (initial programs - unit plan, advanced programs - research assessment) and to create two new key assessments in response to the AY 2024-25 state and Science of Reading audits: one ELL key assessment, one SoR key assessment.
- Data were collected for identified key assessments in COE across all initial licensure programs. Rubric key assessments included Unit Plan, Impact Project, TESS, Technology Integration, PoP Cycle, and Praxis. Survey key assessments included End-of-Program, Technology, Disposition, and Field.
- The COE maintained data collection across key assessments (rubrics and surveys) for both initial and advanced programs.
- The COE has an annual reporting system for all EPP programs. SPA and/or annual reports are due each fall and are submitted for peer review and feedback. In AY 2024-2025, half of the licensure programs (as eligible) submitted SPA reports for external

review and will submit response and revisions in AY 2025-2026. The remaining licensure programs submitted annual program reports to the COE Assessment Director

- Data were shared with program faculty in multiple committee structures with agendas and minutes curated by the COE Assessment Director. Committees included Initial Licensure Program Coordinators and Advanced Licensure Program Coordinators
- Data were shared with program advisory boards, which include external, school-based partners. Agendas and minutes from these meetings were maintained by program coordinators and made available by request when necessary (<https://uca.edu/education/advisory-boards/>).
- The COE planned several faculty PD events that included analysis of data with faculty, including the fall Data Day event. Additionally, data were shared with the program coordinators and department chairs at the close of each semester on key assessment data.
- In initial programs, the COE continued to work on reliability around key assessments through structured calibration sessions with faculty involved in supervision. Studies that used Fleiss Kappa statistics indicated that the COE continued successful work to establish reliability on key assessments.
- Advanced program coordinators continued to work on validity and reliability around program-level key assessments in coordination with rewriting content for SPA resubmission (for CAEP-reviewed programs).

ELSE:

- 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

Leadership Studies:

- The Educational Leadership program has worked with our faculty, students, and advisory board to update assessments to reflect changing requirements and experiences within education.
- Program coordinators meet regularly with the college assessment team to review data and work toward goals.

- School counseling program faculty reviewed end-of-program data for continuous program improvement.
- CSPA Program Coordinator participated in the College of Education's Data Day to review student learning outcomes, end-of-program survey results, and demographic data to develop actionable steps moving forward.
- LIBM Program Coordinator participated in the College of Education's Data Day to review student learning outcomes, end-of-program survey results, and demographic data to develop actionable steps moving forward.

Teaching and Learning:

- All programs submitted annual and/or CAEP SPA reports for review in fall 2024, analyzing data for trends, glows, and grows. Based on analysis programs engaged in a closing the loop process examining impact on changes to programs from last year(s) and creating new recommendations for continuous improvement.
- Data day was held during X-period on Oct 29th with initial programs reviewing key assessment data aligned to the InTASC standards and advanced programs reviewed key assessment data aligned to the CAEP RA1.1 standard expectations.
- Initial licensure programs (Middle Level, MAT) reviewed data from the 24-25 year, analyzed for trends, addressed areas of improvement, and made needed changes.
- Initial licensure programs submitted state program approval documents, and in this process, program faculty conducted thorough program reviews and revisions. Some of the changes were made in response to new state guidelines (year-long residency).

Student Transitions:

- Dr. Baldwin, ACAD 1300 Coordinator, collected students' academic autobiographies and assessed for student growth.
- DST math faculty delivered and assessed the results from a pre- and post-assessment that was administered to all transitional math courses.
- DST faculty participated in COE's Data Day.
- DST worked closely with the COE Director of Assessment to continue to improve upon their annual assessment report.

PhD:

- PhD program administers mid-semester student surveys (once each semester) to drive processes for continuous program improvement.

- Program assessment data required for reporting is analyzed each semester and reported annually to the Ph.D. Concentration Leaders.

Technology Learning Center:

- The TLC assisted the COE Director of Assessment and Accreditation with the data collection & analysis for annual program reporting for all COE initial licensure programs and field placements.
- TLC tech specialist audits all websites to ensure links are active and faculty and staff information is current.

Candidate Services:

- All program coordinators and department chairs have access to candidate data through Airtable. Program coordinators can access real-time data regarding the status of candidates in their programs from application through licensing.
 - Every student can access data relative to admission and licensure status through a password protected portal that is created upon submitting an application to the program and is updated through licensing.
-

Goal 4: The College 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.

Completed Activities

Dean's Office:

- The COE provided multiple professional development opportunities for faculty, including New Faculty Coaching Circles, Universal Design for Learning Coaching Circles, Bytes & Bites Sessions focused on technology integration, HQIM training with NIET, ATLAS training, and other opportunities offered through CETAL. Additionally, many faculty members attended cognitive coaching training at Arch Ford.
- The COE offered Faculty Innovation Grants to support the development and implementation of innovative teaching practices.

ELSE:

- COE professional development incentives to encourage continued growth for instruction in best practices that support student success. Many faculty attended multiple PDs including Cognitive Coaching Training, HQIM PD, ATLAS Training, Science of Reading, SIM PD, Positive Behavior Supports, REading Sourcebook Book Study, Mental Health First Aid, IDA Conference, AI-Auburn training, LETRS Year 1
- The MCL worked with the COE Dean to schedule Strategic Instruction Model (SIM) PL opportunities for faculty and students.
- Many faculty received Innovative Tech Grant - \$250 to purchase materials for their class.

Leadership Studies:

- Faculty have attended numerous professional development sessions with the College and University as well as outside (e.g. Arch Ford).
- Faculty have proposed and/or been accepted through various research outlets in

- autonomous and collaborative projects.
- Faculty have led and participated in the annual UCA LEAD fellows program.

Teaching and Learning:

- Buchanan attended HQIM PD and implemented lesson annotations in MAT 5310 lesson plan project.
- Gieringer completed Arkansas IDEAS HQIM PD and implemented annotated HQIM lesson using the TLC catalog of materials in MSIT 4328.
- MAT 5310 implemented AI in several assignments for student consideration in brainstorming, creativity, and content analysis (specifically the Lesson Planning Building Block assignments, research-based teaching method project, and lesson plan project).
- MSIT 4321: Classroom Assessment integrated an immersive 360-degree video observation activity in the fall and spring semesters during AY 24-25
- MAT 6314 and MSIT 4312 continue to provide assessments and interventions to children in need of reading developmental services.
- The PhD research classes created intentional structures to include AI engagement as options in candidates' research process assignments.
- Freed, Trumble, and Herring-Watson collaborated to complete the ISTE certification provider status application for the ITEC Master's program concentration in Leadership and Technology in Instructional Design. The ITEC program received ISTE certification provider status.

Student Transitions:

- DST faculty developed and delivered corequisite developmental and college-level mathematics, literacy, and first-year seminar courses.
- DST faculty provide innovative learning experiences for students by centering student choice in class assignments, embedding service-learning opportunities in classes, incorporating contract or specs grading into their courses, and partnering with AmeriCorp to bring peer mentors into their classrooms.
- Ms. Gomes continues to serve as a facilitator for CETAL's Teaching Excellence Institute.
- Several DST faculty continue to use their iPads as presentation devices in class and have developed engaging iPad activities using the iPad cart.

PhD:

- Several Change Leadership PhD students participated in research-related data collection with faculty, and co-authored publications including journal articles and book chapters with COE faculty (e.g., Cotabish, Dailey, Buchanan, Nadelson, Trumble, Wake, etc.).

Technology Learning Center:

- Organized Summer 2025 professional development. This will include 6 presentations. Worked with the Arkansas Department of Education to process and secure Arkansas Professional Development authorization.
 - Planned and prepared Grab and Go maker packs for Conway Public School Simon Prize participants.
 - Collaborated with Dr. Nykela Jackson (T&L) to lead educational stations for the Educators Rising/Bears Teach Summit programs.
 - TLC maintains and provides training for Redcat voice amplification systems for six classrooms used by COE faculty.
 - TLC Director and Technology Specialist developed and implemented Apple/Google Mini-Sessions for faculty/staff.
-

Goal 5: The College 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.

Completed Activities

Dean's Office:

- The EPP has recruitment and retention plans in place with articulated goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations. Goals include an admitted pool of candidates who reflect the diversity of America's P-12 students.

ELSE:

- ELSE department set-up and worked a booth at the UCA Major's Fair in Fall 2023.
- 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

Leadership Studies:

- The Leadership Studies Hospitality Committee organized a social gathering rooted in gastronomical and theatrical appreciation (e.g., attending *Heathers - The Musical*), along with in-meeting celebrations marking anniversaries of personal and professional importance.

- Dr. de la Garza supported the Office of Student Advocacy and Community. Served on scholarship committee for IME Becas (six one-thousand-dollar scholarships provided to active student members of the Latino Student Association (LSA)). She attended the UCA LULAC Scholarship Dinner for students. UCA students received scholarships from LULAC. She participated in Global Goals Week at UCA, including the kickoff and #GlobalGoalsWeek event, which utilized the United Nations Sustainable Development Goals to promote global literacy in faculty-led study abroad programs.
- The CSPA program increased recruitment efforts for part-time students (full-time bachelor-level employees), resulting in 12 part-time students enrolled in the program. This student population brings a rich diversity of professional experiences to the learning community.
- The CSPA program continued to successfully recruit a racially and ethnically diverse student body.
- The LIBM program applied for a recruitment grant to increase the social media presence for the graduate program. The program gained 12 new students for summer 2024 and 17 for fall 2024.
- Angela Webster, Jessica Riedmueller, and Rhonda McClellan coordinated efforts to create an inclusive citation listing for leadership studies scholarship and scholars. This list serves students and faculty in identifying literature related to community leadership, fostering belongingness, and aspirations for all students.

Teaching and Learning:

- Received Graduate School Recruitment Grants for the following programs (GATE, EDDL, ASTL, MAT, and ITEC).
 - ITEC continued a social media campaign in collaboration with UCA Marketing, focusing on Arkansas, Missouri, Texas, and other surrounding states to encourage teachers to complete their Master's with UCA.
 - ITEC also collaborated with LIBM for a social media campaign for the Northern Ireland study abroad program to encourage community members to attend the 2026 program.
 - ITEC created marketing emails and sent them to UCA College of Education alums (sent them through UCA Marketing)
 - EDDL worked with university marketing to create a social media campaign targeted at teachers with master's degrees to boost enrollment for the EDS
 - Dr. Trumble attended the AACTE Conference in June 2024 and hosted a sponsor booth for UCA graduate programs.
 - GATE asked teachers who previously completed the GATE program, to refer prospective students. When they referred a student to the program, their name was entered into a drawing for a free registration to AGATE.

- GATE had a recruiting booth at AGATE and a full-page ad in AGATE's program.
- Conducted a search for two full-time clinical faculty members in the department. Hired two highly qualified and motivated faculty members to join us in August 2025.
- Conducted a search for two visiting clinical instructors for temporary department needs. Hired two experienced educators who will support the goals and mission of the department.

Student Transitions:

- DST's faculty that teach ACAD 1300: Journeys to Success have historically been diverse and have helped retain higher percentages of students of color.
- DST's first-year seminar courses are themed around topics of diversity.
- DST's entire corequisite program was designed around principles to help retain and support UCA's diverse student population.
- When our international students first arrive on campus at the beginning of each semester they must take the Accuplacer tests in Reading, Writing, and Mathematics in order to be placed into the appropriate courses. Ms. Gomes held an evening Accuplacer review session to help the students prepare.

PhD:

- Ongoing efforts are made to include/recruit diverse faculty in teaching the Change Ph.D. courses. The Change Leadership PhD program has hired 3 diverse adjunct faculty to teach in the fall 2025 semester. This is in addition to the two full-time diverse faculty who currently teach in the program.

Technology Learning Center:

- TLC hosts special events for College of Education students (Popcorn Days, Hot Chocolate Days, Scavenger Hunts, and holiday-themed social events). These events educate students on the services and tools available to them. These events also help strengthen the relationship between the TLC and College of Education students.
- The TLC Director attended a career fair at Robinson Elementary and Educators Rising Signing Day at Texarkana High School.
- The TLC Director and Technology Specialist ran a booth at Education Day in the Farris Center.
- TLC Director ran a booth at Conway Education Day held at the Conway Expo Center.

Candidate Services:

- The director of Candidate Services discusses the admission process for teacher education with each Education as a Profession class as well as PETE 2300 and ELSE 2304 to ensure all students are fully informed on the process for being admitted to the teacher education program.

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.

Number of Accepted or Published Publications by Type

Type	Peer Reviewed	Non-Peer Reviewed	Total	Student Author
Book	1	0	1	0
Book Review	1	1	2	3
Chapter	3	1	4	0
Journal Article	26	1	27	12
Other	5	1	6	0
Total	36	4	40	15

Elementary, Literacy, and Special Ed

Type	Peer Reviewed	Non-Peer Reviewed	Total	Student Author
Journal Article	3	1	4	0
Total	3	1	4	0

Leadership Studies

Type	Peer Reviewed	Non-Peer Reviewed	Total	Student Author
Book Review	1	1	2	3
Chapter	0	1	1	0

Journal Article	17	1	18	12
Other	0	1	1	0
Total	18	4	22	15

Teaching & Learning

Type	Peer Reviewed	Non-Peer Reviewed	Total	Student Author
Book	1	0	1	0
Chapter	3	0	3	0
Journal Article	10	0	10	0
Other	5	0	5	0
Total	19	0	19	0

Number of Presentations by Scope

Scope	Total	Invited		Accepted		Student Author
		Peer Reviewed	Non-Peer Reviewed	Peer Reviewed	Non-Peer Reviewed	
Local	23	0	15	0	8	0
State	15	0	3	6	6	3
Regional	13	1	1	11	0	1
National	20	1	1	17	1	0
International	18	1	6	10	1	1
Unknown	16	0	0	6	10	1
Total	105	3	26	50	26	6

Elementary, Literacy, and Special Ed

Scope	Total	Invited		Accepted		Student Author
		Peer Reviewed	Non-Peer Reviewed	Peer Reviewed	Non-Peer Reviewed	
Local	2	0	1	0	1	0
State	3	0	0	1	2	0
Regional	5	1	0	4	0	1
National	3	1	0	1	1	0
International	4	1	2	1	0	0
Unknown	1	0	0	0	1	0
Total	18	3	3	7	5	1

Leadership Studies

Scope	Total	Invited		Accepted		Student Author
		Peer Reviewed	Non-Peer Reviewed	Peer Reviewed	Non-Peer Reviewed	
Local	10	0	4	0	6	0
State	8	0	0	5	3	3
Regional	4	0	0	4	0	0
National	9	0	0	9	0	0
International	8	0	0	8	0	1
Unknown	7	0	0	1	6	1
Total	46	0	4	27	15	5

Student Transitions

Scope	Total	Invited		Accepted		Student Author
		Peer Reviewed	Non-Peer Reviewed	Peer Reviewed	Non-Peer Reviewed	
Local	1	0	0	0	1	0
Unknown	2	0	0	1	1	0
Total	3	0	0	1	2	0

Teaching & Learning

Scope	Total	Invited		Accepted		Student Author
		Peer Reviewed	Non-Peer Reviewed	Peer Reviewed	Non-Peer Reviewed	
Local	11	0	11	0	0	0
State	8	0	3	2	3	3
Regional	7	0	1	6	0	0
National	10	0	1	9	0	0
International	11	0	4	6	1	0
Unknown	8	0	0	5	3	0
Total	55	0	20	28	7	3

FACULTY PROFILE

Distribution of Full-Time Faculty by Rank

Rank	Continuing	New	Total	%
Professor	8	0	8	13.11
Associate Professor	13	0	13	21.31

Assistant Professor	10	0	10	16.39
Senior Lecturer/Clinical Instructor/Lab Instructor	10	0	10	16.39
Lecturer/Clinical Instructor/Lab Instructor II	5	0	5	8.20
Lecturer/Clinical Instructor/Lab Instructor I	9	0	9	14.75
Visiting Assistant Professor	0	0	0	0.00
Visiting Lecturer	6	0	6	9.84
Total	61	0	61	100.00

Distribution of Full-Time Faculty by Tenure Status

Tenure Status	Continuing	New	Total	%
Tenured	21	0	21	34.43
Tenure-Track	10	0	10	16.39
Non-Tenure Track	30	0	30	49.18
Total	61	0	61	100.00

Distribution of Full-Time Faculty by Graduate Faculty Status

Graduate Faculty	Continuing	New	Total	%
Affiliated	6	0	6	10.00
Associate	12	0	12	20.00
Full	28	0	28	46.67
No	14	0	14	23.33
Total	60	0	60	100.00

Total Undergraduate Program Enrollment

Elementary, Literacy, and Special Ed

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

Teaching & Learning**BSE-Middle Level****Enrolled**

Fall On-Schedule 2024	45
Fall On-Schedule 2023	40
Fall On-Schedule 2022	59
Fall On-Schedule 2021	66
Fall On-Schedule 2020	66

Total Graduate Program Enrollment**College of Education****PHD-Leadership for Inclusion and Equity****Enrolled**

Fall On-Schedule 2024	121
Fall On-Schedule 2023	100
Fall On-Schedule 2022	75

Elementary, Literacy, and Special Ed**GC-Dyslexia****Enrolled**

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-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

Leadership Studies	
EDS-Educational Leadership	Enrolled
Fall On-Schedule 2024	18
Fall On-Schedule 2023	16
Fall On-Schedule 2022	18
Fall On-Schedule 2021	26
Fall On-Schedule 2020	28

MS-College Student Personnel Administration	Enrolled
Fall On-Schedule 2024	29
Fall On-Schedule 2023	25
Fall On-Schedule 2022	26
Fall On-Schedule 2021	32
Fall On-Schedule 2020	33

MS-Instructional Technology	Enrolled
Fall On-Schedule 2024	23
Fall On-Schedule 2023	18
Fall On-Schedule 2022	19
Fall On-Schedule 2021	25
Fall On-Schedule 2020	19

MS-Library Media and Information Technologies	Enrolled
Fall On-Schedule 2024	54
Fall On-Schedule 2023	52
Fall On-Schedule 2022	76
Fall On-Schedule 2021	63
Fall On-Schedule 2020	57

MS-School Counseling K-12	Enrolled
Fall On-Schedule 2024	66

Fall On-Schedule 2023	65
Fall On-Schedule 2022	70
Fall On-Schedule 2021	66
Fall On-Schedule 2020	72

MS-School Leadership, Management, and Administration	Enrolled
---	-----------------

Fall On-Schedule 2024	38
Fall On-Schedule 2023	37
Fall On-Schedule 2022	26
Fall On-Schedule 2021	15
Fall On-Schedule 2020	17

PMC-District Level Administration	Enrolled
--	-----------------

Fall On-Schedule 2021	7
Fall On-Schedule 2020	6

PMC-District-Level Administration	Enrolled
--	-----------------

Fall On-Schedule 2024	1
Fall On-Schedule 2023	6
Fall On-Schedule 2022	5

PMC-School-Based Leadership-Building Administration	Enrolled
--	-----------------

Fall On-Schedule 2024	9
Fall On-Schedule 2023	6
Fall On-Schedule 2022	7
Fall On-Schedule 2021	4
Fall On-Schedule 2020	9

PMC-School-Based Leadership-Curriculum Administration	Enrolled
--	-----------------

Fall On-Schedule 2024	4
Fall On-Schedule 2023	3
Fall On-Schedule 2022	2
Fall On-Schedule 2021	0
Fall On-Schedule 2020	2

PMC-School-Based Leadership-Gifted-Talented Program Administration	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

PMC-School-Based Leadership-Special Education Program Administration	Enrolled
---	-----------------

Fall On-Schedule 2024	1
Fall On-Schedule 2023	1
Fall On-Schedule 2022	1
Fall On-Schedule 2021	0
Fall On-Schedule 2020	1

Teaching & Learning

EDS-Digital Age Teaching and Learning **Enrolled**

Fall On-Schedule 2024	8
Fall On-Schedule 2023	8
Fall On-Schedule 2022	9
Fall On-Schedule 2021	11
Fall On-Schedule 2020	4

GC-Gifted and Talented Education **Enrolled**

Fall On-Schedule 2024	0
Fall On-Schedule 2023	0
Fall On-Schedule 2022	0
Fall On-Schedule 2021	1
Fall On-Schedule 2020	1

MAT-Teaching **Enrolled**

Fall On-Schedule 2024	173
Fall On-Schedule 2023	173
Fall On-Schedule 2022	185
Fall On-Schedule 2021	204
Fall On-Schedule 2020	198

MSE-Advanced Studies in Teacher Leadership **Enrolled**

Fall On-Schedule 2024	9
Fall On-Schedule 2023	15
Fall On-Schedule 2022	19
Fall On-Schedule 2021	20
Fall On-Schedule 2020	12

Total Undergraduate Program Degrees Awarded

Elementary, Literacy, and Special Ed

BSE-Elementary Education **Degrees Awarded**

July 2024 - June 2025	65
July 2023 - June 2024	53
July 2022 - June 2023	59
July 2021 - June 2022	60
July 2020 - June 2021	93

Total	330
--------------	-----

BSE-Elementary Education K-6 and Special Education

Dual Licensure	Degrees Awarded
-----------------------	------------------------

July 2024 - June 2025	0
-----------------------	---

July 2023 - June 2024	0
-----------------------	---

Total	0
--------------	---

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

July 2024 - June 2025	2
-----------------------	---

July 2023 - June 2024	5
-----------------------	---

July 2022 - June 2023	11
-----------------------	----

July 2021 - June 2022	14
-----------------------	----

July 2020 - June 2021	11
-----------------------	----

Total	43
--------------	----

Teaching & Learning

BSE-Middle Level	Degrees Awarded
-------------------------	------------------------

July 2024 - June 2025	10
-----------------------	----

July 2023 - June 2024	10
-----------------------	----

July 2022 - June 2023	18
-----------------------	----

July 2021 - June 2022	18
-----------------------	----

July 2020 - June 2021	15
-----------------------	----

Total	71
--------------	----

Total Graduate Program Degrees Awarded

Elementary, Literacy, and Special Ed

GC-Dyslexia	Degrees Awarded
--------------------	------------------------

July 2024 - June 2025	1
-----------------------	---

Total	1
--------------	---

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 2024 - June 2025	0
-----------------------	---

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 2024 - June 2025	2
-----------------------	---

July 2023 - June 2024	1
July 2022 - June 2023	2
July 2021 - June 2022	4
July 2020 - June 2021	3
Total	12
MAT-Special Education K-12	Degrees Awarded
July 2024 - June 2025	12
July 2023 - June 2024	7
July 2022 - June 2023	11
July 2021 - June 2022	12
July 2020 - June 2021	7
Total	49
MSE-Literacy with Dyslexia Endorsement	Degrees Awarded
July 2024 - June 2025	46
Total	46
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 2024 - June 2025	7
July 2023 - June 2024	8
July 2022 - June 2023	8
July 2021 - June 2022	9
July 2020 - June 2021	15
Total	47
Leadership Studies	
EDS-Educational Leadership	Degrees Awarded
July 2024 - June 2025	12
July 2023 - June 2024	9
July 2022 - June 2023	15
July 2021 - June 2022	11
July 2020 - June 2021	16
Total	63
GC-Computer Science Teaching and Learning	Degrees Awarded
July 2024 - June 2025	0
July 2023 - June 2024	0
July 2022 - June 2023	1
July 2021 - June 2022	0
July 2020 - June 2021	0
Total	1

GC-Instructional Technology-Leadership and Technology in Instructional Design	Degrees Awarded
July 2024 - June 2025	0
Total	0
GC-Instructional Technology-Media Design & Development	Degrees Awarded
July 2023 - June 2024	0
July 2022 - June 2023	2
July 2021 - June 2022	2
July 2020 - June 2021	0
Total	4
GC-Online Teaching and Learning	Degrees Awarded
July 2024 - June 2025	0
July 2023 - June 2024	50
July 2022 - June 2023	32
July 2021 - June 2022	32
July 2020 - June 2021	3
Total	117
MS-College Student Personnel Administration	Degrees Awarded
July 2024 - June 2025	7
July 2023 - June 2024	14
July 2022 - June 2023	11
July 2021 - June 2022	17
July 2020 - June 2021	12
Total	61
MS-Instructional Technology	Degrees Awarded
July 2024 - June 2025	13
July 2023 - June 2024	6
July 2022 - June 2023	13
July 2021 - June 2022	10
July 2020 - June 2021	5
Total	47
MS-Library Media and Information Technologies	Degrees Awarded
July 2024 - June 2025	26
July 2023 - June 2024	38
July 2022 - June 2023	27
July 2021 - June 2022	29
July 2020 - June 2021	26
Total	146
MS-School Counseling K-12	Degrees Awarded
July 2024 - June 2025	21
July 2023 - June 2024	25
July 2022 - June 2023	24
July 2021 - June 2022	22
July 2020 - June 2021	29

Total	121
MS-School Leadership, Management, & Administration	Degrees Awarded
July 2024 - June 2025	14
July 2023 - June 2024	14
July 2022 - June 2023	6
July 2021 - June 2022	7
July 2020 - June 2021	10
Total	51
PHD-Leadership Studies	Degrees Awarded
July 2020 - June 2021	5
Total	5
PHD-Leadership for Inclusion and Equity	Degrees Awarded
July 2024 - June 2025	12
July 2023 - June 2024	13
July 2022 - June 2023	4
July 2021 - June 2022	15
Total	44
PMC-District-Level Administration	Degrees Awarded
July 2024 - June 2025	2
July 2023 - June 2024	7
July 2022 - June 2023	2
July 2021 - June 2022	2
July 2020 - June 2021	1
Total	14
PMC-School-Based Leadership-Adult Education Program Admin.	Degrees Awarded
July 2021 - June 2022	0
July 2020 - June 2021	0
Total	0
PMC-School-Based Leadership-Building Administration	Degrees Awarded
July 2024 - June 2025	6
July 2023 - June 2024	4
July 2022 - June 2023	5
July 2021 - June 2022	3
July 2020 - June 2021	4
Total	22
PMC-School-Based Leadership-Curriculum Administration	Degrees Awarded
July 2024 - June 2025	2
July 2023 - June 2024	2
July 2022 - June 2023	1
July 2021 - June 2022	2
July 2020 - June 2021	0
Total	7

PMC-School-Based Leadership-Gifted-Talented Program**Admin.****Degrees Awarded**

July 2024 - June 2025	0
July 2023 - June 2024	0
July 2022 - June 2023	0
July 2021 - June 2022	0
July 2020 - June 2021	0
Total	0

PMC-School-Based Leadership-Special Ed. Program**Admin.****Degrees Awarded**

July 2024 - June 2025	1
July 2023 - June 2024	3
July 2022 - June 2023	0
July 2021 - June 2022	1
July 2020 - June 2021	0
Total	5

Teaching & Learning**EDS-Digital Age Teaching and Learning****Degrees Awarded**

July 2024 - June 2025	2
July 2023 - June 2024	4
July 2022 - June 2023	2
July 2021 - June 2022	3
July 2020 - June 2021	0
Total	11

GC-Gifted and Talented Education**Degrees Awarded**

July 2024 - June 2025	1
July 2023 - June 2024	0
July 2022 - June 2023	9
July 2021 - June 2022	1
July 2020 - June 2021	3
Total	14

MAT-Teaching**Degrees Awarded**

July 2024 - June 2025	74
July 2023 - June 2024	67
July 2022 - June 2023	79
July 2021 - June 2022	68
July 2020 - June 2021	73
Total	361

MSE-Advanced Studies in Teacher Leadership**Degrees Awarded**

July 2024 - June 2025	6
July 2023 - June 2024	12
July 2022 - June 2023	14
July 2021 - June 2022	8

July 2020 - June 2021
Total

10
50