



**Department of
Leadership Studies**

Annual Report
July 1, 2024 - June 30, 2025

1. **Mission Statement**
2. **Status/Achievement of 2025 Goals**

Goal 1: The Department of Leadership Studies will develop, implement, and review processes, practices, and policies to ensure fairness and equal opportunity.

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)

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

- Develop policy for consistent compensation across overload and research chair roles (e.g., thesis or dissertation committee chairship).

- Offer/Reinstate an inclusive fellowship for the College of Education (for training).
- Review and consider other models for practices and policies to broaden approaches to enhancing fairness and equitable opportunity.
- Review and amend, if needed, the alignment between national standards and program outcome data.
- Develop a COE fairness and equity committee that addresses needs, questions, concerns, and grievances from faculty and students.
- Create a festivity committee to celebrate the best of the year.

Expected Results:

Actual Results:

- **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.
- **SLMA**
 - Faculty conducted research to support models and policies to address equity; articles available upon request
- **CSPA Program**
 - New catalog for AY2024-2025, reducing from 42 to 39 credits - see website [HERE](#).
 - Graduate Council approved new high-impact practice on March 20, 2025.
- Each required program completed SPA reports for accreditation. The school counseling program.

Status:

- Ongoing

Supporting Program Statistics:

- None

Links to Supporting Documents

- None

Goal 2: The Department of Leadership Studies 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)

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.

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

- Create and cultivate a culture of belonging for all faculty members.
- Enhance awareness of the benefits and opportunities that result from developing and cultivating a culture of enhancing and retaining a diversity of students and faculty.
- Intentional recruitment efforts in diverse communities

Expected Results:

Actual Results:

- 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.
- Leticia 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)).
- Leticia was invited and attended the UCA LULAC Scholarship Dinner for students. UCA students received scholarships from LULAC.
- Leticia participated in Global Goals Week at UCA: Kickoff and #GlobalGoalsWeek: Using United Nations Sustainable Development Goals to Promote Global Literacy on 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 ethically diverse study 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.

Status: Ongoing

Supporting Program Statistics

- None

Links to Supporting Documents

- None

Goal 3: The Department of Leadership Studies will incorporate transformational and innovative experiences that are grounded in evidence-based practices.

Action Plans

- Enhance faculty members' understanding and application of integrated and student-centered learning.
- Create learning opportunities for faculty to engage in professional growth to implement transformational and innovative practices across multiple disciplines.
- Present faculty research related to generative AI integration into instruction
- Present faculty research related to best practices/ strategies for teaching large online classes
- Provide the support and time to explore and implement innovative practices.
- Integrate innovation and transformative experiences with the scholarship of teaching and learning.

Expected Results:

Actual Results:

- 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

- CSPA Program:
 - Evan Faidley will have led a training for career services leadership at Case Western Reserve University on integrating generative AI tools in life-career advising
- Faculty have led and participated in the annual UCA LEAD fellows program.
- SLMA/EDLP: present at The national ATE conference

Status: Ongoing

Supporting Program Statistics

- None

Links to Supporting Documents

- None

Goal 4:: The Department of Leadership Studies 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.

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Action Plan

- Complete and review student learning data related to various programs
- Collect and review of program demographic, learning, and outcome data

- Report and share program data detailing the success of programs.
- Institutionalize program data collection for continuous program improvement.

Expected Results

Actual Results

- 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.
- SLMA/EDLP taking key assessments through the validation process.

Status:

- On-Going

Supporting Program Statistics:

- None

Links to Supporting Documents:

- None

Goal 5: The Department of Leadership Studies will continuously engage partners to maximize program quality and opportunity for all.

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 Plan

- Draw adjunct faculty with specific areas of expertise relevant to student learning
- Meet with advisory boards to gather input to enhance the quality of the programs and enhance opportunity for expanded access and engagement.
- Participate in local and state-level conversations regarding internship opportunities with districts
- Form partnerships with organizations to enhance opportunities for student engagement in field and internship experiences.

Expected Results

Actual Results

- 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 as 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 hired an adjunct faculty member, Superintendent Andy Chisum, to teach School Law and are hiring a visiting lecturer.
- 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.

Status:

- On-Going

Supporting Program Statistics:

- None

Links to Supporting Documents:

- [Link to College of Ed Advisory Board Minutes](#)
- **CSPA Program**
 - Students have completed practicum opportunities outside of the traditional practicum sites on the UCA campus, including
 - Hendrix College
 - Office of Student Conduct
 - Office of Student Activities
 - UCA
 - Division of Student Affairs % Vice President of Student Affairs
 - Academic Affairs % Office of the Provost
 - Faculty retention with ongoing hire of:
 - President Houston Davis - Leadership and Supervision in Higher Education
 - Vice President Robin Williamson - Practicum
 - Former UCA Legal Counsel Katie Henry - Law in Higher Education
- [Link to LIBM Practicum spreadsheet with partnering districts - Spring 2025](#)
- [Link to LIBM Practicum spreadsheet with partnering districts - Fall 2024](#)
-  [Susan Whatley resume 2024.pdf](#) School Counseling Adjunct
- SLMA internship: Fall 2025- 26 candidates, Spring 25- 35 candidates

Goal 6: The Department of Leadership Studies' faculty will be actively involved in research/scholarship that contributes to their discipline and to the profession.

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 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)

Action Plans

- Faculty will submit conference proposals to various research-focused professional organization annual meetings to present their research.
- Faculty will seek publication opportunities (journals, book chapters, books).

Expected Results:

- Design and develop collaborative research projects (in and out of COE) ranging from pedagogical to empirical research.
- Support faculty members as they work to secure external funding.
- Educate and support faculty members to seek institutional and external funding to conduct research.
- Promote academic- and practitioner-focused outlets of knowledge dissemination (such as magazines and blogs)
- Provide structures to support faculty member engagement in research, such as research scholar groups
- Provide models to enhance faculty members' capacity to integrate research as part of their teaching using viable models of scholarship of teaching and learning (SoTL)
- Increase entry pathways and opportunities for those without the research requirement

Actual Results

- Faculty have engaged in student/faculty leadership research projects that have resulted in state, national, and regional presentations and peer-reviewed publications.
- Leticia and Odunola (and Allison Freed) published "Digital Simulations in Education: Insights from Two Studies Using the Teacher Moments Platform" to ArATE Electronic Journal.
- Thomas had an article accepted (2nd author) to the College Student Affairs Journal. Collaborating authors included Kendra Erickson (CSPA Alum and professional staff at UCA), Susan Barclay (former UCA faculty member), and Julia Winden Fey (Director of Student Success at UCA). The article is titled, "Out of the shadows: The lived experiences of active-duty military undergraduates."
 - The research scholar group is engaging in researching the use of GAI for teaching and learning in K-12 and higher education.
 - Odunola Oyeniyi and Evan Faidley secured a \$40,000.17 grant for delivering Mental Health First Aid training for the College of Education and other student-facing departments, along with student-focused mental health awareness student programming

- Odunola Oyeniyi received \$185 from the Office of Diversity, Belonging, Inclusion, and Equity to raise awareness about mental health among COE students.

Status:

- On-Going

Supporting Program Statistics:

- None

Links to Supporting Documents:

- None

3. 2025 Goals

4. Five-year Goals

5. Challenges

The 2024-2025 academic year faced many challenges. The department's credit hour production was low and needed attention. The leadership and administrative assistant had been housed in a separate location from the department faculty, which led to some difficulties in building departmental community. Both the chair and administrative assistant moved to the office suite which helped in building a more cohesive working environment. Finally, full faculty annual evaluations had not been created in the Watermark system in some time, which left faculty without annual feedback.

6. Opportunities

The department welcomed one new clinical faculty member to the faculty and two new assistant professors. The department worked together, following the lead of the program coordinators and were able to increase credit hour production by, reducing course offerings, hiring adjunct faculty when only necessary, revamping our internships, and brainstorming new program offerings.

The faculty continued to publish, present, and produce grants. These contributions are now spotlighted in a display case in the hallway. Additionally, the department was able to budget the replacement of flooring in two offices, replacing flooring well past its prime.

The department reactivated aUCA Foundation account and created a hospitality committee. The hospitality committee planned several community building events using the foundation funds.

7. Summary

Although there were a few obstacles during the past year, the department has worked together to meet those challenges and has gone from a strong team to a stronger team.

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	◆

%	?	?	?	
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APPENDIX B: INSTRUCTIONAL ACTIVITIES

SSCH by ADHE Term

Fiscal Year	HS Concurrent	Undergraduate	Graduate	Total
July 2020 - June 2021	0	0	4,385	4,385
July 2019 - June 2020	0	0	4,376	4,376

Academic Advising Loads

No data available

Total Undergraduate Program Enrollment

No data available

Total Graduate Program Enrollment

Fall On-Schedule 2023	Enrolled
EDS-Educational Leadership	16
GC-Computer Science Teaching and Learning	0
GC-Instructional Technology-Media Design & Development	0
GC-Online Teaching and Learning	52
MS-College Student Personnel Administration	25
MS-Instructional Technology	18
MS-Library Media and Information Technologies	52
MS-School Counseling K-12	65
MS-School Leadership, Management, and Administration	37
PMC-District-Level Administration	6
PMC-School-Based Leadership-Building Administration	6
PMC-School-Based Leadership-Curriculum Administration	3
PMC-School-Based Leadership-Gifted-Talented Program Administration	0
PMC-School-Based Leadership-Special Education Program Administration	1
Term Total	281

EDS-Educational Leadership	Enrolled
Fall On-Schedule 2023	16
Fall On-Schedule 2022	18
Fall On-Schedule 2021	26
Fall On-Schedule 2020	28
Fall On-Schedule 2019	48

GC-Computer Science Teaching and Learning	Enrolled
Fall On-Schedule 2023	0
Fall On-Schedule 2022	1
Fall On-Schedule 2021	1
Fall On-Schedule 2020	0

GC-Computer Science and Teaching	Enrolled
Fall On-Schedule 2019	0

GC-Instructional Technology-Media Design & Development	Enrolled
Fall On-Schedule 2023	0
Fall On-Schedule 2022	1
Fall On-Schedule 2021	3
Fall On-Schedule 2020	1
Fall On-Schedule 2019	0

GC-Online Teaching and Learning	Enrolled
Fall On-Schedule 2023	52
Fall On-Schedule 2022	35
Fall On-Schedule 2021	35
Fall On-Schedule 2020	7
Fall On-Schedule 2019	0

MS-College Student Personnel Administration	Enrolled
Fall On-Schedule 2023	25
Fall On-Schedule 2022	26
Fall On-Schedule 2021	32
Fall On-Schedule 2020	33
Fall On-Schedule 2019	34

MS-Instructional Technology	Enrolled
Fall On-Schedule 2023	18
Fall On-Schedule 2022	19
Fall On-Schedule 2021	25
Fall On-Schedule 2020	19
Fall On-Schedule 2019	7

MS-Library Media and Information Technologies	Enrolled
Fall On-Schedule 2023	52

Fall On-Schedule 2022	76
Fall On-Schedule 2021	63
Fall On-Schedule 2020	57
Fall On-Schedule 2019	50

MS-School Counseling K-12	Enrolled
Fall On-Schedule 2023	65
Fall On-Schedule 2022	70
Fall On-Schedule 2021	66
Fall On-Schedule 2020	72
Fall On-Schedule 2019	86

MS-School Leadership, Management, and Administration	Enrolled
Fall On-Schedule 2023	37
Fall On-Schedule 2022	26
Fall On-Schedule 2021	15
Fall On-Schedule 2020	17
Fall On-Schedule 2019	22

PHD-Leadership Studies	Enrolled
Fall On-Schedule 2020	37
Fall On-Schedule 2019	41

PHD-Leadership for Inclusion and Equity	Enrolled
Fall On-Schedule 2021	68

PMC-District Level Administration	Enrolled
Fall On-Schedule 2021	7
Fall On-Schedule 2020	6
Fall On-Schedule 2019	6

PMC-District-Level Administration	Enrolled
Fall On-Schedule 2023	6
Fall On-Schedule 2022	5

PMC-School-Based Leadership-Adult Education Program Administration	Enrolled
Fall On-Schedule 2019	0

PMC-School-Based Leadership-Building Administration	Enrolled
Fall On-Schedule 2023	6

Fall On-Schedule 2022	7
Fall On-Schedule 2021	4
Fall On-Schedule 2020	9
Fall On-Schedule 2019	8

PMC-School-Based Leadership-Curriculum Administration	Enrolled
Fall On-Schedule 2023	3
Fall On-Schedule 2022	2
Fall On-Schedule 2021	0
Fall On-Schedule 2020	2
Fall On-Schedule 2019	0

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

PMC-School-Based Leadership-Special Education Program Administration	Enrolled
Fall On-Schedule 2023	1
Fall On-Schedule 2022	1
Fall On-Schedule 2021	0
Fall On-Schedule 2020	1
Fall On-Schedule 2019	3

Total Undergraduate Program Degrees Awarded

No data available

Total Graduate Program Degrees Awarded

August 2023	Degrees Awarded
EDS-Educational Leadership	2
GC-Computer Science Teaching and Learning	0
GC-Instructional Technology-Media Design & Development	0
GC-Online Teaching and Learning	1
MS-College Student Personnel Administration	1
MS-Instructional Technology	3
MS-Library Media and Information Technologies	12
MS-School Counseling K-12	2

MS-School Leadership, Management, & Administration	3
PHD-Leadership for Inclusion and Equity	6
PMC-District-Level Administration	2
PMC-School-Based Leadership-Building Administration	1
PMC-School-Based Leadership-Curriculum Administration	0
PMC-School-Based Leadership-Gifted-Talented Program Admin.	0
PMC-School-Based Leadership-Special Ed. Program Admin.	1
Total	34

December 2023	Degrees Awarded
EDS-Educational Leadership	2
GC-Computer Science Teaching and Learning	0
GC-Instructional Technology-Media Design & Development	0
GC-Online Teaching and Learning	0
MS-College Student Personnel Administration	4
MS-Instructional Technology	2
MS-Library Media and Information Technologies	11
MS-School Counseling K-12	7
MS-School Leadership, Management, & Administration	4
PHD-Leadership for Inclusion and Equity	4
PMC-District-Level Administration	0
PMC-School-Based Leadership-Building Administration	1
PMC-School-Based Leadership-Curriculum Administration	1
PMC-School-Based Leadership-Gifted-Talented Program Admin.	0
PMC-School-Based Leadership-Special Ed. Program Admin.	0
Total	36

May 2024	Degrees Awarded
EDS-Educational Leadership	5
GC-Computer Science Teaching and Learning	0
GC-Instructional Technology-Media Design & Development	0
GC-Online Teaching and Learning	49
MS-College Student Personnel Administration	9
MS-Instructional Technology	1
MS-Library Media and Information Technologies	15
MS-School Counseling K-12	16

MS-School Leadership, Management, & Administration	7
PHD-Leadership for Inclusion and Equity	3
PMC-District-Level Administration	5
PMC-School-Based Leadership-Building Administration	2
PMC-School-Based Leadership-Curriculum Administration	1
PMC-School-Based Leadership-Gifted-Talented Program Admin.	0
PMC-School-Based Leadership-Special Ed. Program Admin.	2
Total	115

EDS-Educational Leadership	Degrees Awarded
July 2023 - June 2024	9
July 2022 - June 2023	15
July 2021 - June 2022	11
July 2020 - June 2021	16
July 2019 - June 2020	30
Total	81

GC-Computer Science Teaching and Learning	Degrees Awarded
July 2023 - June 2024	0
July 2022 - June 2023	1
July 2021 - June 2022	0
July 2020 - June 2021	0
Total	1

GC-Computer Science and Teaching	Degrees Awarded
July 2019 - June 2020	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
July 2019 - June 2020	0
Total	4

GC-Online Teaching and Learning	Degrees Awarded
July 2023 - June 2024	50
July 2022 - June 2023	32
July 2021 - June 2022	32
July 2020 - June 2021	3
July 2019 - June 2020	0
Total	117

MS-College Student Personnel Administration	Degrees Awarded
July 2023 - June 2024	14
July 2022 - June 2023	11
July 2021 - June 2022	17
July 2020 - June 2021	12
July 2019 - June 2020	17
Total	71

MS-Instructional Technology	Degrees Awarded
July 2023 - June 2024	6
July 2022 - June 2023	13
July 2021 - June 2022	10
July 2020 - June 2021	5
July 2019 - June 2020	3
Total	37

MS-Library Media and Information Technologies	Degrees Awarded
July 2023 - June 2024	38
July 2022 - June 2023	27
July 2021 - June 2022	29
July 2020 - June 2021	26
July 2019 - June 2020	15
Total	135

MS-School Counseling K-12	Degrees Awarded
July 2023 - June 2024	25
July 2022 - June 2023	24
July 2021 - June 2022	22
July 2020 - June 2021	29
July 2019 - June 2020	51
Total	151

MS-School Leadership, Management, & Administration	Degrees Awarded
July 2023 - June 2024	14
July 2022 - June 2023	6
July 2021 - June 2022	7
July 2020 - June 2021	10
July 2019 - June 2020	11
Total	48

PHD-Leadership Studies	Degrees Awarded
July 2020 - June 2021	5
July 2019 - June 2020	3
Total	8

PHD-Leadership for Inclusion and Equity	Degrees Awarded
July 2023 - June 2024	13

July 2022 - June 2023	4
July 2021 - June 2022	15
Total	32

PMC-District-Level Administration	Degrees Awarded
July 2023 - June 2024	7
July 2022 - June 2023	2
July 2021 - June 2022	2
July 2020 - June 2021	1
July 2019 - June 2020	1
Total	13

PMC-School-Based Leadership-Adult Education Program Admin.	Degrees Awarded
July 2021 - June 2022	0
July 2020 - June 2021	0
July 2019 - June 2020	0
Total	0

PMC-School-Based Leadership-Building Administration	Degrees Awarded
July 2023 - June 2024	4
July 2022 - June 2023	5
July 2021 - June 2022	3
July 2020 - June 2021	4
July 2019 - June 2020	2
Total	18

PMC-School-Based Leadership-Curriculum Administration	Degrees Awarded
July 2023 - June 2024	2
July 2022 - June 2023	1
July 2021 - June 2022	2
July 2020 - June 2021	0
July 2019 - June 2020	0
Total	5

PMC-School-Based Leadership-Gifted-Talented Program Admin.	Degrees Awarded
July 2023 - June 2024	0
July 2022 - June 2023	0
July 2021 - June 2022	0
July 2020 - June 2021	0
July 2019 - June 2020	0
Total	0

PMC-School-Based Leadership-Special Ed. Program Admin.	Degrees Awarded
July 2023 - June 2024	3
July 2022 - June 2023	0

July 2021 - June 2022	1
July 2020 - June 2021	0
July 2019 - June 2020	1
Total	5

Number of Directed Individual Student Learning Activities

Total	0
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List of Directed Individual Student Learning Activities

Number of Directed Group Student Learning Activities

Total	0
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List of Directed Group Student Learning Activities

APPENDIX C: SCHOLARSHIP

Total Contracts and Grants

	Under Review		Funded	
Organization	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