



**Department of
Early Childhood/Special Ed**

Annual Report
January 1, 2012 - June 30, 2013

1. Mission Statement

The mission of the Department of Early Childhood and Special Education is to prepare teachers at the graduate and undergraduate levels to successfully meet the challenges of educators who reflect on and model the principles of learning and demonstrate the ability to meet the educational, social, and emotional needs of children and youth who come from highly diverse backgrounds. To achieve this mission, the Department: (1) recruits and retains qualified faculty and students who represent diverse backgrounds and viewpoints and who demonstrate excellence in learning and teaching, (2) provides challenging initial licensure programs for the education of children and youth (with and without exceptionalities) in the area of early childhood (preschool through fourth grade), as well as graduate programs in early childhood education, gifted education, reading/literacy, and special education, (3) engages faculty and students in scholarly activities such as research and craftsmanship, reflective and creative teaching practices, and service to the community and profession in order to identify and implement best practices to educate our children and youth, (4) encourages outstanding candidates who complete graduate programs to pursue career pathways that will allow them to assume leadership roles in schools, agencies, and professional organizations, as well as pursue advanced studies such as graduate programs, (5) supports the use of technology in instruction, research and scholarly activities, and service, and (6) collaborates with public schools, agencies, and fellow educators to develop and maintain outstanding programs of teacher education, clinical experiences, and professional development schools.

In addition to the mission, the faculty of the department of ECSE are collectively committed to a clear representation of the following principles across all programs of study.

Principle 1

Addressing the importance of holistic teaching for all children

Support candidates in their ability to: (1) Consider the interconnection of cognitive, physical and social and emotional needs of children as relates to achievement and success in and out of the classroom, (2) Develop caring citizens through supportive classroom and learning communities, and (3) Consider the individual strengths and challenges of each student to inform instructional and guidance decisions.

Principle 2

Balancing pedagogy and content

Support candidates in their ability to balance appropriate pedagogy with deep content knowledge by (1) considering higher-order thinking skills, concrete experiences, opportunities and activities; and activating a desire for learning, and (2) expanding and deepening content to address current standards, issues and trends.

Principle 3

Providing a strong field experience component

Provide candidates authentic opportunities to practice and apply course content in natural school and community environments by engaging in developing dispositions for learning, life and career.

Principle 4

Developing teacher candidate dispositions

Support teacher candidates in developing dispositions to maximize learning in the university classroom and reflect those dispositions in their field placements as interns and their classrooms as novice teachers.

Principle 5

Supporting candidates' ability to transfer knowledge

Provide opportunities for teacher candidates to integrate and build upon the knowledge and skills developed from one course to another, from one discipline to another, and from one content area to another.

Principle 6

Attending to faculty expertise

Encourage and support faculty to (1) draw upon and collaborate with other faculty members' expertise to enhance the course content and/or delivery, (2) stay current regarding trends and issues affecting education, and build upon evidence-based practices as they relate to identified areas of expertise.

Principle 7

Embedding diversity across all programs

Consider the impact of diversity as it relates to individual learning needs, families and environments and respect the foundational need to develop relationships with students, families, and colleagues.

2. Status/Achievement of 2013 Goals

Goal 1: Expect department to actively recruit and retain students through graduation in all programs with emphasis on diverse populations.

Related UCA Strategic Planning Goals

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

Goal 5: Increase Engagement with External Partners

Goal 6: Promote Diversity in All Areas

Action Plans

1a. Faculty will participate in recruitment activities on high school and two year college campuses, restructure advising program for pre-admission students, increase student knowledge of program requirements, and investigate Praxis preparation programs

Expected Results: (1) Expect pre-admission candidates to be advised by one individual in order to meet individual needs more efficiently, (2) Increase support to pre-admission students regarding Praxis I test, (3) Students will have a clear understanding of program requirements and expectations, and (4) increase enrollment through recruitment efforts

Actual Results: (1) Shannon Williams was hired as pre-admission advisor, (2) COE now provides Praxis I preparation for students through EDUC 1330, and (3) Newly admitted students are required to attend a program orientation

Status: Ongoing

Links to Supporting Documents

None

Goal 2: Expect faculty to involve and support graduate and undergraduate students to engage in research, publication, and professional activities at conferences and through involvement in our student organizations.

Related UCA Strategic Planning Goals

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

Action Plans

2a. Faculty will work directly with students in building professional dispositions and will actively engage in student activities

Expected Results: (1) Faculty will chaperon candidates to ARCEC and IRA Annual Conference, and (2) Faculty will be more involved in student organizations as evidenced by attendance of meetings and events and by serving in leadership roles

Actual Results: (1) Fifteen P-4/SPE undergraduate candidates attended the ARCEC Conference with two faculty members, (2) Candidates were active in conference activities as session facilitators and presenters, (3) Four faculty attended UCA's SCEC chapter meetings/events on regular basis, and (4) Faculty members attended Teachers United meetings/events when possible. Two faculty members serve as advisors to student organizations (ARCEC and Teachers United)

Status: Ongoing

Links to Supporting Documents

None

Goal 3: Expect department to address specific diverse technological advancement needs of individuals in the department as it relates to faculty professional development, equipment and software needs for integrating technology into instruction.

Related UCA Strategic Planning Goals

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

Action Plans

3a. Conduct technology needs assessment

Expected Results: (1) Conduct department follow-up training on smart board use in classroom, (2) Continue to provide faculty with IPADs for instructional purposes, (3) Convert ECSE conference room into "smart classroom" as the space is utilized as a small classroom, (4) Support faculty and staff through participation in webinars, conference attendance, and other forms of professional development opportunities focused on technology, (5) Seek assistance in updating classroom computers and other equipment as needed, (6) Faculty will access training available on new blackboard program, and (7) ECSE technology committee will monitor department needs in this area.

Actual Results: (1) Smart board workshop was conducted, (2) One-on-one tutoring on the use of smart board was conducted, (3) IPads for faculty were updated as needed, (4) ECSE conference room now functions as a "smart" classroom as it is now equipped with smart board, projector, and computer, (5) Four webinars were available for faculty participation, (6) Administrative assistants attended two- day work shop on the use of EXCEL, (7) COE is replacing classroom computers and other equipment as needed, (8) A minimum of seven full-time

and three part-time faculty participated in blackboard training, and (9) ECSE technology committee submitted suggestions to chair regarding technology needs

Status: Completed

Links to Supporting Documents

None

Goal 4: Expect department to explore ways to support/enhance scholarship among faculty including grant writing opportunity and training, research, travel for dissemination of research, and publication.

Related UCA Strategic Planning Goals

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

Action Plans

4a. Identify possible faculty incentives and grants sources to support scholarship

Expected Results: (1) Department will continue to make “scholarship incentive” awards to faculty to support research and scholarly activity, and (2) Department will continue to provide travel funds as possible to support faculty scholarly activities.

Actual Results: (1) Faculty professional development and travel for scholarship dissemination exceeded \$25,000, and (2) Four “scholarship incentive” awards were presented; \$1,235.00 was utilized from department M&O for this purpose.

Status: Ongoing

Links to Supporting Documents

None

Goal 5: Expect faculty to expand professional development opportunities for early childhood candidates by chartering a student affiliate of NAEYC

Related UCA Strategic Planning Goals

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

Goal 5: Increase Engagement with External Partners

Action Plans

5a. Establish work committee of faculty and students to complete paperwork and process of membership

Expected Results: (1) Establish an UCA student chapter of NAEYC

Actual Results: (1) With licensure changes from P-4 to K-6, a NAEYC chapter was not created. Instead, an Association for Childhood Education International Arkansas Network was established.

Status: Completed

Links to Supporting Documents

None

Goal 6: Expect department to implement UACCM and UCA Partnership.

Related UCA Strategic Planning Goals

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

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

Goal 5: Increase Engagement with External Partners

Action Plans

6a. Implement the MOU between UCA and UACCM

Expected Results: (1) Recruit for program (2) Fall 2012 semester will be focused on organizing and preparing for implementation of program, (3) First semester of courses offered on UACCM campus will be in spring 2013, and (4) Courses will be offered on UACCM campus summer 2013

Actual Results: (1) News release was completed, (2) Coordinated with Enrollment Management on public relation issues, (3) Kick-off Reception was held on UACCM campus with approximately 10 potential students, 10 UCA and UACCM faculty, and President Courtway in attendance, (4) Junior Block courses were delivered at UACCM in spring 2013, and (5) Transfer equivalent courses for ECSE 3301 and EDUC 3309 were offered by UACCM in summer of 2013.

Status: Completed

Links to Supporting Documents

None

Goal 7: Expect faculty to begin conversations and initial work on the transition of the P-4 Undergraduate to a K-6 Program.

Related UCA Strategic Planning Goals

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

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

Goal 5: Increase Engagement with External Partners

Action Plans

7a. Actively engage in planning for the transition from P-4 to K-6 teacher preparation program

Expected Results: (1) UCA will be active in ADE conversations regarding the new license and development of AR Teaching Competencies for K-6 Teachers, (2) ECSE curriculum development work groups will be established, (3) A model of new K-6 curriculum will be developed, (4) The first draft of course syllabi will be written before the end of spring 2013 semester, and (5) Summer work group will be hired to continue curriculum development

Actual Results: (1) Rene Crow served on the ADE K-6 licensure task force for designing new K-6 competencies, (2) Five departmental curriculum development work groups

were established and met on regular basis during the spring 2013 semester, (3) A model curriculum was designed and adopted by department, (4) A first draft of all course syllabi in the proposed K-6 curriculum was completed, and (5) Four ECSE faculty members were hired to work over the summer month to update syllabi, align courses with SPA standards, and to address model assessments for the K-6 program.

Status: Completed

Links to Supporting Documents

None

Goal 8: Expect faculty to design and seek university approval of Undergraduate K-12 Special Education Program.

Related UCA Strategic Planning Goals

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

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

Goal 5: Increase Engagement with External Partners

Action Plans

8a. Actively engage in the planning of a K-12 Special Education teacher preparation program

Expected Results: (1) UCA will be active in ADE conversations regarding the new license and development of AR Teaching Competencies for Special Education Teachers, (2) ECSE curriculum development work groups will be established, (3) A model of new SPE curriculum will be developed, (4) The first draft of course syllabi will be written before the end of spring 2013 semester, and (5) Summer work group will be hired to continue curriculum development

Actual Results: (1) Kathleen Atkins served on both the ADE Special Education and 0 to Birth licensure tasks forces, (2) Five departmental curriculum development work groups were established and met on a regular basis during the spring 2013 semester, (3) A model curriculum was designed and adopted by department, (4) A first draft of all course syllabi in the proposed SPE curriculum was completed, and (5) Four ECSE faculty members were hired to work over the summer months to update syllabi, align courses with SPA standards, and to address model assessments for the SPE program.

Status: Completed

Links to Supporting Documents

None

Goal 9: Expect faculty to investigate UCA presence in the P-4 schools to increase visibility and collaboration among faculties to establish strong partnerships.

Related UCA Strategic Planning Goals

Goal 5: Increase Engagement with External Partners

Action Plans

9a. Increase and enhance school partnerships

Expected Results: (1) Department chair will make a personal visit to each partnership school involved in Internship I and II placement for the purpose of discussing program strengths and needs, new program availability, and licensure changes, (2) P-4 advisory board, comprised of members from each partnership school, will meet in spring 2013, and (3) Graduate advisory board, comprised of members representing the areas of reading and special education from area schools and DDS centers will meet in spring 2013.

Actual Results: 1) Chair visited all but two partnership schools; 20 schools, (2) P-4 advisory board met on April, 17, 2013, and (3) Graduate program advisory board met on April 22, 2013.

Status: Completed

Links to Supporting Documents

None

Goal 10: Expect the department to complete approval of on-line delivery of the gifted and talented license and begin offering courses in spring 2013.

Related UCA Strategic Planning Goals

Goal 2: Continue to Foster a Culture of Academic, Scholarly, and Creative Excellence
Goal 3: Provide a Learner-Focused Environment for All Students

Action Plans

10a. Transition Gifted and Talented Graduate Certificate program to on-line delivery and activate program

Expected Results: (1) Acquire ADHE program approval for transition of gifted and talented graduate certificate to on-line delivery, (2) Hire adjunct faculty to teach program courses, and (3) Begin class delivery in spring 2013.

Actual Results: (1) ADHE and ADE approval was obtained, (2) Two adjunct faculty were secured to begin program course offerings, and (3) Courses were not offered in spring 2013, but course delivery began in summer 2013.

Status: Completed

Links to Supporting Documents

None

Goal 11: Expect the faculty to evaluate and revise the Graduate Reading Program based on IRA recommendations and to better reflect current/issues/trends related to reading and the common core.

Related UCA Strategic Planning Goals

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

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

Goal 5: Increase Engagement with External Partners

Action Plans**11a.** Respond to IRA Accreditation Report

Expected Results: (1) Redesign graduate reading program addressing areas of weakness from IRA review, (2) Submit document to IRA regarding areas of concern and necessary changes, and (3) Obtain full accreditation from IRA

Actual Results: (1) Program changes approved, (2) Report submitted to IRA in fall 2013, and (3) Full IRA accreditation obtained in spring 2013.

Status: Completed

Links to Supporting Documents

None

Goal 12: Expect the department to obtain ADHE approval for on-line course delivery of the graduate reading program.

Related UCA Strategic Planning Goals

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

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

Goal 5: Increase Engagement with External Partners

Action Plans**12a.** Transition graduate program in Reading to on-line delivery

Expected Results: (1) Graduate reading faculty prepare documents necessary to obtain approval of transition to on-line delivery of the reading program, (2) Internal approval process will be successfully completed, and (3) ADE and ADHE approval of transition of graduate reading program to on-line delivery.

Actual Results: (1) Graduate reading faculty completed program changes/documents necessary for on-line delivery, (2) PEC, Graduate Council, and COD approval obtained, and (3) ADE and ADHE approval obtain to offer the masters in reading via distance education.

Status: Completed

Links to Supporting Documents

None

3. 2014 Goals

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

Related UCA Strategic Planning Goals

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

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

Goal 5: Increase Engagement with External Partners

Action Plans

1a. Design and seek university and state approval of Undergraduate K-6 Program.

Responsible Person(s): Entire departmental faculty with facilitation by curriculum faculty leaders and chair

Projected Completion Date: June 2014

Expected Results: (1) Program approval; approval by PEC, Undergraduate Council, PEC, COD, UCA Board of Trustees, ADE, and ADHE

1b. Design and seek university and state approval of Undergraduate K-12 Special Education Program

Responsible Person(s): Entire departmental faculty with facilitation by curriculum faculty leaders and chair

Projected Completion Date: June 2014

Expected Results: (1) Program approval ; approval by PEC, Undergraduate Council, PEC, COD, UCA Board of Trustees, ADE, and ADHE

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

Responsible Person(s): Special education faculty members and chair

Projected Completion Date: June 2014

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

1d. Revise and seek university and state approval of Graduate Special Education graduate program to meet new K-12 Special Education licensure requirements (including an endorsement program at the graduate level).

Responsible Person(s): Entire departmental faculty with facilitation by curriculum faculty leaders, and chair

Projected Completion Date: June 2014

Expected Results: (1) Program approval; approval by PEC, Undergraduate Council, PEC, COD, UCA Board of Trustees, ADE, and ADHE

1e. Investigate diverse means (on-line, evening classes, week-end classes, etc.) of undergraduate program delivery to better meet the needs of the nontraditional student and/or those who hold full time employment while earning a degree.

Responsible Person(s): Entire departmental faculty with facilitation by department chair

Projected Completion Date: June 2014

Expected Results: (1) Collect and analyze data on the need of non-traditional program delivery, (2) Investigate non-traditional delivery models, and (3) Develop a non-traditional program delivery model

1f. Investigate viability of partnership with UACCM and determine future of the program

Responsible Person(s): UACCM Program Coordinator and department chair in consultation with COE Dean

Projected Completion Date: October 2014

Expected Results: (1) Submit notice to UACCM to terminate current MOU to deliver selected UCA courses on the UACCM campus

1g. Investigate the possibility of designing a Special Education Minor which meets ADE SPE licensure competencies.

Responsible Person(s): Department chair and special education faculty

Projected Completion Date: June 2014

Expected Results: (1) Proposal of 18 hr minor in Special Education

1h. Integrate new UCA Upper Division Core requirements into undergraduate P-4 program

Responsible Person(s): P-4 program coordinator and chair

Projected Completion Date: January 2014

Expected Results: (1) Identify and design assignments to meet general education requirements in upper division courses, (2) Determine courses that will address assignments, and (3) Implement integration

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

Related UCA Strategic Planning Goals

Goal 1: Focus on Integrity at All Levels of Action

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

Action Plans

2a. Review and amend program model assessments to meet new Specialized Program Association (SPA) standards

Responsible Person(s): Program Coordinators in collaboration with departmental faculty

Projected Completion Date: June 2014

Expected Results: (1) Design new model assessments for K-6 and K-12 Special Education undergraduate programs, (2) Revise model assessments in graduate special education program as necessary, and (3) Attend SPA training sessions sponsored by ADE and/or professional organization

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

Responsible Person(s): Program Coordinators in collaboration with departmental faculty

Projected Completion Date: June 2014

Expected Results: (1) Upgrade all databases housing undergraduate and graduate candidate information

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

Related UCA Strategic Planning Goals

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

Goal 5: Increase Engagement with External Partners

Goal 6: Promote Diversity in All Areas

Action Plans

3a. After determining need, develop a recruit/marketing plan to attract candidates with emphasis on diverse populations

Responsible Person(s): ECSE Admission and Academic Standing committee

Projected Completion Date: June 2014

Expected Results: (1) Design plan for disseminating information on new undergraduate programs, and (2) Develop recruitment and marketing plan for graduate programs

3b. Develop a retention plan design to facilitate successful completion in programs with emphasis on diverse populations.

Responsible Person(s): ECSE Admission and Academic Standing committee

Projected Completion Date: June 2014

Expected Results: (1) Analysis data on retention from pre-admission to admission into teacher education and design plan accordingly, and (2) Design retention plan focused on maintaining graduate candidates in a graduate degree program after the completion of a graduate certificate program

Goal 4: Continue to focus on support of faculty scholarly productivity and professional development

Related UCA Strategic Planning Goals

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

Action Plans

4a. Continue to identify and implement ways to support/enhance scholarship among faculty including grant writing opportunity and training, research, travel for dissemination of research, and publication.

Responsible Person(s): ECSE Graduate Faculty Committee

Projected Completion Date: June 2014

Expected Results: (1) Continue faculty scholarship incentive awards, and (2) Identify internal and external grant opportunities to support scholarship and professional development

4b. Create conditions to facilitate faculty involvement/support of graduate and undergraduate students to engage in research, publication, and professional activities at conferences and through involvement in our student organizations.

Responsible Person(s): ECSE Graduate Faculty Committee

Projected Completion Date: June 2014

Expected Results: (1) Faculty will engage in research and other professional activities with undergraduate and graduate candidates

4c. Identify and address specific content and technological advancement needs of individuals in the department as it relates to faculty professional development, equipment and software needs for distance education teaching and integrating technology into instruction (i.e. Blackboard Training).

Responsible Person(s): ECSE Curriculum and Technology committees

Projected Completion Date: June 2014

Expected Results: (1) Continue training on Blackboard 9, (2) Conduct department training sessions on new applications, software and smart board use to enhance teaching, and (3) Upgrade equipment

Goal 5: Continue to focus on creating a culture of collaboration and support to school partners and community services supported by the department

Related UCA Strategic Planning Goals

Goal 5: Increase Engagement with External Partners

Action Plans

5a. Strengthen UCA presence in the P-4 schools and other community based programs to increase visibility and collaboration among faculties to establish strong partnerships.

Responsible Person(s): ECSE Field Experience Coordinator and Internship I and II faculty supervisors

Projected Completion Date: June 2014

Expected Results: (1) Increase the number of faculty members visible in partner schools, (2) Involve school partners in curriculum revisions and development, and (3) Continue dissemination of information on community programs supported by the department (i.e. Super Kids, University Challenge, Summer Enrichment, and Reading Success Center)

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

Responsible Person(s): Graduate reading program faculty and ECSE faculty completing Dyslexia training

Projected Completion Date: June 2014

Expected Results: (1) Increase number of faculty trained in strategies to meet needs of students with dyslexia, (2) Develop new course in reading masters program focused on dyslexia, and (3) Develop Reading Success Center as state recognized center dedicated to working with students with dyslexia and other reading problems

4. Five-year Goals

Goal 1: Implement new undergraduate teacher preparation programs in K-6 Elementary Education and K-12 Special Education

Related UCA Strategic Planning Goals

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

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

Goal 5: Increase Engagement with External Partners

Projected Completion Date: August 2014

Goal 2: Implement revised Graduate Certificate program in K-12 special education and new graduate certificate program for Arkansas B-K Interdisciplinary license

Related UCA Strategic Planning Goals

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

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

Goal 5: Increase Engagement with External Partners

Projected Completion Date: August 2014

Goal 3: Implement Special Education Minor

Related UCA Strategic Planning Goals

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

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

Goal 5: Increase Engagement with External Partners

Projected Completion Date:

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

Related UCA Strategic Planning Goals

Goal 1: Focus on Integrity at All Levels of Action

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

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

Projected Completion Date:

Goal 5: Secure external grant funding

Related UCA Strategic Planning Goals

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

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

Projected Completion Date:

Goal 6: Develop a plan for establishing a partnership with program alumni

Related UCA Strategic Planning Goals

Goal 5: Increase Engagement with External Partners

Projected Completion Date:

5. Challenges

(1) The greatest challenge for the Department of Early Childhood and Special Education during 2012-2013 was in the area of curriculum development. Change in state teacher licensure levels will require us to design a K-6 undergraduate teacher preparation program, K-12 undergraduate special education program, design a B-K graduate endorsement program, and revise the Special Education graduate program. This curriculum development process began in fall 2012 with ADE task force meetings and continued until June 30th with specific curriculum decisions and development tasks being completed by faculty. This process will continue into the 2013-2014 year. Complying with ACT 457 in regards to undergraduate programs not exceeding 120 credit hours presents a unique challenge when designing the K-6 General Education and K-12 Special Education programs. While the department has the faculty expertise and dedication to complete the work, these tasks will continue to require an intensive amount of work in development and implementation, (2) Faculty incentives for scholarship productivity remained an area of concern in the department as faculty resources are limited and do not allow any type of release time for faculty research. While the ECSE department has established the Faculty Scholarship Incentive Award to assist in this area and COE provided summer incentive monies to support faculty research, a plan to support faculty release time for scholarship would be helpful, and (3) Classroom space continued to be an issue in the College of Education.

6. Opportunities

(1) The implementation of the approved program at UACCM, positioned the department as a frontrunner in establishing creative partnerships with two year institutions to prepare future teachers, (2) Given the state's decision to change licensure areas, the department had the opportunity to be involved in development of licensure competencies at the state level and begin work on innovative, standards-based, undergraduate K-6 and K-12 Special Education teacher preparation programs with the potential to become a state leader in training elementary and special education teachers, (3) With the on-line delivery of the graduate program in Special Education, the department had the opportunity not only to increase graduate enrollment but also to become a state leader in training highly qualified special education teachers. It is apparent that transitioning to more of an asynchronous mode of delivery may increase interest from practicing teachers, (4) With the recent encouragement to increase on-line graduate offerings, the department had the opportunity to become a state leader in the electronic delivery of the Reading graduate program and the graduate certificate program in Gifted and Talented. It is apparent that transitioning to more of an asynchronous mode of delivery may increase interest of practicing teachers, (5) The department continued to have the opportunity to partner closely with the ADE and ADHE through task forces, advisory boards, program approval committees, licensure updates, and other professional tasks. It is obvious by state appointments to such groups, that UCA COE faculty are considered valuable

partners and leaders in state-wide efforts, and (6) Given the current role of the Mashburn Institute in the state, we have the opportunity to impact the lives of struggling learners at a higher level by increasing our involvement with ADE departments.

7. Summary

The efforts and achievements over the past 18 months of the Department of Early Childhood and Special Education are significant. Additional productivity and accomplishments are presented in the program statistics which follow.

APPENDIX A: FACULTY PROFILE

1. Distribution of Full-Time Faculty by Rank

Rank	No.	%
Professor	1	6.25
Associate Professor	4	25.00
Assistant Professor	4	25.00
Senior Lecturer/Clinical Instructor/Lab Instructor	0	0.00
Lecturer/Clinical Instructor/Lab Instructor II	2	12.50
Lecturer/Clinical Instructor/Lab Instructor I	4	25.00
Instructor	0	0.00
Visiting Assistant Professor	0	0.00
Visiting Lecturer	1	6.25
Total	16	100.00

2. Distribution of Full-Time Faculty by Tenure Status

Tenure Status	No.	%
Tenured	4	25.00
Tenure-Track	5	31.25
Non-Tenure-Track	7	43.75
Total	16	100.00

3. Distribution of Full-Time Faculty by Graduate Faculty Status

Graduate Faculty	No.	%
Yes	11	68.75
No	5	31.25
Total	16	100.00

4. List of New Full-Time Faculty

Howard, Leeann C, Clinical Instructor I, Non-Tenure Track

5. List of Administrative Assignments

Kathleen Atkins, Department Chair

Mark Cooper, Director of the Mashburn Center for Learning

Jamie Dallas

Patricia Kohler, Coordinator of Professional Development

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

Race/Ethnicity	Female	Male	Total	%
American Indian/Alaska Native	0	0	0	0.00
Asian	0	1	1	6.25
Black or African American	0	0	0	0.00
Hispanic/Latino of Any Race	0	0	0	0.00
Native Hawaiian or Pacific Islander	0	0	0	0.00
Two or More Races	0	0	0	0.00
White, Non-Hispanic	11	2	13	81.25

Unknown	0	0	2	12.50
Total	11	3	16	100.00
%	68.75	18.75	100.00	

APPENDIX B: INSTRUCTIONAL ACTIVITIES

Total Undergraduate SSCH by Course and Full- or Part-Time Instructor

Courses	Full-Time	Part-Time	Total
Spring 2012			
ECSE 3300	201	0	201
ECSE 3301	195	0	195
ECSE 4307	162	0	162
ECSE 4309	162	0	162
ECSE 4311	162	0	162
ECSE 4315	162	0	162
ECSE 4316	60	0	60
ECSE 4318	60	0	60
ECSE 4319	60	0	60
ECSE 4320	60	0	60
ECSE 4330	162	0	162
ECSE 4331	60	0	60
EDUC 3309	489	0	489
EDUC 3320	117	0	117
Term Total	2112	0	2112
Summer 2012			
EDUC 3309	60	0	60
EDUC 3320	30	0	30
Term Total	90	0	90
Fall 2012			
ECSE 2303	21	0	21
ECSE 3300	231	0	231
ECSE 3301	231	0	231
ECSE 4307	126	0	126
ECSE 4309	126	0	126
ECSE 4311	126	0	126
ECSE 4315	126	0	126
ECSE 4316	135	0	135
ECSE 4318	51	84	135
ECSE 4319	135	0	135
ECSE 4320	135	0	135
ECSE 4321	36	0	36
ECSE 4322	36	0	36
ECSE 4323	36	0	36
ECSE 4324	36	0	36
ECSE 4330	126	0	126
ECSE 4331	135	0	135
EDUC 3309	489	0	489
EDUC 3320	162	0	162
Term Total	2499	84	2583
Spring 2013			
ECSE 3300	186	0	186
ECSE 3301	198	0	198

ECSE 4307	180	0	180
ECSE 4309	180	0	180
ECSE 4311	180	0	180
ECSE 4315	183	0	183
ECSE 4316	147	0	147
ECSE 4318	96	48	144
ECSE 4319	144	0	144
ECSE 4320	144	0	144
ECSE 4330	180	0	180
ECSE 4331	144	0	144
EDUC 3309	438	0	438
EDUC 3320	114	0	114
Term Total	2514	48	2562
Summer 2013			
EDUC 3309	0	0	0
EDUC 3320	0	0	0
Term Total	0	0	0
Total	7215	132	7347

Total Undergraduate SSCH by Course and Delivery Method

Courses	Traditional	Distance Education*	Extended Study	Hybrid/ Blended	Other	Total
Spring 2012						
ECSE 3300	201	0	0	0	0	201
ECSE 3301	195	0	0	0	0	195
ECSE 4307	162	0	0	0	0	162
ECSE 4309	162	0	0	0	0	162
ECSE 4311	162	0	0	0	0	162
ECSE 4315	162	0	0	0	0	162
ECSE 4316	60	0	0	0	0	60
ECSE 4318	60	0	0	0	0	60
ECSE 4319	60	0	0	0	0	60
ECSE 4320	60	0	0	0	0	60
ECSE 4330	162	0	0	0	0	162
ECSE 4331	60	0	0	0	0	60
EDUC 3309	489	0	0	0	0	489
EDUC 3320	117	0	0	0	0	117
Term Total	2112	0	0	0	0	2112
Summer 2012						
EDUC 3309	60	0	0	0	0	60
EDUC 3320	30	0	0	0	0	30
Term Total	90	0	0	0	0	90
Fall 2012						
ECSE 2303	21	0	0	0	0	21
ECSE 3300	231	0	0	0	0	231
ECSE 3301	165	0	0	0	66	231
ECSE 4307	126	0	0	0	0	126
ECSE 4309	126	0	0	0	0	126
ECSE 4311	126	0	0	0	0	126
ECSE 4315	126	0	0	0	0	126
ECSE 4316	135	0	0	0	0	135
ECSE 4318	135	0	0	0	0	135

ECSE 4319	135	0	0	0	0	135
ECSE 4320	135	0	0	0	0	135
ECSE 4321	36	0	0	0	0	36
ECSE 4322	36	0	0	0	0	36
ECSE 4323	36	0	0	0	0	36
ECSE 4324	36	0	0	0	0	36
ECSE 4330	126	0	0	0	0	126
ECSE 4331	135	0	0	0	0	135
EDUC 3309	408	0	0	0	81	489
EDUC 3320	162	0	0	0	0	162
Term Total	2436	0	0	0	147	2583
Spring 2013						
ECSE 3300	186	0	0	0	0	186
ECSE 3301	198	0	0	0	0	198
ECSE 4307	180	0	0	0	0	180
ECSE 4309	180	0	0	0	0	180
ECSE 4311	180	0	0	0	0	180
ECSE 4315	183	0	0	0	0	183
ECSE 4316	147	0	0	0	0	147
ECSE 4318	144	0	0	0	0	144
ECSE 4319	144	0	0	0	0	144
ECSE 4320	144	0	0	0	0	144
ECSE 4330	180	0	0	0	0	180
ECSE 4331	144	0	0	0	0	144
EDUC 3309	438	0	0	0	0	438
EDUC 3320	114	0	0	0	0	114
Term Total	2562	0	0	0	0	2562
Summer 2013						
EDUC 3309	0	0	0	0	0	0
EDUC 3320	0	0	0	0	0	0
Term Total	0	0	0	0	0	0
Total	7200	0	0	0	147	147

* Includes Asynchronous (e.g., Blackboard) and Synchronous (e.g., compressed video, Centra)

Total Graduate SSCH by Course and Full- or Part-Time Instructor

Courses	Full-Time	Part-Time	Total
Spring 2012			
ECSE 5311	54	0	54
ECSE 5320	0	66	66
ECSE 6308	66	0	66
ECSE 6314	15	0	15
ECSE 6327	27	0	27
ECSE 6345	12	0	12
ECSE 6366	60	0	60
ECSE 6367	18	0	18
ECSE 6379	24	0	24
Term Total	276	66	342
Summer 2012			
ECSE 5320	57	45	102
ECSE 6300	21	0	21
ECSE 6302	42	0	42

ECSE 6304	42	0	42
ECSE 6328	15	0	15
ECSE 6329	27	0	27
ECSE 6330	12	0	12
ECSE 6335	36	0	36
ECSE 6336	18	0	18
ECSE 6337	12	0	12
ECSE 6338	15	0	15
ECSE 6341	24	0	24
ECSE 6343	15	0	15
ECSE 6344	15	0	15
ECSE 6365	9	0	9
ECSE 6366	72	0	72
ECSE 6370	27	0	27
ECSE 6371	21	0	21
Term Total	480	45	525
Fall 2012			
ECSE 5311	12	0	12
ECSE 5320	0	72	72
ECSE 6300	3	0	3
ECSE 6302	3	0	3
ECSE 6306	72	0	72
ECSE 6314	27	0	27
ECSE 6322	27	0	27
ECSE 6342	27	0	27
ECSE 6346	18	0	18
ECSE 6350	27	0	27
Term Total	216	72	288
Spring 2013			
ECSE 5320	24	36	60
ECSE 6300	3	0	3
ECSE 6308	21	0	21
ECSE 6327	24	0	24
ECSE 6345	18	0	18
ECSE 6365	3	0	3
ECSE 6366	72	0	72
ECSE 6367	18	0	18
ECSE 6370	3	0	3
ECSE 6371	3	0	3
ECSE 6379	24	0	24
ECSE 6391	3	0	3
Term Total	216	36	252
Summer 2013			
ECSE 5320	0	0	0
ECSE 6300	0	0	0
ECSE 6302	0	0	0
ECSE 6304	0	0	0
ECSE 6306	0	0	0
ECSE 6308	0	0	0
ECSE 6328	0	0	0
ECSE 6335	0	0	0
ECSE 6341	0	0	0

ECSE 6343	0	0	0
ECSE 6344	0	0	0
ECSE 6350	0	0	0
ECSE 6353	0	0	0
ECSE 6357	0	0	0
ECSE 6365	0	0	0
ECSE 6366	0	0	0
ECSE 6370	0	0	0
ECSE 6371	0	0	0
Term Total	0	0	0
Total	1188	219	1407

Total Graduate SSCH by Course and Delivery Method

Courses	Traditional	Distance Education*	Extended Study	Hybrid/ Blended	Other	Total
Spring 2012						
ECSE 5311	0	54	0	0	0	54
ECSE 5320	0	66	0	0	0	66
ECSE 6308	0	66	0	0	0	66
ECSE 6314	15	0	0	0	0	15
ECSE 6327	0	27	0	0	0	27
ECSE 6345	0	12	0	0	0	12
ECSE 6366	0	60	0	0	0	60
ECSE 6367	0	18	0	0	0	18
ECSE 6379	0	24	0	0	0	24
Term Total	15	327	0	0	0	342
Summer 2012						
ECSE 5320	0	102	0	0	0	102
ECSE 6300	0	21	0	0	0	21
ECSE 6302	0	42	0	0	0	42
ECSE 6304	0	42	0	0	0	42
ECSE 6328	0	15	0	0	0	15
ECSE 6329	0	27	0	0	0	27
ECSE 6330	0	12	0	0	0	12
ECSE 6335	36	0	0	0	0	36
ECSE 6336	0	18	0	0	0	18
ECSE 6337	0	12	0	0	0	12
ECSE 6338	0	15	0	0	0	15
ECSE 6341	0	24	0	0	0	24
ECSE 6343	15	0	0	0	0	15
ECSE 6344	15	0	0	0	0	15
ECSE 6365	0	9	0	0	0	9
ECSE 6366	0	72	0	0	0	72
ECSE 6370	27	0	0	0	0	27
ECSE 6371	21	0	0	0	0	21
Term Total	114	411	0	0	0	525
Fall 2012						
ECSE 5311	0	12	0	0	0	12
ECSE 5320	0	72	0	0	0	72
ECSE 6300	3	0	0	0	0	3
ECSE 6302	3	0	0	0	0	3
ECSE 6306	0	72	0	0	0	72
ECSE 6314	27	0	0	0	0	27

ECSE 6322	0	27	0	0	0	27
ECSE 6342	27	0	0	0	0	27
ECSE 6346	0	18	0	0	0	18
ECSE 6350	0	27	0	0	0	27
Term Total	60	228	0	0	0	288
Spring 2013						
ECSE 5320	0	60	0	0	0	60
ECSE 6300	3	0	0	0	0	3
ECSE 6308	0	21	0	0	0	21
ECSE 6327	0	24	0	0	0	24
ECSE 6345	0	18	0	0	0	18
ECSE 6365	3	0	0	0	0	3
ECSE 6366	0	72	0	0	0	72
ECSE 6367	0	18	0	0	0	18
ECSE 6370	3	0	0	0	0	3
ECSE 6371	3	0	0	0	0	3
ECSE 6379	0	24	0	0	0	24
ECSE 6391	3	0	0	0	0	3
Term Total	15	237	0	0	0	252
Summer 2013						
ECSE 5320	0	0	0	0	0	0
ECSE 6300	0	0	0	0	0	0
ECSE 6302	0	0	0	0	0	0
ECSE 6304	0	0	0	0	0	0
ECSE 6306	0	0	0	0	0	0
ECSE 6308	0	0	0	0	0	0
ECSE 6328	0	0	0	0	0	0
ECSE 6335	0	0	0	0	0	0
ECSE 6341	0	0	0	0	0	0
ECSE 6343	0	0	0	0	0	0
ECSE 6344	0	0	0	0	0	0
ECSE 6350	0	0	0	0	0	0
ECSE 6353	0	0	0	0	0	0
ECSE 6357	0	0	0	0	0	0
ECSE 6365	0	0	0	0	0	0
ECSE 6366	0	0	0	0	0	0
ECSE 6370	0	0	0	0	0	0
ECSE 6371	0	0	0	0	0	0
Term Total	0	0	0	0	0	0
Total	204	1203	0	0	0	1203

* Includes Asynchronous (e.g., Blackboard) and Synchronous (e.g., compressed video, Centra)

Academic Advising Loads

Term	Undergraduate	Graduate
Spring 2012	340	42
Fall 2012	409	47
Spring 2013	261	12

Total Undergraduate Program Enrollment and Completion

Program	Total Enrolled	Total Completed
Spring 2012		
BSE - P-4 Licensure	197	39

Term Total	197	39
Fall 2012		
BSE - P-4 Licensure	216	14
Term Total	216	14
Spring 2013		
BSE - P-4 Licensure	200	49
Term Total	200	49
Total Completed		102

Total Graduate Program Enrollment and Completion

Program	Total Enrolled	Total Completed
2012-01-15		
MSE - Reading	11	2
MSE - Special Education	31	2
Term Total	42	4
2012-05-15		
MSE - Special Education	0	7
Term Total	0	7
2012-09-01		
GC - Early Childhood Special Ed. Instructional Spec. (P-4)	2	0
GC - Special Education Instructional Specialist 4-12	3	0
MSE - Reading	13	2
MSE - Special Education	18	1
Term Total	36	3
2013-01-15		
GC - Early Childhood Special Ed. Instructional Spec. (P-4)	2	1
GC - Gifted & Talented Education	1	0
GC - Special Education Instructional Specialist 4-12	3	0
MSE - Reading	12	1
MSE - Special Education	19	1
Term Total	37	3
Total Completed		17

Number of Directed Student Learning Activities

Involvement Type	No.
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Honors Thesis Advisor	6
Honors Thesis Committee Member	1
Internship Advisor	3
Other	2
Total	12

Number of Non-Credit Instruction Activities

Instruction Type	No.
Other	2
Unknown	1
Total	3

APPENDIX C: SCHOLARSHIP

Total Contracts, Fellowships, Grants and Sponsored Research

Organization	Submitted		Funded	
	No.	Total Funds	No.	Total Funds
Federal	1	\$378458.00	1	\$1500000.00
State	0	\$0.00	3	\$52500.00
Total External	1	\$378458.00	4	\$1552500.00
University of Central Arkansas	0	\$0.00	4	\$4595.00

Number of Publications by Type

Type	Peer Reviewed	Non-Peer Reviewed	Total	Student Author
Book	1	2	3	0
Book Review	1	0	1	0
Chapter	2	5	7	0
Journal Article	13	21	34	5
Other	0	3	3	0
Total	17	31	48	5

List of Publications

Kohler, P. A. *Meaningful conversations: The way to comprehensive and transformative school improvement.*

Barnes, C. D.:

Barnes, C. D., Filer, J. D., Cooper, M. J. Transforming How Faculty Think About Disposition Development of College Students. *Teacher Education and Practice*.

Barnes, C. D., Crow, R. I., Cooper, M. J. Change for Change: A Lemonade Stand Service Learning Project for Young Children. *Teaching Young Children*.

Barnes, C. D., Crow, R. I., Cooper, M. J. Change for Change: A Lemonade Stand Service Learning Project for Young Children. *Teaching Young Children*.

Barnes, C. D. (2012). *What Contribution Will You Make to the Village?* (2nd ed., vol. 7, pp. 6-7). Sugarland, TX: Teachers of Color. www.teachersofcolor.com

Barnes, C. D. (2012). Lessons Learned from my Students. *Teaching Professor*, 26(5), 6. teachingprofessor.com/newsletter

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- Barnes, C. D., Crow, R. I., Cooper, M. J. Change for Change: A Lemonade Stand Service Learning Project for Young Children. *Teaching Young Children*.
- Barnes, C. D., Crow, R. I., Cooper, M. J. Change for Change: A Lemonade Stand Service Learning Project for Young Children. *Teaching Young Children*.
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- Bihm, E. M., Crow, R. I., Cooper, M. J. (2012). The Child's Right to Social-Emotional Learning: A Plea for Advocacy. *Preschool Education Today*, 31(5), 80-94.
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- Bihm, E. M., Crow, R. I., Cooper, M. J. (2012). The Child's Right to Social-Emotional Learning: A Plea for Advocacy. *Preschool Education Today*, 31(5), 80-94.
- Bihm, E. M., Crow, R. I., Cooper, M. J. (2012). The Child's Right to Social-Emotional Learning: A Plea for Advocacy. *Preschool Education Today*, 31(5), 80-94.
- Bihm, E. M., Crow, R. I., Cooper, M. J. (2012). The Child's Right to Social-Emotional Learning: A Plea for Advocacy. *Preschool Education Today*, 31(5), 80-94.
- Bihm, E. M., Crow, R. I., Cooper, M. J. (2012). The Child's Right to Social-Emotional Learning: A Plea for Advocacy. *Preschool Education Today*, 31(5), 80-94.
- Cooper, M. J. Antidotes for the Publish or Perish Syndrome. *Faculty Focus*. www.facultyfocus.com/articles/faculty-development/antidotes-for-the-publish-or-perish-syndrome/
- Crow, R. I. Grandfriends: An Intergenerational Service Learning Project. *Young Children/National Association for the Education of Young Children*.
- Elizandro, A., Bramlett, R. K., Crow, R. I. The effects of musically adapted and traditionally read social stories on the prosocial and negative behaviors of hyperactive-impulsive children. *Perspectives (Journal of the Early Childhood Music and Movement Association)*, 7, 9-15.
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- Filer, J. D., Barnes, C. D., Cooper, M. J. The Role of Faculty in Disposition Development of Teacher Candidates: A Neglected Voice in Teacher Preparation. *Pathways to Transformation: Learning in Relationship.*
- Filer, J. D., Barnes, C. D., Cooper, M. J. The Role of Faculty in Disposition Development of Teacher Candidates: A Neglected Voice in Teacher Preparation. *Pathways to Transformation: Learning in Relationship.*
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- Kohler, P. A., Barnes, C. D. (2012). Witness the Struggle: The firsts of presence, silence and choice. *Teaching Matters*, 2. teachingmatters.com
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- Kohler, P. A. Meaningful conversations: Coaching to transform the heart, head, and hands of teaching and learning. *Pathways to transformation: Learning in relationship.*
- Kohler, P. A. Witness the struggle: The gifts of presence, silence, and choice. *Teaching Professor.*
- Kohler, P. A., Webster Smith, A., Albritton, S. L. (2013). Conversations for school personnel: A new pathway to school improvement. *To appear in Education Journal*.
- Kohler, P. A., Barnes, C. D. (2012). Witness the Struggle: The firsts of presence, silence and choice. *Teaching Matters*, 2. teachingmatters.com
- Kohler, P. A., Barnes, C. D. (2012). Witness the Struggle: Gifts of Presence, Silence, Choice. *Teaching Professor*, 26(4), 5. teachingprofessor.com/newsletter
- Lowery, R. M., Oslick, M. E., Liu, Q., Rodriguez, P., Thibadeaux, L. (2012). Experiencing Diversity through Children's Literature: Reflecting on the 2010-2011 Notable Books for a Global Society List. *Florida Reading Journal*, 48(1), 29-37.
- Oslick, M. E. (2013). Children's Voices: Reactions to a Criminal Justice Issue Picture Book. *The Reading Teacher*, 66(7), 27-36.
- Oslick, M. E. (in press). African American Boys' Responses to Illustrations and Text involving Black Inmates and Gangsters in Multicultural Children's Literature. In Yenika-Agbaw, V. and Mhando, L. (Ed.), *African Youth in Contemporary Literature and Popular Culture: Identity Quest.*
- Oslick, M. E. (2012). *Book Review: Five Flavors of Dumb* (2nd ed., vol. 4, pp. 5): WOW Review: Reading across Cultures.
- Oslick, M. E. (2012). Boys and Criminal Justice in Young Adolescent Fiction. *New Review of Children's Literature and Librarianship*, 18(1), 1-10.

Oslick, M. E., Lowery, R. M. (in press). "Gotta Love Technology!" Pre-service Teachers Transformation in a Blended Online Multicultural Literature Course. *Technological Tools for the Literacy Classroom*.

Pearson, M. M. (in press). Micro-enterprises and Customized Employment. *To appear in TASH Connections*.

Webster Smith, A., Albritton, S. L., Kohler, P. A. (2012). *Meaningful Conversations: The Way to Comprehensive and Transformative School Improvement*. Lanham, MD: Rowman & Littlefield.

Webster Smith, A., Albritton, S. L., Kohler, P. A. (2012). Meaningful conversations: Coaching to transform the heart, head, and hands of learning. In Carrie J. Boden and Sola M. Kippers (Ed.), *Pathways to transformation: Learning in relationship*. Charlotte, North Carolina: Information Age Publishing.

Number of Presentations by Scope

Scope	Invited		Accepted		Total	Student Author
	Peer Reviewed	Non-Peer Reviewed	Peer Reviewed	Non-Peer Reviewed		
Local	0	6	0	1	8	0
State	0	4	9	6	21	0
Regional	0	0	4	0	4	0
National	0	0	40	8	49	1
International	0	3	6	0	9	0
Unknown	0	2	0	3	7	0
Total	0	15	59	18	98	1

List of Presentations

Alea, J. D., Atkins, K. R., Barnes, D. L., & Daniels, L.. (Feb. 2012). *The Difference Between Being There and Being Invested*. Paper Session presented at ATE 2012 Annual Conference, ATE, San Antonio.

Barnes, C. D., Filer, J. D., & Cooper, M. J.. *Assessing the Dispositions of Teacher Candidates: Yes, You Can!*. Seminar presented at NAEYC - DAP: THE NEXT ERA, NAEYC, San Francisco, CA.

Barnes, C. D., & Crow, R. I.. *How is the whole child reflected in the Common Core State Standards? Considerations for teacher education programs*.. presented at National Association for the Education of Young Children, NAEYC, San Francisco, CA.

Barnes, C. D., Crow, R. I., & Cooper, M. J.. *Engaging curriculum: A Behavior Guidance Strategy(Presented by Mark Cooper)*. Workshop presented at Region VI Head Start Association Conference/Arkansas Head Start Training, Rodgers, AR.

Barnes, C. D., Filer, J. D., & Cooper, M. J.. (June 2013). *Developing Dispositio in Teacher Candidates to Foster Resiliency and Advocay beyond the University Classroomns*. Poster Session presented at NAECTE Professional Development Institute, San Francisco, CA.

Barnes, C. D., Crow, R. I., & Cooper, M. J.. (Apr. 2013). *Change for Change: Early Childhood Servcie Learnign Project*. Other presented at Institute for Global Education Diplomacy, Association for Childhood Education International, Washington, D.C..

Barnes, C. D., Crow, R. I., & Cooper, M. J.. (Nov. 2012). *Growing a caring community of learners through relationships, engagement, and positive guidance*. Workshop presented at National Head Start Association, Nashville, TN.

- Barnes, C. D., Filer, J. D., & Cooper, M. J.. (June 2012). *Murky Water: wading through the Challenges of Teacher Candidates' Disposition Development*. Roundtable presented at National Association of Early Childhood Teacher Educators, Indianapolis, IN.
- Barnes, C. D., & Crow, R. I.. (June 2012). *The Changing Tide: The Impact of the Common Core State Standards on Early Childhood Curriculum*. Paper Session presented at National Association of Early Childhood Teacher Educators, Indianapolis, IN.
- Barnes, C. D., Filer, J. D., & Cooper, M. J.. (June 2012). *The Role of Faculty in Disposition Development of Teacher Candidates*. Paper Session presented at National Association of Education for Young Children, Indianapolis, IN.
- Barnes, C. D., Crow, R. I., & Cooper, M. J.. (Mar. 2012). *Growing a Caring Community of Learners through Relationship, Engagement, and Positive Guidance*. Paper Session presented at National Head Start Association, Nashville, TN.
- Barnes, C. D., Filer, J. D., & Cooper, M. J.. *Assessing the Dispositions of Teacher Candidates: Yes, You Can!*. Seminar presented at NAEYC - DAP: THE NEXT ERA, NAEYC, San Francisco, CA.
- Barnes, C. D., Crow, R. I., & Cooper, M. J.. *Engaging curriculum: A Behavior Guidance Strategy(Presented by Mark Cooper)*. Workshop presented at Region VI Head Start Association Conference/Arkansas Head Start Training, Rodgers, AR.
- Barnes, C. D., Filer, J. D., & Cooper, M. J.. (June 2013). *Developing Disposition in Teacher Candidates to Foster Resiliency and Advocacy beyond the University Classrooms*. Poster Session presented at NAECTE Professional Development Institute, San Francisco, CA.
- Barnes, C. D., Crow, R. I., & Cooper, M. J.. (Apr. 2013). *Change for Change: Early Childhood Service Learning Project*. Other presented at Institute for Global Education Diplomacy, Association for Childhood Education International, Washington, D.C..
- Barnes, C. D., Crow, R. I., & Cooper, M. J.. (Nov. 2012). *Growing a caring community of learners through relationships, engagement, and positive guidance*. Workshop presented at National Head Start Association, Nashville, TN.
- Barnes, C. D., Filer, J. D., & Cooper, M. J.. (June 2012). *Murky Water: wading through the Challenges of Teacher Candidates' Disposition Development*. Roundtable presented at National Association of Early Childhood Teacher Educators, Indianapolis, IN.
- Barnes, C. D., Filer, J. D., & Cooper, M. J.. (June 2012). *The Role of Faculty in Disposition Development of Teacher Candidates*. Paper Session presented at National Association of Education for Young Children, Indianapolis, IN.
- Barnes, C. D., Crow, R. I., & Cooper, M. J.. (Mar. 2012). *Growing a Caring Community of Learners through Relationship, Engagement, and Positive Guidance*. Paper Session presented at National Head Start Association, Nashville, TN.
- Barnes, C. D., & Crow, R. I.. *How is the whole child reflected in the Common Core State Standards? Considerations for teacher education programs..* presented at National Association for the Education of Young Children, NAEYC, San Francisco, CA.
- Barnes, C. D., Crow, R. I., & Cooper, M. J.. *Engaging curriculum: A Behavior Guidance Strategy(Presented by Mark Cooper)*. Workshop presented at Region VI Head Start Association Conference/Arkansas Head Start Training, Rodgers, AR.

- Barnes, C. D., Crow, R. I., & Cooper, M. J.. (Apr. 2013). *Change for Change: Early Childhood Service Learnign Project*. Other presented at Institute for Global Education Diplomacy, Association for Childhood Education International, Washington, D.C..
- Barnes, C. D., Crow, R. I., & Cooper, M. J.. (Nov. 2012). *Growing a caring community of learners through relationships, engagement, and positive guidance*. Workshop presented at National Head Start Association, Nashville, TN.
- Barnes, C. D., & Crow, R. I.. (June 2012). *The Changing Tide: The Impact of the Common Core State Standards on Early Childhood Curriculum*. Paper Session presented at National Association of Early Childhood Teacher Educators, Indianapolis, IN.
- Barnes, C. D., Crow, R. I., & Cooper, M. J.. (Mar. 2012). *Growing a Caring Communitiy of Learners through Relationship, Engagement, and Positive Guidance*. Paper Session presented at National Head Start Association, Nashville, TN.
- Barnes, C. D., Filer, J. D., & Cooper, M. J.. *Assessing the Dispositions of Teacher Candidates: Yes, You Can!*. Seminar presented at NAEYC - DAP: THE NEXT ERA, NAEYC, San Francisco, CA.
- Barnes, C. D., Filer, J. D., & Cooper, M. J.. (June 2013). *Developing Dispositio in Teacher Candidates to Foster Resiliency and Advocay beyond the University Classroomns*. Poster Session presented at NAECTE Professional Development Institute, San Francisco, CA.
- Barnes, C. D., Filer, J. D., & J., M. C.. (June 2012). *Murky water: Wading through the challenges of teacher candidates' disposition development..* Paper Session presented at National Association of Early Childhood Teacher Educators, Indianapolis, Indiana.
- Barnes, C. D., Filer, J. D., & Cooper, M. J.. (June 2012). *Murky Water: wading through the Challenges of Teacher Candidates' Disposition Development*. Roundtable presented at National Association of Early Childhood Teacher Educators, Indianapolis, IN.
- Barnes, C. D., Filer, J. D., & Cooper, M. J.. (June 2012). *The Role of Faculty in Disposition Development of Teacher Candidates*. Paper Session presented at National Association of Education for Young Children, Indianapolis, IN.
- Barnes, C. D., Filer, J. D., & Cooper, M. J.. (June 2012). *The role of faculty in disposition development of teacher candidates*. Roundtable presented at National Institute for Early Childhood Professional Development, National Association for the Education of Young Children, Indianapolis, Indiana.
- Barrington, D. J.. (Nov. 2012). Workshop presented at Project Wild and Wet Workshop, Arkansas Game and Fish Commision, UCA Campus.
- Barrington, D. J.. (Jan. 2012). *Three Dimensional Graphic Organizers*. Other presented at SCEC Monthly Meeting, SCEC, UCA Campus.
- Brown, S. A., Lowery, R. M., & Oslick, M. E.. (Oct. 2012). *Teaching to Make a Difference: Expanding the Cultural Pluralism Discussion with Multicultural Literature*. Paper Session presented at Annual conference of the Georgia Association for Teacher Educators, GATE, Atlanta, GA.
- Cain, D. D.. *Dyslexi Myths and Facts*. Workshop presented at Dyselxia Project, Dyslexia Project, Conway.
- Cain, D. D., & D. F. L.. (Nov. 2012). *Teaching social skilld to children with disabilities*. Paper Session presented at Arkansas Federatio of the Council for Exceptional Children, AR-CEC, Hot Springs.

- Cain, D. D.. (Sept. 2012). *Work Job Boxes*. Workshop presented at UCA SCEC, UCA SCEC, UCA.
- Cooper, M. J., Crow, R. I., & Barnes, C. D.. (Nov. 2012). *Challenging Behavior Challenges with Social and Emotional Learning Strategies*. Other, National Head Start Association, Nashville, TN.
- Cooper, M. J., Crow, R. I., & Barnes, C. D.. (Mar. 2012). *Challenging Behavior Challenges with Social and Emotional Learning Strategies*. Paper Session presented at National Head Start Association, Nashville, TN.
- Cooper, M. J., Crow, R. I., & Barnes, C. D.. (Nov. 2012). *Challenging Behavior Challenges with Social and Emotional Learning Strategies*. Other, National Head Start Association, Nashville, TN.
- Cooper, M. J., Crow, R. I., & Barnes, C. D.. (Mar. 2012). *Challenging Behavior Challenges with Social and Emotional Learning Strategies*. Paper Session presented at National Head Start Association, Nashville, TN.
- Cooper, M. J., Crow, R. I., & Barnes, C. D.. (Nov. 2012). *Challenging Behavior Challenges with Social and Emotional Learning Strategies*. Other, National Head Start Association, Nashville, TN.
- Cooper, M. J., Crow, R. I., & Barnes, C. D.. (Mar. 2012). *Challenging Behavior Challenges with Social and Emotional Learning Strategies*. Paper Session presented at National Head Start Association, Nashville, TN.
- Crow, R. I., Cooper, M. J., & Barnes, C. D.. *Service learning as a guidance and teaching strategy*. Workshop presented at National Head Start Association, Nashville, TN.
- Crow, R. I., Barnes, C. D., & Howard, L. C.. (June 2013). *Connecting Early Childhood Teacher Candidates to Service Learning Projects: Our Authentic Journey*. Poster Session presented at National Association for Early Childhood Teacher Educators, NAECTE, San Francisco, CA.
- Crow, R. I., Barnes, C. D., & Cooper, M. J.. (Dec. 2012). *Change for Change: A Lemonade Stand Service Learning Project*. Seminar presented at National Head Start Association, Dallas, TX.
- Crow, R. I., Cooper, M. J., & Barnes, C. D.. (Mar. 2012). *Service Learning as a Guidance Strategy*. Paper Session presented at National Head Start Association, Nashville, TN.
- Crow, R. I., Cooper, M. J., & Barnes, C. D.. *Service learning as a guidance and teaching strategy*. Workshop presented at National Head Start Association, Nashville, TN.
- Crow, R. I., Barnes, C. D., & Cooper, M. J.. (Dec. 2012). *Change for Change: A Lemonade Stand Service Learning Project*. Seminar presented at National Head Start Association, Dallas, TX.
- Crow, R. I., Cooper, M. J., & Barnes, C. D.. (Mar. 2012). *Service Learning as a Guidance Strategy*. Paper Session presented at National Head Start Association, Nashville, TN.
- Crow, R. I., Cooper, M. J., & Barnes, C. D.. *Service learning as a guidance and teaching strategy*. Workshop presented at National Head Start Association, Nashville, TN.
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- Crow, R. I., Barnes, C. D., & Cooper, M. J.. (Dec. 2012). *Change for Change: A Lemonade Stand Service Learning Project*. Seminar presented at National Head Start Association, Dallas, TX.

- Crow, R. I., Cooper, M. J., & Barnes, C. D.. (Mar. 2012). *Service Learning as a Guidance Strategy*. Paper Session presented at National Head Start Association, Nashville, TN.
- Crow, R. I., Barnes, C. D., & Howard, L. C.. (June 2013). *Connecting Early Childhood Teacher Candidates to Service Learning Projects: Our Authentic Journey*. Poster Session presented at National Association for Early Childhood Teacher Educators, NAECTE, San Francisco, CA.
- Dallas, J. L., & Barnes, C. D.. (Nov. 2012). *Service Learning as a teaching and guidance Strategy*. Other presented at National Association for the Education of Young Children, Atlanta, GA.
- Dallas, J. L., & Barnes, C. D.. (Nov. 2012). *Service Learning as a teaching and guidance Strategy*. Other presented at National Association for the Education of Young Children, Atlanta, GA.
- Dallas, J. L.. (Oct. 2012). *Curriculum Connections: Weather*. Other presented at Arkansas Early Childhood Association, Hot Springs, AR.
- Feng, S.. (Nov. 2012). *Teaching Common Core with Trade Books*. Paper Session presented at Arkansas Reading Association Annual Meeting, Little Rock.
- Feng, S., & Hu, H.. (Sept. 2012). *Comparison of the American and Chinese Educational Systems*. Workshop presented at Professional Development For K-12 Chinese Educators, College of Education, UCA, Conway.
- Feng, S.. (2012). *Classroom Management Strategies in American Schools*. Workshop presented at Training for New Chinese Language Teachers in Arkansas Public Schools, UCA Confucius Institute, ADE, Conway.
- Filer, J. D., & Kohler-Evans, P. P.K.. (2012). *Special Education and Related Services Under IDEA*. Seminar, UCA.
- Filer, J. D., & Crow, R.. (Apr. 2012). *Working with challenging behaviors*. Workshop, MiChild/Friendship, Russellville, AR.
- Gallavan, N., & Barnes, C. D.. (Oct. 2012). *Performance-based Classroom Assessments*. Workshop presented at 2012 Chinese Educators, University of Central Arkansas, Conway, AR.
- Greenland, A. T.. (Feb. 2013). presented at SCEC February Meeting, SCEC, UCA.
- Herrington, L. L.. (June 2012). *Using Newspapers in the Classroom*. Workshop, Mayflower, AR.
- Herrington, L. L.. (Apr. 2012). *Closing the Gap for Kindergarteners*. Roundtable presented at HIPPY Program, Conway, AR.
- Howard, L. C.. (Nov. 2012). *Wee Write: Possibilities in PreK and K Writing*. Workshop presented at Arkansas Reading Association's Annual Conference, ARA, Little Rock, AR.
- Hu, H., & Oslick, M. E.. (Apr. 2013). *Web 2.0 Tools for Struggling Readers*. Paper Session presented at Annual conference of the Arkansas Association of Instructional Media, AAIM, Rogers, AR.
- Hunter, P. G.. *UCA/UACCM P-4 Partnership Program*. presented at UACCM, Morrilton campus.
- Kohler, P. A., & Filer, J. D.. (Sept. 2012). *Special Education Services in the US*. presented at Visiting Chinese Educators, Chinese Bridge for AR Schools, UCA.

- Kohler, P. A., Albritton, S. L., & Webster Smith, A.. (Apr. 2013). *Conversations that Improve Professional Practice and Performance Outcomes*. Colloquium presented at ArACTE Spring Conference, ArACTE, Little Rock, AR.
- Kohler, P. A., & Oslick, M. E.. (Nov. 2012). *Preservice Teachers' Responses to Young Adult Literature about Diverse Students*. presented at AR CEC Fall Conference, Hot Springs, AR.
- Kohler, P. A., & Oslick, M. E.. (Nov. 2012). *Preservice teachers' Responses to Students Young Adult Literature about Diverse*. presented at Arkansas Curriculum Conference, Little Rock, AR.
- Kohler, P. A.. (Oct. 2012). *Meaningful Conversations*. presented at Mentoring Institute, UNM, Albuquerque.
- Kohler, P. A., & Filer, J. D.. (Sept. 2012). *Special Education Services in the US*. presented at Visiting Chinese Educators, Chinese Bridge for AR Schools, UCA.
- Kohler, P. A., & Oslick, M. E.. (Nov. 2012). *Preservice Teachers' Responses to Young Adult Literature about Diverse Students*. presented at AR CEC Fall Conference, Hot Springs, AR.
- Kohler, P. A., & Oslick, M. E.. (Nov. 2012). *Preservice teachers' Responses to Students Young Adult Literature about Diverse*. presented at Arkansas Curriculum Conference, Little Rock, AR.
- Lowery, R. M., & Oslick, M. E.. (Oct. 2012). *Notable Books for a Global Society 2012*. Paper Session presented at Annual conference of the Florida Reading Association, FRA, Orlando, FL.
- Lowery, R. M., & Oslick, M. E.. (Apr. 2012). *A Dream for Global Peace: Igniting the Flame for Social Justice with the Jane Addams Children's Book Award Winners*. Paper Session presented at Annual conference of the International Journal of Arts & Sciences, IJAS, Gottenheim, Germany.
- Oslick, M. E., & Benson, T. R.. (Apr. 2013). *Examining Social Justice Issues in Common Core Anchor Texts*. Paper Session presented at Annual conference of the Arkansas Association of Instructional Media, AAIM, Rogers, AR.
- Oslick, M. E., Lowery, R. M., & Lee, L. T.. (Dec. 2012). *Jane Addams Children's Book Award: Threading the History, Critical Literacy Strategies, & Student Responses*. Paper Session presented at Annual conference of the American Reading Forum, ARF, Sanibel Island, FL.
- Oslick, M. E.. (Nov. 2012). *Notable Books for a Global Society 2012*. Paper Session presented at Annual conference of the Arkansas Reading Association, ARA, Little Rock, AR.
- Oslick, M. E., & Lowery, R. M.. (Oct. 2012). *A Dream for Social Justice and a United Community: The Jane Addams Children's Book Award*. Paper Session presented at Annual conference of the Southeastern Regional Association of Teacher Educators, SRATE, Little Rock, AR.
- Oslick, M. E., Lowery, R. M., & Thibodeaux, L.. (2012). *Jane Addams Children's Book Award: Threading the History, Critical Literacy Strategies, & Student Responses..* Paper Session presented at Annual conference of the International Reading Association, IRA, Chicago, IL.
- Oslick, M. E.. (Apr. 2012). *Notable Books for a Global Society*. Paper Session presented at Annual conference of the Arkansas Association of Instructional Media, AAIM, Rogers, AR.
- Pearson, M. M.. *Micro-Enterprises and Customized Employment: Exploring a Variety of Employment Options*. Seminar presented at 6th Annual Arkansas Transition Summit, Arkansas Transition Services, Hot Springs, AR.

- Pearson, M. M.. *Quality of Life for Those with Rare Health Impairments or Severe Disabilities and Health Impairments*. Poster Session presented at American Association for Intellectual and Developmental Disabilities (AAIDD), AAIDD, Charlotte, NC.
- Pearson, M. M.. *Adolescent Behavior Interventions for Students with Moderate-Severe Intellectual Disabilities*. Seminar presented at Arkansas Council for Exceptional Children, Arkansas Council for Exceptional Children, Hot Springs, AR.
- Pearson, M. M.. *Ideas for Training Paraeducators About Working with Students with Behavior Problems*. Seminar presented at Arkansas Council for Exceptional Children, Arkansas Council for Exceptional Children, Hot Springs, AR.
- Pearson, M. M.. *Educational Quality of Life for Students with Rare Disorders or Severe Disabilities and Severe Health Problems*. Paper Session presented at Arkansas Council for Exceptional Children Annual Convention, Arkansas Council for Exceptional Children, Hot Springs, AR.
- Pearson, M. M.. *Micro-Enterprises and Customized Employment: Exploring a Variety of Employment Options*. Paper Session presented at Arkansas Council for Exceptional Children Annual Convention, Arkansas Council for Exceptional Children, Hot Springs, AR.
- Pearson, M. M.. *Educational Quality of Life for Students with Rare Disorders or Severe Disabilities and Severe Health Problems*. Paper Session presented at Southwest Conference on Disability, Albuquerque, NM.
- Pearson, M. M.. *Educational Quality of Life for Students*. Poster Session presented at TASH Conference, TASH, Long Beach, CA.
- Pearson, M. M.. *Micro-Enterprises and Customized Employment: Exploring a Variety of Employment Options*. Other presented at TASH Conference, TASH, Long Beach, CA.
- Smith, E., Crow, R. I., & Barnes, C. D.. (Apr. 2012). *Strategies for Building Global Relationships and Developing Character through Service Learning*. Poster Session presented at Association for Childhood Education International, Washington D.C..
- Smith, E., Crow, R. I., & Barnes, C. D.. (Apr. 2012). *Strategies for Building Global Relationships and Developing Character through Service Learning*. Poster Session presented at Association for Childhood Education International, Washington D.C..
- Wake, D. G., Benson, T. R., & Cain, D. D.. (Feb. 2012). *Professional Development in Preschool Literacy that IS making a Difference!*. Paper Session presented at Winter Conference of the Association of Teacher Educators, Associatio of Teacher Educators, San Antonio, TX.

APPENDIX D: PROFESSIONAL DEVELOPMENT AND RECOGNITION

Number of Faculty Development Activities Attended

Type of Activity	No.
Conference	19
Course Towards a Degree	4
Self-Study Program	1
Seminar	13
Tutorial	6
Workshop	16
Other	9
Unknown	2
Total	70

List of Awards and Honors

Kohler, Patricia Ann College of Education Research Award, UCA College of Education, Scholarship/Research, College. (May 3, 2013).

Feng, Shoudong Faculty Service Award, College of Education, Service, University, College. (May 3, 2013).

Kohler, Patricia Ann Innovation in Teacher Education Program Award, SRATE, Service, Professional, Regional. (November 2012).

Kohler, Patricia Ann Jack Morgan Award for Professionals, Arkansas Council for Exceptional Children, Service, Professional, State. (November 8, 2012).

Barnes, Candice Dowd Keynote Speaker Award, Carlisle Day Heritage Committee, Leadership, Local. (July 6, 2012).

Barnes, Candice Dowd Outstanding Service Award, College of Education, Service, Community, Local. (May 15, 2012).

Barrington, Daniel J Outstanding Teaching Award, UCA-College of Education, Teaching, College. (May 3, 2013).

Herrington, Lisa L Outstanding Teaching Award, College of Education, Teaching, College. (May 1, 2012).

APPENDIX E: SERVICE AND COMMUNITY ENGAGEMENT

Number of Activities with External Partners

Type of Activity	No.
Fundraising	2
Service Learning	2
Other	2
Unknown	2
Total	8

Number of University Service Activities

Type of Activity	Leadership Positions*	Non-Leadership Positions	Total
Department	14	41	55
College	6	32	38
University	2	13	15
Total	33	86	119

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

Number of Student Activities in which Faculty Participated

Type of Activity	Leadership Positions*	Non-Leadership Positions	Total
Exhibition	0	1	1
Learning Community	1	1	2
Student Organization	5	4	9
Other	1	1	2
Unknown	1	1	2
Total	8	8	16

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

Number of Professional Activities by Scope of Organization

Position/Role	Local	State	Regional	National	International	Total
Consultant	1	0	0	0	0	1
Editor	0	0	0	1	0	1
Member	1	7	0	0	1	9
Officer (Not President)	1	4	0	0	0	5
President	0	1	0	0	0	1
Reviewer	0	0	1	3	0	4
Other	1	2	1	3	1	8
Total	4	14	2	7	2	29

Number of Public Service Activities by Scope of Organization

Position/Role	Local	State	Regional	National	International	Total
Board Member/Trustee	0	2	0	0	0	2
Director	1	0	0	0	0	1
Other	2	0	0	0	0	2
Total	4	14	2	7	2	29