



**Department of
Early Childhood/Special Ed**

Annual Report
July 1, 2013 - June 30, 2014

1. Mission Statement

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 to 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 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.

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

Actual Results: The revision of P-4 Early Childhood program to K-6 Elementary Education program was approved at all levels including department, college, PEC, Undergraduate Council, COD, UCA Board of Trustees, ADE, and ADHE.

Status: Completed

Supporting Program Statistics

Links to Supporting Documents

[ADE approval K6-1.docx](#)

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

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

Actual Results: The proposed B.S.E. in Special Education K-12 was approved at all levels including department, college, PEC, Undergraduate Council, COD, UCA Board of Trustees, ADE, and ADHE.

Status: Completed

Supporting Program Statistics

Links to Supporting Documents

[ADE approval of SPE-1.docx](#)

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

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

Actual Results: Given the state revised standards for new B-K license in January 2014, work on this curriculum was not done. There was some discussion as how to proceed, but work was placed on hold until fall 2014.

Status: Ongoing

Supporting Program Statistics

Links to Supporting Documents

None

1d. Begin process of revising M.S.E. in Special Education to meet new Arkansas K-12 Special Education licensure requirements (including an ALP at the graduate level).

Expected Results: First draft completed

Actual Results: Proposal of program revisions were completed in June for both the M.S.E. and the ALP. The UCA curriculum approval process will begin with ECSE curriculum committee in August with expectation to complete the process by December and submit proposal to ADE/ADHE in January 2015.

Status: Ongoing

Supporting Program Statistics

Links to Supporting Documents

None

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

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

Actual Results: An electronic survey was sent to selected two year schools (UACCM, ASU BeeBee, and Pulaski Tech) to inquire information regarding program delivery preference. While N was very low, {14}, student response was mixed in regards to preference for face-to-face or distance education delivery. The K-6 Undergraduate On-Line Component Work Group was formed to research non-traditional delivery. Their findings and recommendation were presented at the annual ECSE Faculty Retreat in February. Given this is an initial licensure program, the required field component which must be completed in a public school setting, and strong enrollment trends, the decision was been made by the department to continue the traditional delivery mode.

Status: Ongoing

Supporting Program Statistics

Links to Supporting Documents

None

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

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

Actual Results: As a result of meetings with Diana Arn and Garth Johnson, the decision was made to terminate MOU with UACCM. A letter of termination was drafted and forwarded to the provost office. The Office of the President and the Provost handled completion of the termination process.

Status: Completed

Supporting Program Statistics

Links to Supporting Documents

None

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

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

Actual Results: The proposal for a Special Education Minor was developed and is currently at the end of the university approval process. The minor is for non-teacher preparation candidates and therefore does not meet ADE licensure requirements. In addition to the minor in special education, a proposal for an undergraduate ALP was written in June 2014. The UCA curriculum approval process will begin with ECSE curriculum committee in August with expectation to complete the process by December and submit proposal to ADE/ADHE in January 2015.

Status: Completed

Supporting Program Statistics

Links to Supporting Documents

None

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

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

Actual Results: All assignments were designed and content/course placement was approved by the UCA CORE Council.

Status: Completed

Supporting Program Statistics

Links to Supporting Documents

None

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.

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

Actual Results: (1) All model assessments for the revised K-6 Elementary program were completed and are aligned to Arkansas Competencies for Elementary Teachers, ACEI Standards, and InTASC standards. It should be noted that subsequent to the revision of the K-6 program, ACEI was discontinued as a SPA. All model assessments for the revised K-12 Special Education program were completed and are aligned to Arkansas Competencies for Special Education Teachers K-12, CEC Standards, and InTASC standards. (2) All model assessments/rubrics for the M.S.E. programs in Reading and Special Education were revised to meet the new IRA and CEC standards however, additional revision may be necessary based on the implementation of program revisions. In addition, the revised M.S.E. in Special Education which will begin curriculum approval process in fall 2014 was revised to meet Arkansas Competencies for Special Education Teachers K-12, Arkansas ALP Competencies for Special Education Teachers K-12, CEC Standards, and InTASC standards and (3)The undergraduate coordinator for the Elementary Education program, graduate program coordinators for the reading and special education programs, and the ECSE department chair attended a CAEP conference training in Arlington, VA in September 2014. This conference was designed to provide training in the new CAEP standards, as well as the ACEI, CEC, and IRA SPA standards.

Status: Completed

Supporting Program Statistics

Links to Supporting Documents

None

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

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

Actual Results: Chalk and Wire, the database which houses all performance assessment data for both undergraduate and graduate programs, was upgraded several

times over the past year. As programs assessments/assignments were revised, the corresponding rubrics were upgraded in Chalk and Wire. While the data base housing candidate demographic data was improved somewhat, additional upgrading is necessary.

Status: Completed

Supporting Program Statistics

Links to Supporting Documents

None

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.

Expected Results: (1) Design plan for disseminating information on new undergraduate programs, and (2) Develop recruitment and marketing plan for graduate programs, (3) Implement first year of the on-line GT graduate certificate program with healthy enrollments.

Actual Results: (1) Dissemination of information on new program information involved flyer and checklist development, developing new PCP, and revising undergraduate bulletin. Documents are available via internet and have been circulated to area public schools, two year institutions, and the undergraduate advisory board (2) While a formal recruitment/marketing plan has not been completed, several actions have been taken in an effort to grow the existing masters programs: (a) reduce number of total program hours in proposed revision of the Special Education M.S.E. from 36 to 30, (b) proposed revision of Special Education M.S.E. to include coursework (21 hrs.) which meets requirements for Arkansas Special Education K-12 license, (c) first draft of revisions in M.S.E. Reading completed to include a strong focus on dyslexia, and (d) dissemination of program information to the graduate advisory school and area public schools. (3) GT on-line program thriving with 12 students admitted to begin classes July 2013, 15 admitted by fall 2013, and for summer II 2014 we admitted 15 new candidates.

Status: Ongoing

Supporting Program Statistics

Links to Supporting Documents

None

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

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

Actual Results: An analysis of the successful completion rate of the new Praxis I test (CORE) was conducted by the Office of Candidate Services. While the data is limited to one semester, it did indicate a lower than usual passage rate in Math and Writing tests, therefore suggesting the need to continue remediation strategies. The Praxis I practice test published by Northstar Workforce Readiness has been used in the past to assist students in test preparation. We anticipate the continuation of the practice test in ECSE 3300 as soon as Northstar has completed the revision of the exam to address the new Praxis I CORE test. In addition to the Practice test, faculty advisors continued to counsel students struggling with other admission requirements such as GPA suggesting strategies such as tutoring, as well as recommending remedial courses and lower course load if appropriate.

Supporting Program Statistics

UCA Praxis I Data on Teacher Education Candidates (all programs):

Praxis I PPST Passage in 2012-13: Reading 87.6%, Math 88.9%, and Writing 80%

Praxis I CORE Passage in 2013-14: Reading 90.9%, Math 60.5%, and Writing 75.6%

Status: Ongoing

Supporting Program Statistics

Links to Supporting Documents

None

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.

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

Actual Results: (1) All faculty scholarship incentive awards submitted were funded (2), 15 faculty members received travel support to disseminate scholarly works, and extensive professional development in the area of dyslexia was funded for three faculty members, (3) College research, IDC, and Foundation grants were awarded to ECSE faculty members. In an effort to acknowledge faculty for their productivity in scholarship and honors/awards received, the department established a recognition wall where a publication show case and honor/award plaques are located.

Status: Ongoing

Supporting Program Statistics

Links to Supporting Documents

None

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.

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

Actual Results: Faculty maintained active participation in three student organizations: Teacher's United, SCEC, and ACEI. Participation involved attending meetings, presenting to student groups, chaperoning students to ARCEC conference, and encouraging student involvement in state conferences through facilitation and presentations. Additionally, three faculty members traveled abroad with four undergraduate students to provide educational opportunities for teachers and children in Kenya. Two faculty members engaged in research with a graduate student which resulted in a professional presentation and submission/acceptance of a publication.

Status: Ongoing

Supporting Program Statistics

Links to Supporting Documents

None

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).

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

Actual Results: Approximately eight faculty members attended the basic Blackboard nine training resulting in establishment of Blackboard shells, and four faculty members participated in “collaborate” workshops. Computers more than 4 years old were replaced (N=6) by the department and two printers were upgraded. While all faculty members do have iPads for classroom use, none were upgraded this year.

Status: Ongoing

Supporting Program Statistics

Links to Supporting Documents

None

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.

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)

Actual Results: (1) Seven full time faculty members engaged with partner schools through supervision of interns during the fall 2013 semester and six during the spring 2014 semester. Additionally, we had eight adjunct faculty supervisors both fall and spring semester in the partner schools. We maintained one class, ECSE 4319, being taught on a partner school campus for a portion of the contact hrs. (2) We had extensive collaboration with our partner schools during 2013-2014 in the curriculum development process. Our K-6 Partner Curriculum Advisory committee was comprised of about 12 external members who contributed time and energy to review and provide feedback on proposed program of studies and course syllabi. The same involvement was solicited to review the B.S.E. in special education with 10 teachers/administrators serving on that committee. (3) All community programs, (i.e. Child Study Center, Super Kids, University Challenge, Summer Enrichment, and Reading Success Center) experienced capacity enrollment with a significant increase in student interest in the Reading Success Center.

Status: Ongoing

Supporting Program Statistics

Links to Supporting Documents

None

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.

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

Actual Results: (1) Three faculty members are in the process of completing Connection Training, an intervention for working with students with dyslexia. One additional senior faculty member has expressed an interest in pursuing the training. (2) The first draft revision of the M.S.E. in Reading was completed. A new course in dyslexia was written and several courses revised slightly to include strategies for working with students demonstrating markers of dyslexia. A cross department committee has been appointed to enhance the proposed revision to ensure there is a strong focus on dyslexia embedded in a minimum of 15 hrs. of the program. (3) The brochure for the Reading

Success Center was revised to publicize a focus on working with students demonstrating markers of dyslexia.

Status: Ongoing

Supporting Program Statistics

Links to Supporting Documents

None

3. 2015 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 ALP Program in Special Education K-12.

Resources: ECSE faculty time and expertise, ADE, and ADHE

Responsible Person(s): ECSE faculty, chair

Projected Completion Date: February 2015

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

Supporting Program Statistics

1b. Design and seek university and state approval of Revised M.S.E. in Special Education K-12 Special Education Program; Graduate ALP program included.

Resources: ECSE faculty time and expertise, ADE, and ADHE

Responsible Person(s): ECSE faculty, chair

Projected Completion Date: January 2015

Expected Results: Program approval; approval by PEC, Graduate Council, PEC, COD, UCA Board of Trustees, ADE, and ADHE

Supporting Program Statistics

1c. Design and seek university approval of Revised M.S.E. in Reading with an emphasis on dyslexia.

Resources: COE faculty time and expertise, graduate program coordinator, ADE, dyslexia consultants

Responsible Person(s): Reading curriculum revision team, chair

Projected Completion Date: January 2014

Expected Results: Approval by COE, PEC and Graduate Council

Supporting Program Statistics

1d. Collaborate in transitioning the GT graduate certificate program to the TL Department.

Resources: COE faculty time and expertise

Responsible Person(s): graduate program coordinator

Projected Completion Date: December 2014

Expected Results: Transition completed

Supporting Program Statistics

1e. Continue transition of students into new K-6 Elementary Program.

Resources: academic advisors, academic advising center

Responsible Person(s): ECSE faculty, chair

Projected Completion Date: May 2015

Expected Results: First Junior block for K-6 program will be offered in spring 2015 with first graduating class of K-6 majors projected to be spring 2016

Supporting Program Statistics

1f. Design implementation/transition plan/PCP of new B.S.E. in Special Education.

Resources: ECSE faculty time and expertise, academic advising center

Responsible Person(s): ECSE faculty, chair

Projected Completion Date: December 2014

Expected Results: Implementation plan/PCP complete and begin transition of students into special education major during spring 2015 semester

Supporting Program Statistics

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

Resources: ECSE faculty time and expertise, ADE, NAEYC, CEC

Responsible Person(s): ECSE faculty, program coordinator, chair

Projected Completion Date: May 2015

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

Supporting Program Statistics

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. As new and revised programs are implemented, review and amend program model assessments as needed to meet new CAEP and SPA standards.

Resources: CAEP coordinator, CAEP, SPA's, ADE

Responsible Person(s): Program coordinators, ECSE faculty

Projected Completion Date: May 2015

Expected Results: Assessments will be modified based on student data and input of students, mentor teachers, supervisors, and faculty members.

Supporting Program Statistics

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

Resources: CAEP coordinator, IT, IDC, Chalk and Wire, administrative support

Responsible Person(s): Program coordinator

Projected Completion Date: May 2015

Expected Results: Complete revision of database housing undergraduate and graduate candidate demographic information

Supporting Program Statistics

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. Design and implement growth plan for M.S.E. in Reading.

Resources: ECSE faculty time and expertise, graduate school

Responsible Person(s): Program coordinator, chair

Projected Completion Date: December 2014

Expected Results: Growth plan will include revitalizing the program of study to meet the needs of today's teachers wishing to gain knowledge and skills needed as a reading specialist, proposal of graduate certificate in dyslexia, proposed two year rotation of classes, and increase recruitment efforts directed to students completing undergraduate programs. Growth goal set between 10% to 15 % increase of current program majors during first year of revised program implementation.

Supporting Program Statistics

3b. Design and implement growth plan for M.S.E. in Special Education K-12.

Resources: ECSE faculty time and expertise, graduate school

Responsible Person(s): Program coordinator, chair

Projected Completion Date: December 2014

Expected Results: With implementation of the new 30 hr. masters program, concentrated effort will be placed on recruiting students in the ALP program to continue in the M.S.E. program. Growth goal set between 10% to 15 % increase of current ALP candidates remaining to complete M.S.E. in Special Education.

Supporting Program Statistics

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.

Resources: ECSE faculty, IDC, budget, Sponsored Programs, COE research committee

Responsible Person(s): ECSE faculty, chair, Office of Dean

Projected Completion Date: June 2014

Expected Results: (1) Continue faculty scholarship incentive awards and travel support, (2) Identify internal and external grant opportunities to support scholarship and professional development, and (3) Identify 2 to 3 recommendations made by the spring 2014 faculty work group related to facilitating scholarly productivity of faculty.

Supporting Program Statistics

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.

Resources: ECSE faculty time, IDC, Sponsored Programs, professional organization, UCA Student Organization, budget support

Responsible Person(s): Faculty student organization advisors, ECSE faculty, student organizations

Projected Completion Date: June 2015

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

Supporting Program Statistics

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.

Resources: IT department, IDC, TLC, COE technology committee, budget support

Responsible Person(s): Technology committee, IT, chair

Projected Completion Date: June 2015

Expected Results: (1) Continue expand use of Blackboard 9 as a supplemental aid in undergraduate classes and primary vehicle for delivering graduate coursework, (2) Conduct department training sessions on new applications, software, and smart board use to enhance teaching, and (3) Upgrade equipment

Supporting Program Statistics

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.

Resources: ECSE faculty time and expertise, Office of Candidate Services, partnership schools, advisory boards, budget support, Office of the Dean

Responsible Person(s): Program coordinators, program directors

Projected Completion Date: June 2015

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

Supporting Program Statistics

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.

Resources: Faculty time and expertise, ADE, dyslexia consultants, budget support

Responsible Person(s): Director of the Reading Center, program coordinator

Projected Completion Date: January 2015

Expected Results: (1) Increase number of faculty trained in strategies to meet needs of students with dyslexia, (2) Implement revised M.S.E. in Reading with emphasis placed on working with students with dyslexia, and (3) Develop Reading Success Center as state recognized center dedicated to working with students with dyslexia and other reading problems, (4) Change name of the center to reflect new emphasis (i.e. Center for Reading and Dyslexia, and (5) Collaborate with MAT faculty to plan/ensure both MAT and Reading students are provided opportunities to work with children being served through the reading center.

Supporting Program Statistics

4. Five-year Goals

Goal 1: Implement undergraduate K-6 Elementary Education program while phasing out P-4 Early Childhood 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

Projected Completion Date: January 2016

Goal 2: Implement undergraduate K-12 Special Education B.S.E. and the Special Education Minor 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

Projected Completion Date: September 2015

Goal 3: Offer an endorsement in B-K Integrated Early Childhood Education with possible integration into the M.S.E. in 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: September 2016

Goal 4: Implement revised M.S.E. programs in Special Education and Reading.

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: September 2015

Goal 5: 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

Projected Completion Date: December 2018

Goal 6: Expect department to 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: June 2017

Goal 7: Increase graduate enrollment in both Reading and Special Educations by 20 to 40%.

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 3: Provide a Learner-Focused Environment for All Students

Projected Completion Date: September 2016

Goal 8: Expand professional development services offered through the Mashburn Center evidenced by the addition of three new school districts to the existing service list.

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

Projected Completion Date: August 2017

Goal 9: Expand services of Child Study Center to include extended hour services.

Related UCA Strategic Planning Goals

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

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

Projected Completion Date: August 2018

Goal 10: Rise as a state leader in providing training and services in the area of Dyslexia. This will be accomplished in several ways: (1) Undergraduate programs will prepare future teachers to identify and address the markers of dyslexia, (2) M.S.E. in Reading will have a focus on dyslexia with expectation of having a 15 hour core of classes leading to certificate and/or endorsement, (3) We will become a professional development center for area school districts, (4) Secure a tenure track position for individual nationally trained in the area of dyslexia, and (5) the Reading Success Center will deliver quality services to students with dyslexia which will be indicated by a name change in the center (UCA Center of Reading and Dyslexia).

Related UCA Strategic Planning Goals

Projected Completion Date: August 2016

5. Challenges

While the department completed two major curriculum tasks during 2013-2014, the implementation of the new K-6 Elementary Education and Special Education will present a unique set of challenges in regards to transition of students from old to new programs, academic advising, faculty loads, and scheduling new courses.

We have two major curriculum tasks for 2014-2015, the revision of the M.S.E. programs in Special Education and Reading. While the department has the faculty expertise and dedication to complete the work, these tasks will require an intensive amount of work in development and implementation. In addition, we must take the "need for grow" in both graduate programs very seriously. Until such time as program growth is experience, we will be challenged with decisions associated with low enrollments such as canceling classes, offering courses on two year rotation versus one year, and/or creating program co-horts.

While we have increased the number of online graduate classes, it does pose a challenge in regard to lower enrollment maximums in these classes. Even though ADHE supports 20 students in an on-line class, faculty report that 15 students tend to be more manageable given class preparation time, grading demands, etc. In ECSE, enrollments over 20 tend to be limited to ALP courses. In addition, the technology infrastructure to support delivery of on-line graduate programs is a challenge as faculty and students continue to report insufficient support from IT department. Until the university places technology infrastructure as a priority, our on-line programs will not experience significant growth. Given the university's concern about a decrease in graduate program enrollment, technology infrastructure which supports on-line instruction should be a top priority of the university.

Faculty incentives for scholarship productivity remain an area of concern in the department as faculty teaching loads are full and resources are limited, not allowing any type of release time for faculty research. While The ECSE department has established the Faculty Scholarship Incentive Award and the COE offers a summer research stipends, creative ways to support faculty will continue to be investigated.

We will be faced with a few faculty resource issues such as securing a highly qualified tenure track faculty member in the area of reading and literacy and anticipated phased retirement of a senior faculty member.

The implementation of centralized scheduling could potentially create a challenge at the department, college, and university levels.

6. Opportunities

Given our K-6 Elementary Education and K-12 Special Education undergraduate programs were among the first to be approved by ADHE and ADE, the department has the opportunity to become a state leader in training elementary and special education teachers,

With the proposed changes in the M.S.E. in Reading and the Reading Success Center to emphasize dyslexia, we have the opportunity to become a state leader in preparing teachers in the area of dyslexia, as well as providing a community service to students and their families struggling with dyslexia and other reading difficulties.

With the continued on-line delivery of the graduate program in Special Education and anticipated reduction in M.S.E. program hours to be more in line with other graduate programs, we anticipate program growth.

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.

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.

Given the recent announcement of Dean Pounder's imminent retirement, the College and Department has the opportunity to work closely with the central administration to ensure an experienced, highly qualified dean is employed.

7. Summary

The 2013-2014 year was an incredibly busy one for ECSE in regards to curriculum revision and program changes. While there is always room for improvement, the efforts and achievements over

the past 12 months of the department are significant. Additional productivity and accomplishments are presented in the program statistics which follow.

APPENDIX A: FACULTY PROFILE

Distribution of Full-Time Faculty by Rank

Rank	No.	%
Professor	1	5.56
Associate Professor	4	22.22
Assistant Professor	4	22.22
Senior Lecturer/Clinical Instructor/Lab Instructor	1	5.56
Lecturer/Clinical Instructor/Lab Instructor II	2	11.11
Lecturer/Clinical Instructor/Lab Instructor I	5	27.78
Instructor	0	0.00
Visiting Assistant Professor	0	0.00
Visiting Lecturer	1	5.56
Total	18	100.00

Distribution of Full-Time Faculty by Tenure Status

Tenure Status	No.	%
Tenured	4	22.22
Tenure-Track	5	27.78
Non-Tenure-Track	9	50.00
Total	18	100.00

Distribution of Full-Time Faculty by Graduate Faculty Status

Graduate Faculty	No.	%
Affiliated	1	5.56
Associate	2	11.11
Full	9	50.00
No	6	33.33
Total	18	100.00

List of New Full-Time Faculty

No new full-time faculty in report date range.

List of Administrative Assignments

Kathleen Atkins, Department Chair, July 1, 2000 - Present

Deborah Barnes, Assistant Dean, January 1, 2006 - June 30, 2014

Deborah Barnes, NCATE Coordinator or Co-Coordinator, July 1, 2001 - June 30, 2014

Deborah Barnes, Technology Learning Center Supervisor, July 2013 - April 2014

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	5.56
Black	1	0	3	5.56
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	14	2	25	88.89
Unknown	0	0	0	0.00
Total	15	3	18	100.00
%	83.33	16.67	100.00	

APPENDIX B: INSTRUCTIONAL ACTIVITIES

SSCH by ADHE Term

Term	HS Concurrent	Undergraduate	Graduate	Total
Summer II On-Schedule 2013	0	0	228	228
Summer II Off-Schedule 2013	0	0	0	0
Fall On-Schedule 2013	0	2,766	276	3,042
Fall Off-Schedule 2013	0	0	0	0
Spring On-Schedule 2014	0	3,150	327	3,477
Spring Off-Schedule 2014	0	0	0	0
Summer I On-Schedule 2014	0	63	246	309
Summer I Off-Schedule 2014	0	0	0	0

Fiscal Year	HS Concurrent	Undergraduate	Graduate	Total
2009-2010	0	6,369	2,085	8,454
2010-2011	0	5,016	1,395	6,411
2011-2012	0	4,833	1,173	6,006
2012-2013	0	5,970	957	6,927
2013-2014	0	5,979	1,077	7,056

Academic Advising Loads

Term	Undergraduate	Graduate
Fall 2013	325	48
Spring 2014	321	0

Total Undergraduate Program Enrollment

Summer II On-Schedule 2013	Enrolled
BSE-P-4 Licensure	6
Term Total	6
Fall On-Schedule 2013	Enrolled
BSE-P-4 Licensure	192
Term Total	192
Spring On-Schedule 2014	Enrolled
BSE-P-4 Licensure	217
Term Total	217
Summer I On-Schedule 2014	Enrolled
BSE-P-4 Licensure	37

Term Total 37

BSE-P-4 Licensure	Enrolled
Fall On-Schedule 2013	192
Fall On-Schedule 2012	216
Fall On-Schedule 2011	225
Fall On-Schedule 2010	384
Fall On-Schedule 2009	343

Total Graduate Program Enrollment

Summer II On-Schedule 2013	Enrolled
GC-Early Childhood Special Education	0
Instructional Specialist (P-4)	
GC-Gifted and Talented Education	9
GC-Instructional Facilitator	0
GC-Special Education Instructional Specialist 4-12	6
MSE-Reading	10
MSE-Special Education	13
Term Total	38

Fall On-Schedule 2013	Enrolled
GC-Early Childhood Special Education	2
Instructional Specialist (P-4)	
GC-Gifted and Talented Education	11
GC-Instructional Facilitator	1
GC-Special Education Instructional Specialist 4-12	14
MSE-Reading	15
MSE-Special Education	17
Term Total	60

Spring On-Schedule 2014	Enrolled
GC-Early Childhood Special Education	1
Instructional Specialist (P-4)	
GC-Gifted and Talented Education	11
GC-Instructional Facilitator	1
GC-Special Education Instructional Specialist 4-12	11
MSE-Reading	17
MSE-Special Education	18
Term Total	59

Summer I On-Schedule 2014	Enrolled
GC-Early Childhood Special Education	6
Instructional Specialist (P-4)	
GC-Gifted and Talented Education	0
GC-Instructional Facilitator	0
GC-Special Education Instructional Specialist 4-12	13
MSE-Reading	9
MSE-Special Education	13
Term Total	41
GC-Early Childhood Special Education	Enrolled

Instructional Specialist (P-4)	
Fall On-Schedule 2013	2
Fall On-Schedule 2012	2
Fall On-Schedule 2011	2
GC-Gifted and Talented Education	Enrolled
Fall On-Schedule 2013	11
Fall On-Schedule 2012	0
GC-Instructional Facilitator	Enrolled
Fall On-Schedule 2013	1
Fall On-Schedule 2012	1
Fall On-Schedule 2011	2
Fall On-Schedule 2010	0
GC-Special Education Instructional Specialist 4-12	Enrolled
Fall On-Schedule 2013	14
Fall On-Schedule 2012	3
Fall On-Schedule 2011	0
MS-Early Childhood Education	Enrolled
Fall On-Schedule 2009	6
MSE-Reading	Enrolled
Fall On-Schedule 2013	15
Fall On-Schedule 2012	13
Fall On-Schedule 2011	12
Fall On-Schedule 2010	22
Fall On-Schedule 2009	32
MSE-Special Education	Enrolled
Fall On-Schedule 2013	17
Fall On-Schedule 2012	18
Fall On-Schedule 2011	23
Fall On-Schedule 2010	42
Fall On-Schedule 2009	41

Total Undergraduate Program Degrees Awarded

August 2013	Degrees Awarded
BSE-P-4 Licensure	0
Total	0
December 2013	Degrees Awarded
BSE-P-4 Licensure	33
Total	33
May 2014	Degrees Awarded
BSE-P-4 Licensure	50
Total	50
BSE-P-4 Licensure	Degrees Awarded
2013-2014	83
2012-2013	63
2011-2012	71

2010-2011	70
2009-2010	73
Total	360

Total Graduate Program Degrees Awarded

August 2013	Degrees Awarded
GC-Early Childhood Special Education Instructional Specialist (P-4)	0
GC-Gifted and Talented Education	0
GC-Instructional Facilitator	0
GC-Special Education Instructional Specialist 4-12	0
MSE-Reading	1
MSE-Special Education	4
Total	5

December 2013	Degrees Awarded
GC-Early Childhood Special Education Instructional Specialist (P-4)	0
GC-Gifted and Talented Education	0
GC-Instructional Facilitator	0
GC-Special Education Instructional Specialist 4-12	0
MSE-Reading	3
MSE-Special Education	1
Total	4

May 2014	Degrees Awarded
GC-Early Childhood Special Education Instructional Specialist (P-4)	0
GC-Gifted and Talented Education	5
GC-Instructional Facilitator	0
GC-Special Education Instructional Specialist 4-12	0
MSE-Reading	2
MSE-Special Education	0
Total	7

GC-Early Childhood Special Education Instructional Specialist (P-4)	Degrees Awarded
2013-2014	0
2012-2013	1
2011-2012	0
Total	1

GC-Gifted and Talented Education	Degrees Awarded
2013-2014	5
2012-2013	0
Total	5

GC-Instructional Facilitator	Degrees Awarded
2013-2014	0
2012-2013	0

2011-2012	0
2010-2011	0
Total	0

GC-Special Education Instructional Specialist 4-12

Degrees Awarded

2013-2014	0
2012-2013	0
2011-2012	0
Total	0

MS-Early Childhood Education

Degrees Awarded

2010-2011	5
2009-2010	3
Total	8

MSE-Reading

Degrees Awarded

2013-2014	6
2012-2013	3
2011-2012	9
2010-2011	15
2009-2010	17
Total	50

MSE-Special Education

Degrees Awarded

2013-2014	5
2012-2013	9
2011-2012	11
2010-2011	3
2009-2010	13
Total	41

Number of Directed Individual Student Learning Activities

Involvement Type	No.
Honors Thesis Advisor	5
Honors Thesis Committee Member	3
Honors Tutorial Advisor	1
Master's Thesis Committee Member	2
Other	1
Total	12

Number of Directed Group Student Learning Activities

Involvement Type	No.
Service Learning	1
Other	1
Total	2

Number of Non-Credit Instruction Activities

Instruction Type	No.
Guest Lecture	1
Workshop	1
Other	1
Unknown	1
Total	4

APPENDIX C: SCHOLARSHIP

Total Contracts and Grants

Organization	Under Review		Funded	
	No.	Total Funds	No.	Total Funds
	0	\$0	0	\$0
Federal	1	\$5,000	2	\$3,000,000
State	0	\$0	4	\$18,500
Other	0	\$0	0	\$0
Total External	1	\$5,000	6	\$3,018,500
University of Central Arkansas	0	\$0	10	\$28,696

List of Grants and Contracts

- Barnes, C. D., "Faculty Scholarship Incentive grant," University of Central Arkansas, \$710.00. (November 2013).
- Barnes, C. D., "Community Action Development Grant," Sponsored by Mothers for Education, State, \$500.00. (August 2013).
- Barnes, C. D., "Service-Learning Faculty Fellows," Sponsored by College of Education, University of Central Arkansas, \$2,600.00. (July 2013 - August 2013).
- Crow, R. I. (Principal Investigator), "ECSE Faculty Scholarship Incentive Grant," Sponsored by Department of ECSE, UCA, University of Central Arkansas, \$530.00. (January 17, 2014).
- Dallas, J. L. (Principal Investigator), "Better Beginnings Grant," Sponsored by Arkansas Department of Human Services, State, \$1,500.00. (April 1, 2013 - Present).
- Dallas, J. L. (Principal Investigator), "Enhancement Grant," Sponsored by Arkansas Department of Human Services, State, \$1,500.00. (April 1, 2012 - Present).
- Filer, J. D., Sponsored by Maternal and Child Health, Federal, \$1,500,000.00. (August 2011 - Present).
- Filer, J. D. (Primary Investigator for the Sub-Award), "Research Subaward from UAMS LEND Grant," Sponsored by Maternal and Child Health, Federal, \$1,500,000.00. (August 2011 - June 2014).
- Kohler, P. A. (Principal Investigator), Cooper, M. J., "SIM Learning Strategies," Sponsored by AR Department of Education, State, \$15,000.00. (February 10, 2014 - July 2015).
- Kohler, P. A. (Former Student), "Faculty Incentive Award," Sponsored by ECSE Department Chair, University of Central Arkansas, \$400.00.
- Mankey, T. A. (Co-Principal Investigator), Filer, J. D. (Co-Principal Investigator), Hidecker, M. (Co-Principal Investigator), Crook, T. (Co-Principal Investigator), Sponsored by Center for Disease Control/Association of University of Centers on Disability, Other, \$48,565.00.
- Oslick, M. E., "Entergy Charitable Foundation Grant," Sponsored by Entergy, Federal, \$5,000.00.

- Oslick, M. E., "Foundation Grant," Sponsored by UCA Foundation, University of Central Arkansas, \$3,000.00.
- Oslick, M. E., "Giving Tree Grant," Sponsored by Arkansas Community Foundation, State, \$3,000.00.
- Oslick, M. E., "Foundation Grant," Sponsored by UCA Foundation, University of Central Arkansas, \$3,000.00. (April 2014 - May 2015).
- Oslick, M. E., "Community Service Funding Grant," Sponsored by America Reads, University of Central Arkansas, \$8,000.00. (August 2013 - July 2014).
- Oslick, M. E., "Faculty Development Grant," Sponsored by IDC, University of Central Arkansas, \$500.00. (February 2014 - May 2014).
- Oslick, M. E., "Community Service Funding Grant," Sponsored by America Reads, University of Central Arkansas, \$8,000.00. (August 2012 - July 2013).
- Pearson, M. M., Sponsored by Arkansas Governor's Developmental Disabilities Council, State, \$79,000.00.
- Pearson, M. M., Sponsored by Arkansas Governor's Developmental Disabilities Council, \$78,122.00.
- Pearson, M. M., (UCA Outreach), Sponsored by Arkansas Governor's Developmental Disabilities Council, State, \$49,999.00.
- Pearson, M. M. (Principal Investigator), "Early Childhood and Special Education Faculty Department Grant," Sponsored by Early Childhood and Special Education Department, University of Central Arkansas, \$750.00.
- Pearson, M. M., "Early Childhood and Special Education Faculty Department Grant," Sponsored by Early Childhood and Special Education Department, University of Central Arkansas, \$750.00. (January 2013 - Present).
- Pearson, M. M. (Principal Investigator), "National Center for Special Education Research; Institute of Education Sciences, Washington D.C.," Sponsored by IES, Federal, \$378,458.00. (December 2013).
- Pearson, M. M., "Central Arkansas College of Education Faculty Research Incentive Grant," Sponsored by College of Education, University of Central Arkansas, \$4,166.00. (June 2013 - August 2013).

Number of Accepted or Published Publications by Type

Type	Peer Reviewed	Non-Peer Reviewed	Total	Student Author
Chapter	3	0	3	0
Conference Proceeding	1	0	1	0
Journal Article	5	3	8	1
Other	0	4	4	0
Total	9	7	16	1

Number of Submitted Publications by Type

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

List of Publications

A. Peer Reviewed

1. Accepted or Published

Barnes, C. D., Crow, R. I. (2014). The changing tide: The effects of Common Core State Standards on early childhood curriculum. *US-China Education Review*.

Barnes, C. D., Crow, R. I., Cooper, M. J. (2014). Children Building Global Relationships. *Childhood Explorer/ACEI*(Winter 2014), 10-12.

Barnes, C. D., Filer, J. D., Cooper, M. J. (2013). *Developing Dispositions of College Students Through Mentoring* (pp. 1401-1408). Albuquerque, NM: University of New Mexico.

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.

Filer, J. D., Barnes, C. D., Cooper, M. J. Developing Dispositions for Success: Faculty Members Working in Partnership with Students. *US-China Education Review*, 4(1), 1-12.

Kohler, P. A., Webster Smith, A., Albritton, S. L. (2013). Conversations for school personnel: A new pathway to school improvement. *Education*, 134(1), 19-24.
projectinnovation@subscriptionoffice.com

Oslick, M. E. (2014). 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*. New York, USA: Routledge.

Oslick, M. E. (in press). Using Multicultural Children's Literature about Criminal Justice Issues: Fostering Aesthetic Reading Responses. In N. Gallavan (Ed.), *Annual Editions: Multicultural Education*, 17th edition (17th ed.). New York, USA: McGraw-Hill.

Oslick, M. E., Lowery, R. M. (2013). "Gotta Love Technology!" Pre-service Teachers Transformation in a Blended Online Multicultural Literature Course. In J. Whittingham, S. Huffman, W. Rickman, & C. Wiedmaier (Ed.), *Technological Tools for the Literacy Classroom*. Hershey, PA: IGI Global.

2. Submitted

Crow, R. I., Cooper, M. J., Dallas, J. L. Emergency Relief for Teachers for Teachers of Children Who Challenge. *Dimensions of Early Childhood*.

Crow, R. I. Service Learning in Preschool? How College Students and Young Children Can Teach One Another. *Community Works: Online Journal for Educators*.

Pearson, M. M., Clavenna-Deane, E., Carter, K. S. Special educator's attitudes toward aspects of their jobs and inclusion rates of their students with significant disabilities. *International Journal of Inclusive Education*.
<http://www.tandfonline.com/toc/tied20/current#.Uv59JbTjHSg>

B. Non-Peer Reviewed

1. Accepted or Published

- Barnes, C. D. (in press). Finding the Right School Environment. *To appear in Teachers of Color*. teachersofcolor.com
- Barnes, C. D. (2013). In Mary Dee Wnniger (Ed.), *Improve Teaching: Examine your role, relevance and relationship.*: Women in Higher Education. wihe.com
- Barnes, C. D. (2013). *Service Learning: A Superordinate Goal for Teaching* (2nd ed., vol. 1, pp. 8). Conway, Ar: Mashburn Voice.
<http://uca.edu/education/2013/10/22/the-mashburn-voice/>
- Barnes, C. D. (2013). Leading with my Vitae. *The Journal of Blacks in Higher Education*, 2. jbhe.com
- Barnes, C. D., Kohler, P. A. (2013). In Catherine Stover, Managing Editor (Ed.), *Remembering Our Mission to Teach* (NA ed., vol. NA, pp. 2). Madison, WI, USA: Magna Publications Faculty Focus. www.magnapubs.com
- 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. (2013). In Mashburn Center for Learning, UCA (Ed.), *The importance of social emotional learning (SEL)* (1st ed., vol. 1, pp. 1). Conway, AR: The Mashburn Voice.

2. Submitted

No data available

Number of Presentations by Scope

Scope	Invited		Accepted		Total	Student Author
	Peer Reviewed	Non-Peer Reviewed	Peer Reviewed	Non-Peer Reviewed		
Local	0	5	0	1	7	0
State	1	2	4	3	19	0
Regional	0	0	2	0	4	0
National	0	0	5	0	6	0
International	0	0	5	0	6	1
Unknown	0	0	0	0	5	0
Total	1	7	16	4	47	1

List of Presentations

A. Peer Reviewed

- 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.
- Bunn, G. O., Benson, T. R., Barnes, D. L. (Feb. 2014). *Two Models, One Outcome: Getting the best from both UTeach and traditional teacher education programs*. Paper Session presented at Association of Teacher Educators Annual Conference, Association of Teacher Educators, St. Louis, MO.

- Cain, D. D., Oslick, M. E. (Mar. 2014). *Dyslexia: The Myths, Facts and Interventions*. Workshop presented at University of Central Arkansas Collegiate Middle Level Association (CMLA) Conference, Conway, AR.
- Crow, R. I., Dallas, J. L. (Jan. 2014). *Service learning as a teaching strategy for early learners*. Colloquium presented at Southern Early Childhood Association, Williamsburg, VA.
- Crow, R. I. (Nov. 2013). *Service learning as an inclusive teaching strategy*. Colloquium presented at Arkansas Council for Exceptional Children, Hot Springs, AR.
- Filer, J. D., Barnes, C. D., Cooper, M. J., (Nov. 2013). *Developing Dispositions of College Students Through Mentoring*. Paper Session presented at Mentoring Conference: Impact and Effectiveness of Developmental Relationships, University of New Mexico, Albuquerque, NM.
- Howard, L. C. (Nov. 2013). *Sparking Their Curiosity: Writing Nonfiction in the Primary Grades*. Workshop presented at Arkansas Reading Association Annual Conference, ARA, Little Rock, AR.
- Hu, H., Oslick, M. E. (Mar. 2014). *Web 2.0 Tools: a Valuable Support to Teachers of Struggling Readers*. Roundtable presented at Society for Information Technology & Teacher Education (SITE).
- Kohler, P. A., Karayazi, S.*. (Dec. 2013). *The Use of Social Stories for a Young Adult with Autism*. Poster Session presented at TASH Conference, 2013, TASH, Chicago.
- Lowery, R., Oslick, M. E. (Oct. 2013). *2013 Orbis Pictus Award & More: Balancing Children's Literacy with Nonfiction Books*. Paper Session presented at Florida Reading Association (FRA), Sanibel Island, FL.
- Oslick, M. E., Benson, T. R. (2014). *Examining Social Justice Issues in Common Core Anchor Texts*. Roundtable presented at International Reading Association (IRA).
- Oslick, M. E. (Apr. 2014). *Orbis Pictus Award & More: Balancing Children's Literacy with Nonfiction Books*. Paper Session presented at Arkansas Association of Instructional Media (AAIM), Ft. Smith, AR.
- Oslick, M. E., Benson, T. R. (Feb. 2014). *Examining Social Justice Issues in Common Core Anchor Texts*. Paper Session presented at Association of Teacher Educators (ATE).
- Oslick, M. E. (Nov. 2013). *2013 Orbis Pictus Award & More: Balancing Children's Literacy with Nonfiction Books*. Paper Session presented at Arkansas Curriculum Conference (ACC), Little Rock, AR.
- Oslick, M. E., Benson, T. R. (Nov. 2013). *Examining Social Justice Issues in Common Core Anchor Texts*. Paper Session presented at Arkansas Curriculum Conference (ACC), Little Rock, AR.
- Oslick, M. E., Benson, T. R. (Nov. 2013). *Examining Social Justice Issues in Common Core Anchor Texts*. Paper Session presented at Arkansas Reading Association (ARA), Little Rock, AR.
- Oslick, M. E. (Oct. 2013). *2013 Orbis Pictus Award & More: Balancing Children's Literacy with Nonfiction Books*. Paper Session presented at Southeastern Regional Association of Teacher Educators (SRATE).

- Oslick, M. E., Benson, T. R. (Oct. 2013). *Examining Social Justice Issues in Common Core Anchor Texts*. Paper Session presented at Southeastern Regional Association of Teacher Educators (SRATE).
- Oslick, M. E., Benson, T. R. (Sept. 2013). *Examining Social Justice Issues in Common Core Anchor Texts*. presented at Arkansas Association of Teacher Educators (ArATE), Conway, AR.
- Pearson, M. M., Filer, J. D., Kohler, P. A. (Apr. 2014). *Education Quality of Life for Students with Rare Health Disorders*. Other presented at Council for Exceptional Children, Philadelphia, Pennsylvania.
- Pearson, M. M., Oslick, M. E. (Nov. 2013). *The Schneider Family Book Award*. Paper Session presented at Arkansas Federation of the Council for Exceptional Children (AR-CEC), 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. *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.
- Pearson, M. M. (Nov. 2013). *Customized Employment Processes and Creative Means of Employment for Youth and Young Adults with Disabilities*. Other presented at Arkansas Council for Exceptional Children Annual Conference, Hot Springs, AR.
- Pearson, M. M. (Nov. 2013). *Ideas for Working with Adolescents with Developmental Disabilities and Behavior Problems*. Workshop presented at Arkansas Council for Exceptional Children Annual Conference, Hot Springs, AR.
- Pearson, M. M. (Sept. 2013). *Education Quality of Life for Students with Rare Health Disorders and Significant Disabilities*. Other presented at Arkansas Developmental Disabilities Network 2013 Annual State Conference, Hot Springs, AR.
- Pearson, M. M. (Sept. 2013). *Customized and Creative Employment Options for People with Developmental Disabilities*. Other presented at Arkansas Developmental Disability Network 2013 Annual State Conference, Hot Springs, AR.
- Webster Smith, A., Albritton, S. L., Kohler, P. A. (Feb. 2014). *Meaningful conversations: The way to comprehensive and transformative school improvement*. Roundtable presented at Association of Teacher Educators, St. Louis.

B. Non-Peer Reviewed

- Barnes, C. D., Dix, S. E., Little, K. S., Pitchford, A. H. (Oct. 2013). *How We Use Service-Learning*. Panel presented at Focus on Learning, Conway, Ar.

Cain, D. D. *Dyslexi Myths and Facts*. Workshop presented at Dyslexia Project, Dyslexia Project, Conway.

Cain, D. D. (Sept. 2013). *Work Job Boxes*. Workshop presented at UCA SCEC, UCA SCEC, UCA.

Feng, S. (2013). *American schools and American students: Presentation to new public school teachers of Chinese for Arkansas Department of Education*. Workshop, UCA Confucius Institute, Conway, Arkansas.

Atkins, K. R. (Panelist). (Jan. 2014). *Panel on Tenure, Promotion, & Advancement*. Panel presented at Professional Conversations:, College of Education, Mashburn Hall.

Howard, L. C. (Mar. 2014). *Literacy Make-and-Take Sesson*. Workshop presented at ACEI March meeting, ACEI- UCA, UCA.

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. *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.

APPENDIX D: PROFESSIONAL DEVELOPMENT AND RECOGNITION

Number of Faculty Development Activities Attended

Type of Activity	No.
Conference	12
Course Towards a Degree	4
Self-Study Program	1
Seminar	21
Tutorial	2
Workshop	25
Other	15
Unknown	2
Total	82

List of Awards and Honors

Cain, Donna D AR CEC Orlan Jack Morgan, AR CEC, Leadership, State. (November 2013).

Kohler, Patricia Ann Certificate of Recognition for Distinctive Growth in Online teaching, UCA IDC, Teaching, University. (April 23, 2014).

Feng, Shoudong College Education Teacher of the Year 2013, ACTELA, Teaching, State. (October 31, 2013).

Oslick, Mary Ellen College of Education Research and Scholarship Award, University of Central Arkansas, Scholarship/Research, College. (May 2014).

Howard, Leeann C Local Community Award (NCARC- 3rd place), Internatinoal Reading Association, Service, Community, International. (May 2014).

Oslick, Mary Ellen Virginia Hamilton Essay Award, Virginia Hamilton Conference Board, Scholarship/Research, International. (February 2014).

APPENDIX E: SERVICE AND COMMUNITY ENGAGEMENT

Number of Activities with External Partners

Type of Activity	No.
Fundraising	2
Service Learning	1
Other	1
Unknown	2
Total	6

Number of University Service Activities

Type of Activity	Leadership Positions*	Non-Leadership Positions	Total
Department	18	54	72
College	9	35	44
University	1	19	20
Total	46	108	154

* 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
Unknown	0	72	72
Total	0	72	72

* 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
Chair/Co-Chair/Leader	0	3	0	1	0	4
Editor	0	0	0	1	1	2
Member	1	11	2	1	1	16
Officer (Not President)	0	4	0	0	0	4
President	1	1	0	0	0	2
Reviewer	0	0	1	3	0	4
Other	0	2	0	4	1	7
Total	2	21	3	10	3	39

Number of Public Service Activities by Scope of Organization

Position/Role	Local	State	Regional	National	International	Total
Board Member/Trustee	2	2	0	0	0	4
Coordinator/Organizer	0	0	0	0	0	0
Director	1	0	0	0	0	1
Other	2	0	0	0	0	2
Total	2	21	3	10	3	39