



**Department of
Elementary, Literacy, and Special Ed**

Annual Report

July 1, 2022 - June 30, 2023

1. Mission Statement

2. Status/Achievement of 2023 Goals

Goal 1: Elementary, Literacy, and Special Education faculty will be actively involved in research/scholarship that contributes to their discipline and to the profession.

Related UCA Strategic Planning Goals

CV a: Intellectual Excellence: We believe in lifelong intellectual development of students, faculty, and staff. We are committed to the free pursuit of knowledge and continuous growth in learning and teaching. (Educated Citizens, Scholarship, Cultural Competence, Learning Environment)

Action Plans

1a.

Expected Results:

Actual Results: Ms. Miller obtained PVEH Fellowship grant to support incorporate transformational and innovative learning experiences that are grounded in evidence-based practices

Dr. Walthall presented at ALA Annual Conference

Dr. Walthall presented virtually for AR Infant/Mother Mental Health Association

Dr. Walthall obtained a grant from state for SPED Teacher Resource Academy

Dr. Sorbet presented at ATE

Dr.'s Sorbet, Thompson, and Perry presented at MSERA

Dr. Sorbet served as Faculty Fellow in Service Learning Institute CETAL

Ms. Miller served as STEM Praxis for Elementary Grades Multistate Standard Setting Study Panelist

Ms. Calhoun and Dr. Kohler presented at the ADE Summit

Dr. Kohler completed Sabbatical with focus on UCA Labyrinth and Mindfulness, recorded 35 minute video on UCA Labyrinth, and secured a sign directing students and faculty to UCA Labyrinth

Dr. Kohler published article on labyrinth in Mountain View

Dr. Kohler conducted first ever training in student labyrinth facilitation with UCA graduate and undergraduate candidates

Dr. Filer presented a webinar (with Candice Maxwell) for the Arkansas Association for Infant Mental Health

Dr. Lenz presented at MSERA in Little Rock on increasing oral reading reading fluency using effective practices for Open Education Resources

Dr. Lenz presented at the 2022 Education Alliance Symposium held at the U.S. Institute for Peace in Washington D.C. on effective practices for using open education resources.

Dr. Lenz prepared and submitted three research reports on the effects of effective practices on using open education resources in supplemental support programs

Dr. Lenz published a chapter on teaching good strategies in a secondary methods textbook

Dr. Lenz engaged in research on word identification intervention research, which was reviewed and given highest ratings by the National Center for Intensive Intervention

Status:

Supporting Program Statistics

Links to Supporting Documents

None

Goal 2: The Elementary, Literacy, and Special Education will recruit, retain, and support a diversity of students, faculty, and staff.

Related UCA Strategic Planning Goals

CV a: Intellectual Excellence: We believe in lifelong intellectual development of students, faculty, and staff. We are committed to the free pursuit of knowledge and continuous growth in learning and teaching. (Educated Citizens, Scholarship, Cultural Competence, Learning Environment)

CV c: Diversity: We are dedicated to attracting and supporting a diverse student, faculty and staff population and enhanced multicultural learning opportunities. We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas, including race, ethnicity, religion, spiritual beliefs, national origin, age, gender, marital status, socioeconomic background, sexual orientation, physical ability, political affiliation, and intellectual perspective. (Recruitment and Retention, Support, Knowledge)

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

Action Plans

2a.

Expected Results:

Actual Results: Ms. Miller attended Beyond Civility Workshop with the Winthrop Rockefeller Institute, Office of Institutional Diversity and Inclusion

Dr. Lenz received and implemented Graduate School Recruitment Grant to recruit more diverse enrollment through social media campaign

Ms. Brown and Ms. Hunter organized and maintained ELSE Clothes Closet for professional dress and the ELSE Food Pantry

Status: Completed

Supporting Program Statistics

Links to Supporting Documents

None

Goal 3: The Elementary, Literacy, and Special Education will incorporate transformational and innovative learning experiences that are grounded in evidence-based practices.

Related UCA Strategic Planning Goals

CV a: Intellectual Excellence: We believe in lifelong intellectual development of students, faculty, and staff. We are committed to the free pursuit of knowledge and continuous growth in learning and teaching. (Educated Citizens, Scholarship, Cultural Competence, Learning Environment)

Action Plans

3a.

Expected Results:

Actual Results: ELSE created a new dual licensure BSE for elementary education and special education

Teacher Candidates in Ms. Miller's ELSE 4316 obtained their National Certification Project Learning Tree and Project WILD.

Dr. Walthall, Ms. Calhoon, Dr. Feng, and Dr. Perry organized Bears Read and supported students in ELSE 3305 and ELSE 4319 to read aloud, create a parent newsletter and social/emotional learning activities for Pre-K students with and without disabilities at Pediatrics Plus.

Dr. Thompson worked to create an option where MSE in Literacy Students can complete additional Practicum hours (newly created classes ELSE 6351 and 6352) to earn CERI Dyslexia Interventionist or Dyslexia Specialist certifications.

Dr. Perry and Dr. Thompson developed VideoAnt and Bug in Ear options for field requirements in the MSE in Literacy Practicum

Ms. Cain completed DESE approved new revisions to the BSE Special Education K-12 licensure program.

Status: Completed

Supporting Program Statistics

Links to Supporting Documents

None

Goal 4: All Elementary, Literacy, and Special Education programs will sustain a data-driven quality assurance process for continuous program improvement.

Related UCA Strategic Planning Goals

CV a: Intellectual Excellence: We believe in lifelong intellectual development of students, faculty, and staff. We are committed to the free pursuit of knowledge and continuous growth in learning and teaching. (Educated Citizens, Scholarship, Cultural Competence, Learning Environment)

Action Plans

4a.

Expected Results:

Actual Results: Dr. Walthall served as part of CAEP Committee for continuous improvement

Dr. Walthall served as part of the Faculty Handbook Committee for college improvement for faculty.

Dr. Sorbet held annual advisory board meeting for the K6 program

Ms. Cain and Dr. Lenz held annual advisory board meeting for undergraduate and graduate special education program planning

Dr. Lenz established new processes for Special Education Graduate faculty to collaboratively review data and develop continuous improvement plan for graduate programs

Dr. Lenz created and implemented two new model assessments for the special education MSE & GC graduate programs

Dr. Lenz created two new model assessments for the special education undergraduate and MAT graduate programs for the unit plan and IoSL model assessments

Dr. Lenz developed new course for special education (ELSE 4322) in content area adolescent literacy to replace (MSIT 4325) in disciplinary literacy

Dr. Thompson, Ms. Herrington, Dr. Perry, and Dr. Feng held yearly advisory board

meetings

Dr. Thompson, Ms. Herrington, Dr. Perry, and Dr. Feng held meetings with graduate literacy faculty to analyze/discuss/make changes as a result from the yearly program report

Ms. Cain created and implemented a new model assessments for the special education BSE program

Status: Completed

Supporting Program Statistics

Links to Supporting Documents

None

Goal 5: The Elementary, Literacy, and Special Education will develop, implement, and review a Strategic Equity Plan that includes processes, practices, and polices that anchor equity.

Related UCA Strategic Planning Goals

CV c: Diversity: We are dedicated to attracting and supporting a diverse student, faculty and staff population and enhanced multicultural learning opportunities. We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas, including race, ethnicity, religion, spiritual beliefs, national origin, age, gender, marital status, socioeconomic background, sexual orientation, physical ability, political affiliation, and intellectual perspective. (Recruitment and Retention, Support, Knowledge)

Action Plans

5a.

Expected Results:

Actual Results: Dr. Lenz developed and implemented Special Education academic support plan for conditionally admitted graduate students

Faculty and the Office of Candidate Services held Praxis and FOR workshops, in order to help improve test scores for licensure.

Status: Completed

Supporting Program Statistics

Links to Supporting Documents

None

Goal 6: The Elementary, Literacy, and Special Education will continuously engage partners to maximize program quality and opportunity for all.

Related UCA Strategic Planning Goals

CV b: Community: We value and respect as our greatest asset the people who make up our community – students, faculty, and staff, as well as the people connected to us through ties to our local community and region, the state of Arkansas, our nation, and the world. That is, we believe people are the focus of our institution. (Collegiality, Partnerships, Safe and Health Environment, Service)

Action Plans

6a.

Expected Results:

Actual Results: Dr. Filer Awarded Leadership and Education in Neurodevelopmental Disabilities (LEND) subaward grant \$88,668

Dr. Filer Awarded Community Service Bears Read grant

Stefanie Sorbet served on Arch Ford's novice teacher advisory board and attend Novice teacher meetings

Dr. Walthall attended Curriculum Meetings with the state with T&L (Debbie Dailey) and Leadership Studies (Nathan White)

Dr. Sorbet delivered a Morning Meeting presentation to ARCH Ford Novice teacher training.

Dr. Kohler and Mrs. Calhoon of the UCA Mashburn Center were awarded the following grants:

\$125,000 from Great Rivers Coop for Learning Strategies

\$89,750 from SWHS

\$13,000 from PCSSD (Mills)

\$12,000 from PCSSD (SPED)

Dr. Lenz served as program designer and external evaluator for the Faulkner County Boys & Girls Club Summer Program

Dr. Lenz Served as program designer and external evaluator for the Faulkner County Boys & Girls Club after-school program

Dr. Lenz Served as program designer and external evaluator for the Club after-school program

Dr. Lenz served as program designer and external evaluator for the Anna Strong Learning Academy Lee County School District after-school program

Dr. Perry served on the Board of the North Central Arkansas Reading Council

Dr. Thompson and Dr. Perry served on the Board of the Arkansas Literacy Association

Dr. Thompson and Dr. Perry served on the Arkansas Diamond Book Award Committee

Dr. Thompson partnered with West Virginia University as a consultant and external evaluator for an afterschool and summer virtual tutoring project. Analyzing as an example to possibly replicate.

Dr. Thompson partnered with The Center for Multisensory Learning in West Virginia as a consultant and external evaluator for an afterschool and summer virtual tutoring project at Boys and Girls clubs in West Virginia, Ohio, and expanding. Analyzing as an example to possibly replicate.

Dr. Thompson served as an Examiner with IDA in improving the application process for accreditation as well as reviewing current applicants.

Ms. Cain served on Board at Compass Learning Academy

Ms. Cain provided ELSE Students opportunities to provide reading Intervention to students at Compass Learning Academy

Ms. Calhoon, Dr. Feng, Dr. Walthall, Dr. Thompson, and Dr. Perry partnered with Pediatrics Plus for service learning surrounding literacy and social/emotional learning.

Dr. Lenz served on the advisory board of the University of Kansas Center for Research on Learning Xtreme Reading Program national implementation cadre

Dr. Lenz served on the advisory board of the University of Kansas Center for Research on Learning SIM Preservice Implementation Cadre

Ms. Herrington partnered with Julia Lee Moore to assist with their Read Aloud Day

Ms. Cain provided Inservice for White County Central School teachers

Ms. Cain served as an Examiner with IDA in improving the application process for accreditation as well as reviewing current applicants.

Ms. Cain continued to work with Stronger Together-The Alliance for Reading Science in Higher Education STARS program in conjunction with Stephanie Stollar (MSJ) Amy Murdoch (MSJ), Gordon State University to organize and set up professional development in conjunction with the IDA conference and the Reading League Conference.

Ms. Brown and Ms. Cain worked with Compass Academy to provide support for Compass' prom, which had to be relocated due to their school flooding the day of the prom.

Status: Completed

Supporting Program Statistics

Links to Supporting Documents

None

3. 2024 Goals

4. Five-year Goals

5. Challenges

A few external challenges were two retirements and one mid-year resignation. While Dr. Maxwell, the mid-year resignation, stayed on as an adjunct for one course in the Spring, it still left the department down a faculty member for committee and other service needs. The two retirements involved long time faculty members who played a large role in both the BSE in Elementary and Special Education programs. While they remained for the entire year, the department had multiple search committees going on during the year, in order to fill three clinical roles.

This academic year also brought a shift from field placement responsibilities from the ELSE department to the Office of Candidate Services. Many faculty struggled with this transition, which posed some challenges in dynamics in and across departments.

Lastly, travel funding proved to be a challenge, as is the case in most semesters. The ELSE department has to use travel funds to pay for early field supervisor mileage reimbursement. This all but depletes the money that should/could be going to faculty members for conference and professional development travel.

6. Opportunities

The department successfully created a new online dual-licensure program for elementary and special education. This program was approved by the university and by the Arkansas Department of Education. This new program will make earning a degree and teaching license in the state of Arkansas a reality for so many who have been unable to access an education beyond a two-year degree. The program is set to launch the first cohort in the Spring of 2024.

7. Summary

Faculty continue to work in the field to develop and maintain strong partnerships with public schools, local community organizations, and organizations that reach beyond the state of Arkansas. Service by the ELSE faculty is second to none. This is evident when one sees the many programs, volunteer work, and service to the department, college, and university with which they participate in throughout the year.

The Mashburn Center continues to be another bright spot that is housed within the department, bringing in over \$200,000 in grant funding to support their work. Faculty continue to find multiple opportunities for funding to support their research and teaching.

Even with limited funding, several faculty members found ways to attend conferences where they were able to share their research and teaching expertise with those beyond Arkansas.

Moving forward, the implementation of new and reconfigured programs will bring both exciting opportunities and challenges. However, the department is confident in the energy that is present and look forward to the future of the department.

APPENDIX A: FACULTY PROFILE

Distribution of Full-Time Faculty by Rank

Rank	Continuing	New	Total	%
Professor	0	0	0	
Associate Professor	0	0	0	
Assistant Professor	0	0	0	
Senior Lecturer/Clinical Instructor/Lab Instructor	0	0	0	
Lecturer/Clinical Instructor/Lab Instructor II	0	0	0	
Lecturer/Clinical Instructor/Lab Instructor I	0	0	0	
Instructor	0	0	0	
Visiting Assistant Professor	0	0	0	
Visiting Lecturer	0	0	0	
Total	0	0	0	

Distribution of Full-Time Faculty by Tenure Status

Tenure Status	Continuing	New	Total	%
Tenured	0	0	0	
Tenure-Track	0	0	0	
Non-Tenure Track	0	0	0	
Total	0	0	0	

Distribution of Full-Time Faculty by Graduate Faculty Status

Graduate Faculty	Continuing	New	Total	%
Affiliated	0	0	0	
Associate	0	0	0	
Full	0	0	0	
No	0	0	0	
Total	0	0	0	

List of New Full-Time Faculty

No new full-time faculty in report date range.

List of Administrative Assignments

No data available

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

Race/Ethnicity	Female	Male	Total	%
American Indian or Alaska Native	0	0	0	
Asian	0	0	0	
Black or African American	0	0	0	
Hispanic/Latino of Any Race	0	0	0	
Native Hawaiian or Other Pacific Islander	0	0	0	
Two or More Races	0	0	0	
White	0	0	0	
Non-Resident Alien	0	0	0	
Unknown	0	0	0	
Total	0	0	0	
%				

APPENDIX B: INSTRUCTIONAL ACTIVITIES

SSCH by ADHE Term

Fiscal Year	HS Concurrent	Undergraduate	Graduate	Total
July 2020 - June 2021	0	5,790	1,698	7,488
July 2019 - June 2020	0	6,756	2,043	8,799
July 2018 - June 2019	51	7,203	2,004	9,258

Academic Advising Loads

No data available

Total Undergraduate Program Enrollment

Fall On-Schedule 2022	Enrolled
BSE-Elementary Education	273
BSE-Special Education K-12	29
Term Total	302

BSE-Elementary Education	Enrolled
Fall On-Schedule 2022	273
Fall On-Schedule 2021	263
Fall On-Schedule 2020	323
Fall On-Schedule 2019	354
Fall On-Schedule 2018	367

BSE-P-4 Licensure	Enrolled
Fall On-Schedule 2018	5

BSE-Special Education K-12	Enrolled
Fall On-Schedule 2022	29
Fall On-Schedule 2021	39
Fall On-Schedule 2020	48
Fall On-Schedule 2019	67
Fall On-Schedule 2018	79

Total Graduate Program Enrollment

Fall On-Schedule 2022	Enrolled
GC-Dyslexia	9
GC-Integrated Early Childhood Education	0
GC-Special Education K-12	3
MAT-Special Education K-12	24
MSE-Literacy with Dyslexia Endorsement	85
MSE-Special Education K-12	10
Term Total	131

GC-Dyslexia	Enrolled
Fall On-Schedule 2022	9

Fall On-Schedule 2021 9

GC-Dyslexia Interventionist

Enrolled

Fall On-Schedule 2020 7
Fall On-Schedule 2019 5
Fall On-Schedule 2018 3

**GC-Early Childhood Special Education
Instructional Specialist (P-4)**

Enrolled

Fall On-Schedule 2018 0

GC-Integrated Early Childhood Education

Enrolled

Fall On-Schedule 2022 0
Fall On-Schedule 2021 0
Fall On-Schedule 2020 0
Fall On-Schedule 2019 0
Fall On-Schedule 2018 0

**GC-Special Education Instructional
Specialist 4-12**

Enrolled

Fall On-Schedule 2018 0

GC-Special Education K-12

Enrolled

Fall On-Schedule 2022 3
Fall On-Schedule 2021 4
Fall On-Schedule 2020 6
Fall On-Schedule 2019 11
Fall On-Schedule 2018 4

MAT-Special Education K-12

Enrolled

Fall On-Schedule 2022 24
Fall On-Schedule 2021 25
Fall On-Schedule 2020 24
Fall On-Schedule 2019 24
Fall On-Schedule 2018 17

MSE-Literacy with Dyslexia Endorsement

Enrolled

Fall On-Schedule 2022 85
Fall On-Schedule 2021 56

MSE-Reading K-12

Enrolled

Fall On-Schedule 2020 45
Fall On-Schedule 2019 45
Fall On-Schedule 2018 45

MSE-Special Education K-12

Enrolled

Fall On-Schedule 2022 10
Fall On-Schedule 2021 13
Fall On-Schedule 2020 18
Fall On-Schedule 2019 22
Fall On-Schedule 2018 28

Total Undergraduate Program Degrees Awarded

August 2022	Degrees Awarded
BSE-Elementary Education	0
BSE-Special Education, K-12	0
Total	0

December 2022	Degrees Awarded
BSE-Elementary Education	29
BSE-Special Education, K-12	5
Total	34

May 2023	Degrees Awarded
BSE-Elementary Education	30
BSE-Special Education, K-12	6
Total	36

BSE-Elementary Education	Degrees Awarded
July 2022 - June 2023	59
July 2021 - June 2022	60
July 2020 - June 2021	93
July 2019 - June 2020	80
July 2018 - June 2019	68
Total	360

BSE-P-4 Licensure	Degrees Awarded
July 2018 - June 2019	0
Total	0

BSE-Special Education, K-12	Degrees Awarded
July 2022 - June 2023	11
July 2021 - June 2022	14
July 2020 - June 2021	11
July 2019 - June 2020	21
July 2018 - June 2019	16
Total	73

Total Graduate Program Degrees Awarded

August 2022	Degrees Awarded
GC-Dyslexia Interventionist	3
GC-Integrated Early Childhood Education	0
GC-Special Education K-12	1
MAT-Special Education K-12	1
MSE-Reading K-12	8
MSE-Special Education K-12	3
Total	16

December 2022	Degrees Awarded
GC-Dyslexia Interventionist	1
GC-Integrated Early Childhood Education	0
GC-Special Education K-12	0
MAT-Special Education K-12	5
MSE-Reading K-12	8

MSE-Special Education K-12	3
Total	17

May 2023	Degrees Awarded
GC-Dyslexia Interventionist	2
GC-Integrated Early Childhood Education	0
GC-Special Education K-12	1
MAT-Special Education K-12	5
MSE-Reading K-12	12
MSE-Special Education K-12	2
Total	22

GC-Dyslexia Interventionist	Degrees Awarded
July 2022 - June 2023	6
July 2021 - June 2022	2
July 2020 - June 2021	5
July 2019 - June 2020	8
July 2018 - June 2019	5
Total	26

GC-Integrated Early Childhood Education	Degrees Awarded
July 2022 - June 2023	0
July 2021 - June 2022	0
July 2020 - June 2021	7
July 2019 - June 2020	1
July 2018 - June 2019	4
Total	12

GC-Special Education Instructional Specialist 4-12	Degrees Awarded
July 2018 - June 2019	1
Total	1

GC-Special Education K-12	Degrees Awarded
July 2022 - June 2023	2
July 2021 - June 2022	4
July 2020 - June 2021	3
July 2019 - June 2020	4
July 2018 - June 2019	1
Total	14

MAT-Special Education K-12	Degrees Awarded
July 2022 - June 2023	11
July 2021 - June 2022	12
July 2020 - June 2021	7
July 2019 - June 2020	10
July 2018 - June 2019	1
Total	41

MSE-Reading K-12	Degrees Awarded
July 2022 - June 2023	28
July 2021 - June 2022	20
July 2020 - June 2021	24
July 2019 - June 2020	21
July 2018 - June 2019	10

Total 103

MSE-Special Education K-12	Degrees Awarded
July 2022 - June 2023	8
July 2021 - June 2022	9
July 2020 - June 2021	15
July 2019 - June 2020	10
July 2018 - June 2019	6
Total	48

Number of Directed Individual Student Learning Activities

Total 0

List of Directed Individual Student Learning Activities

Number of Directed Group Student Learning Activities

Total 0

List of Directed Group Student Learning Activities

APPENDIX C: SCHOLARSHIP

Total Contracts and Grants

Organization	Under Review		Funded	
	No.	Total Funds	No.	Total Funds
Total External	0	\$0	0	\$0
University of Central Arkansas	0	\$0	0	\$0

List of Grants and Contracts

No data available

Number of Accepted or Published Publications by Type

Total	0	0	0	0
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Number of Submitted Publications by Type

Total	0	0	0	0
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List of Publications

A. Peer Reviewed

1. Accepted or Published

No data available

2. Submitted

No data available

B. Non-Peer Reviewed

1. Accepted or Published

No data available

2. Submitted

No data available

Number of Presentations by Scope

Total	0	0	0	0	0	0
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List of Presentations

A. Peer Reviewed

No data available

B. Non-Peer Reviewed

No data available

APPENDIX D: PROFESSIONAL DEVELOPMENT AND RECOGNITION

Number of Faculty Development Activities Attended

Total	0
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List of Faculty Development Activities Attended

- A. Professional Meetings/Conferences Attended
- B. Formal Study (coursework, continuing education, seminars, workshops, etc.)

List of Awards and Honors

No data available

APPENDIX E: SERVICE AND COMMUNITY ENGAGEMENT

Number of Activities with External Partners

Total 0

List of Activities with External Partners

Number of University Service Activities

Type of Activity	Leadership Positions*	Non-Leadership Positions	Total
Department	0	0	0
College	0	0	0
University	0	0	0
Total	0	0	0

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

List of University Service Activities

- A. University
- B. College
- C. Department

Number of Student Activities in which Faculty Participated

Total 0 0 0

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

List of Student Activities in which Faculty Participated

Number of Professional Activities by Scope of Organization

Total 0 0 0 0 0 0

List of Professional Activities by Scope of Organization

Number of Non-Credit Instruction Activities

Total 0

List of Non-Credit Instruction Activities

Number of Public Service Activities by Scope of Organization

Total 0 0 0 0 0 0

List of Public Service Activities by Scope of Organization