

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

**Annual Report  
July 1, 2019 - June 30, 2020**

## **1. Mission Statement**

*Developing foundations for using evidence-based practices to teach all learners.*

Our mission statement reflects the intent of the Department of Elementary, Literacy, and Special Education to ensure that teachers at the undergraduate and graduate levels acquire the foundational knowledge, skills, mindsets, and dispositions required to successfully implement evidence-based practices to meet the diverse academic, social, emotional, and physical needs of children and youth.

## **2. Status/Achievement of 2020 Goals**

**Goal 1:** Collaborate with public schools, community colleges, agencies, and fellow educators to develop and maintain outstanding programs of teacher education, clinical experiences, and professional development.

### **Related UCA Strategic Planning Goals**





**Goal 3:** Engage faculty and students in scholarly activities such as research, presentations, professional development, reflective and creative teaching practices, and service to the community and profession.

**Related UCA Strategic Planning Goals**

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

CV 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 connn ity





**Expected Results:** All courses will be reviewed and syllabi updated to reflect current practices.

**Actual Results:** Although faculty were diligent in working on this objective, Covid-19 cut their efforts short; therefore faculty will continue their work into 2020-2021.

**Status:** Ongoing

#### **Supporting Program Statistics**

**4b.** Interested faculty will begin work on a new undergraduate online program for individuals who work in special education programs who would like to complete a BSE for special education licensure.

**Expected Results:** The ELSE Department will submit a program proposal to ADE

**Actual Results:** This outcome was not met and the feasibility under Covid-19 and budget cuts are currently being reviewed. It is expected that this objective will continue into 2020-2021.

**Status:** Ongoing

#### **Supporting Program Statistics**

#### **Links to Supporting Documents**

None

**Goal 5:** Recruit and retain high quality teacher candidates who demonstrate promise in learning and teaching.

#### **Related UCA Strategic Planning Goals**

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

CV 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**

**5a.** All ELSE faculty will participate in recruitment activities as their schedule permits.

**Expected Results:** Faculty will participate in various recruitment activities.

**Actual Results:**



age, gender, marital status, socioeconomic background, sexual orientation, physical ability, political affiliation, and intellectual perspective. (Recruitment and Retention, Support, Knowledge)

### **Action Plans**

- 7a.** 1. Provide a mentor for all new faculty and encourage them to set regularly scheduled meetings with their mentor.
2. Encourage all faculty to meet with CTE for feedback in teaching.

**Expected Results:** New faculty will make progress in the tenure and promotion process.

**Actual Results:** All tenure track faculty have participated in monthly meetings about the tenure process planned through the COE (19 sent us home). In addition tenured track faculty have been paired with senior faculty. Although all tenured track faculty are on target for tenure and promotion, all have asked for an extension due to Covid-19.

As far as recruiting diverse faculty, with the current budget situation, we were not allowed to hire any permanent new faculty. In fact, we lost a position line when one faculty member retired this year. We were able to hire a one year visiting professor when a second faculty member retired unexpectedly in mid-summer 2020. This faculty member has expertise in teaching strategies in math and science. She is an individual of color and we hope to be able to hire her in a permanent position.

**Status:** Ongoing

### **Supporting Program Statistics**

### **Links to Supporting Documents**

None

## **3. 2021 Goals**

**Goal 1:** ELSE faculty will maintain and increase collaboration around scholarship.

### **Related UCA Strategic Planning Goals**

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Goal 1: UCA will support and empower students to succeed. Actions to improve retention and graduation rates to the levels already specified by the Board in the KPIs must be UCA's first order of business.

Goal 2: Each UCA student will be prepared to effectively compete in the marketplace upon graduation and demonstrate continued involvement in and contribution to the UCA community after graduation.



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#### **Action Plans**

**4a.**

**Resources:**

**Responsible Person(s):**

**Projected Completion Date:** May 2021

**Expected Results:**

**Supporting Program Statistics**

#### **4. Five-year Goals**

**Goal 1:** Increase ability to recruit, retain, and support candidates of diverse backgrounds.

**Related UCA Strategic Planning Goals**

**Projected Completion Date:**

#### **5. Challenges**

Our main challenge is lack of resources:

1. Although we were successful in hiring two tenure track and one clinical instructor positions, we are still down faculty to support our growing programs. In addition, one faculty member retired and another resigned. The department lost the line from the retired faculty whereas we hired a one-year visiting instructor to replace the faculty who resigned.

2. Many faculty are teaching overloads and we have a high number of adjuncts. Physical space for classes at times is problematic with classes being held in less than ideal spaces.

limited. Lack of resources also includes not having the finances to order the various assessments faculty need.

4. Changes in ADE requirements come often before new programs have barely started. Although resources.

5. Program needs frequently require faculty to retune their own skill sets. This is not only costly, but time intensive with little time provided for retuning. For example, incorporating technology into research and classes is a goal within the department and college; however, learning new technology

is time consuming. Such time consuming processes, limits the time for research (also another goal for the department).

## **6. Opportunities**

1. ELSE faculty are amazing and they rise to meet every new challenge they meet.
2. We have hired two new tenured-track faculty, permanently hired our visiting instructor in special education, and hired a new visiting instructor for reading. These individuals bring fresh eyes to our programs and reenergize faculty and students.
3. Ms. Doran completed Dibels Train the Trainers which allows her to teach our faculty and students, certifying them to use Dibels with K-12 students.
4. ELSE has an opportunity to reengage in providing a valuable community resource through

## **APPENDIX A: FACULTY PROFILE**

### **Distribution of Full-Time Faculty by Rank**

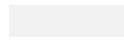


**Total**  
**%**

0

0

0



**APPENDIX B: INSTRUCTIONAL ACTIVITIES**

**SSCH by ADHE Term**

<b>Term</b>	<b>HS Concurrent</b>	<b>Undergraduate</b>	<b>Graduate</b>	<b>Total</b>
Summer II On-Schedule				

Fall On-Schedule 2017	20
Fall On-Schedule 2016	11
Fall On-Schedule 2015	84

<b>BSE-Special Education K-12</b>	<b>Enrolled</b>
Fall On-Schedule 2019	67
Fall On-Schedule 2018	79
Fall On-Schedule 2017	35
Fall On-Schedule 2016	21

<b>BSE-Special Education, K-12</b>	<b>Enrolled</b>
Fall On-Schedule 2015	9

GC



July 2016 - June 2017	2
July 2015 - June 2016	2
<b>Total</b>	<b>4</b>

<b>GC-Gifted and Talented Education</b>	<b>Degrees Awarded</b>
July 2015 - June 2016	0
<b>Total</b>	<b>0</b>

<b>GC-Integrated Early Childhood Education</b>	<b>Degrees Awarded</b>
July 2019 - June 2020	1
July 2018 - June 2019	4
July 2017 - June 2018	2
July 2016 - June 2017	0
<b>Total</b>	<b>7</b>

<b>GC-Special Education Instructional Specialist 4-12</b>	<b>Degrees Awarded</b>
July 2018 - June 2019	1
July 2016 - June 2017	3
July 2015 - June 2016	2
<b>Total</b>	<b>6</b>

<b>GC-Special Education K-12</b>	<b>Degrees Awarded</b>
July 2019 - June 2020	4
July 2018 - June 2019	1
July 2017 - June 2018	3
July 2016 - June 2017	1
July 2015 - June 2016	0
<b>Total</b>	<b>9</b>

**MAT-Special Education K-12**

**Total**

42

**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 o**





## **APPENDIX D: PROFESSIONAL DEVELOPMENT AND RECOGNITION**

### **Number of Faculty Development Activities Attended**

<b>Total</b>	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**

**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**

<b>Type of Activity</b>	<b>Leadership Positions*</b>	<b>Non-Leadership Positions</b>	<b>Total</b>
Department	0	0	0
College	0	0	0
University	0	0	0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>

\* 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**

