



UNIVERSITY OF ARKANSAS®

College of Education and Health Professions

2023-2024 Annual Report

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Annual report

Executive Summary

The College of Education and Health Professions welcomed the 2023-2024 academic year with the launch of the [WE CARE Strategic Plan](#). WE CARE, which stands for the Wellness and Education Commitment to Arkansas Excellence, provides a bold vision and a clear direction for how the college will foster a caring culture, advance impactful research, and expand its service to Arkansas. Faculty and staff have shown a high level of engagement and enthusiasm in bringing the WE CARE vision to fruition. This report highlights powerful examples of the incredible work that has made a meaningful impact across Arkansas and beyond.

The year was marked by many outstanding faculty members receiving national recognition and highly competitive awards for noteworthy contributions to their disciplines. These accolades are a significant testament that the achievements of our faculty are of national significance, and the impact of their work is far-reaching and meaningful.

- Kevin P. Brady, a professor of educational leadership, was elected [president of the Education Law Association](#), a professional member organization that has offered unbiased information about current legal issues affecting education and the rights of those involved in education since its founding 70 years ago.
- Vinson Carter, an associate professor of STEM Education, was named [Technology and Engineering Education Teacher Educator of the Year](#) by the International Technology and Engineering Educators Association (ITEEA).
- The Association of Literacy Educators and Researchers named Vicki S. Collet, a professor of elementary education, as the [2023 recipient of the Albert J. Mazurkiewicz Special Services Award](#), recognizing special service and significant contributions to the association.
- Michelle Gray, an exercise science professor and head of the college's Department of Health, Human Performance and Recreation, was named a [fellow of the American College of Sports Medicine \(ACSM\)](#).
- Erin Howie Hickey, an associate professor of exercise science, was selected as a [2024-25 Fulbright U.S. Scholar for Australia](#).
- The Academy of Human Resource Development elected Claretha Hughes, a professor of human resource development, to its [board](#).
- The National Association of Biology Teachers named William McComas, a distinguished professor of science education and the Parks Family Endowed Professor, an "[Honorary Member](#)," the highest honor bestowed by the organization recognizing a lifetime of achievement and service to the association. Professor McComas was also inaugurated as the [85th president of the Association for Science Teacher Education](#) (ASTE).

- Kevin Murach, an assistant professor of exercise science, was awarded the 2024 Cell & Molecular Physiology Section [New Investigator Award from the American Physiological Society](#).
- Kristi Perryman, an associate professor of counselor education, received a [Counselor Educator Advocate Award](#) from the Association for Child and Adolescent Counseling for her exemplary advocacy and outreach, leadership for change, and history of mentoring.
- Christine Ralston, a teaching associate professor of childhood education, was elected to the [Association of Teacher Educators \(ATE\) board of directors](#).
- Patrick J. Wolf, a distinguished professor of education reform and 21st Century Endowed Chair in School Choice, was ranked among [the top 50 most influential education scholars](#) by the Edu-Scholars Public Impact Rankings. He also ranked eighth among his fellow political scientists.
- Gema Zamarro, a professor of education reform and 21st Century Endowed Chair in Teacher Quality, was elected to the [Association for Education Finance and Policy board of directors](#).

Another noteworthy accomplishment was the college's remarkable success securing external funding to support its research and outreach. Faculty and staff generated over \$30 million in grants and contracts, a significant increase from prior years, when the average was about \$20 million a year. These external awards included [\\$2.5 million from the National Institutes of Health](#) to study how exercise can mitigate the decline of tissue function with aging; [\\$9.9 million from the U.S. Department of Education](#) to help improve the economic self-sufficiency of youth with disabilities; [\\$2.6 million from the Health Resources and Services Administration](#) to advance the nursing education workforce in rural communities; [\\$6.6 million to expand support to early childhood providers](#) in Arkansas; and [\\$10 million from the Arkansas Department of Human Services](#) to expand home and community-based services to children with disabilities.

Part of this considerable grant success can be attributed to the college's intentional investments in enhancing research support and services and cultivating a culture of research engagement, including growing the team of research and grant administration, hosting writing retreats and other professional development opportunities, providing summer research fellowships, and launching an Early Career Faculty Research Engagement and Mentoring Program. As part of the WE CARE Strategic Plan, the college also provided Team Up for Education and Health Funds to support impactful research designed by interdisciplinary teams of faculty and staff that promote innovative solutions and integrated approaches to studying persistent challenges in education and/or healthcare. In the 2023–2024 academic year, the college awarded over \$60,000 to six interdisciplinary teams on a wide range of topics. Notable projects included promoting occupational health and safety of teachers (a collaboration between exercise science and human resource development); developing an infant feeding module for secondary students (a collaboration between nursing and career and technical education); and engaging middle and high school students in community-based participatory research about vaping and social media (a collaboration between public health and educational leadership).

Engaging students in transformational educational experiences in service to Arkansas plays a significant role in advancing the college's WE CARE priorities. The college values high-impact experiential learning that allows students to engage in real-world settings and train alongside experienced professionals in schools, clinics, or hospitals. It is noteworthy that 1,865 and 1,933 students completed internships and clinical practicums in the fall 2023 and spring 2024 semesters, respectively, preparing them for work after graduation while serving many communities in Arkansas and beyond. Furthermore, as part of WE CARE, six experiential learning proposals were funded to support students engaging in a range of activities in the 2023-2024 academic year, from attending the [2024 Education Innovation Rally](#) sponsored by the Office of Innovation for Education to providing hearing and health screenings for children with hearing loss at [SPARK Day](#) hosted in partnership with Arkansas Hands and Voices. Additionally, in spring 2024, the college hosted its inaugural [Innovate for Healthcare \(I4H\) Academy](#) to inspire, train, and equip students with entrepreneurial skills and mindsets. Eleven faculty and clinicians and 24 students across all healthcare programs participated in this interactive one-day workshop, which featured *Shark Tank*-style student presentations focused on improving healthcare access in Arkansas and offered practical tools and resources. The college also offered two Dean's Seminars ([Care for the Carers](#), fall 2023, and [Mind-Body Connection](#), spring 2024), which is another key action item of the WE CARE strategic plan to allow students from multiple disciplines to study topics that span both education and health.

One of the best ways to support students is by offering academic programs that are high quality and rigorous. The college is especially proud that multiple programs were recognized in the 2023-2024 academic year by various accrediting bodies and rankings. The Arkansas State Board of Nursing (ASBN) unanimously granted full approval to the Bachelor of Science in Nursing program through September 2028. The Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA) awarded full reaccreditation to the Master of Science in Communication Sciences and Disorders program through March 2031. In June 2024, the Council on Education for Public Health (CEPH) board of councilors acted to accredit the college's public health program for five years. The online [R.N. to B.S.N. program was ranked among the top 10](#) such nursing programs in the United States by the Forbes Advisor, a global platform operated by *Forbes* magazine. The *Princeton Review* also included the online Ed.D. in Educational Leadership in its rankings of [Best Online Doctor of Education Programs for 2024](#).

Commitment to Arkansas excellence is a centerpiece of the WE CARE Strategic Plan. As such, the college significantly expanded its outreach efforts to engage and strengthen meaningful partnerships across the state. The most visible representation of these efforts included the launch of the WE CARE-A-VAN tours that provide an opportunity to hear from a wide range of constituents and learn about the successes and challenges facing communities and organizations across Arkansas. Dean Kate Mamiseishvili and 16 faculty and staff members embarked on the [inaugural WE CARE-A-VAN tour](#) on September 28-29, 2023, which included stops in Morrilton, Pine Bluff, Little Rock, and Jacksonville. Big Red was there to cheer on the travel team, and the Razorbug escorted the caravan off campus. An even larger team of twenty-

two faculty, staff, and administrators joined the Dean on the [spring 2024 WE CARE-A-VAN](#) tour with stops in Hope, Texarkana, De Queen, and Mena.

The college also hosted numerous conferences, symposia, and workshops to accelerate its outreach efforts. Some examples include the [Department of Education Reform's conference](#), *Elevate to Educate: A Year of Change and Growth*, to share policy-relevant research; the Department of Curriculum and Instruction's [Grow Your Own Educators Convening](#) to engage in discussions about innovative pathways to address teacher shortages in Arkansas; the 18th [annual Razorback Sports Medicine Symposium](#) attended by 140 clinicians and community partners; the *Education Innovation Rally* hosted by the Office of Innovation for Education (OIE) with 283 participants; and the 9th annual conference hosted by the Office of Play Therapy Research and Training that focused on the neurobiology of play therapy.

As the college's strategic plan headline illustrates, fostering a caring culture for our faculty, staff, and students and creating caring connections with alumni, friends, and stakeholders is at the core of our mission. The college engaged in numerous efforts to create a culture of engagement and strengthen the bond to the college.

- [WE CARE Rounds of Applause](#) were introduced to celebrate faculty and staff who go above and beyond to demonstrate extraordinary care for their colleagues, students, and community. In the 2023-2024 academic year, 75 Rounds of Applause were awarded to colleagues who "have been caught caring."
- Dean Mamiseishvili launched the *Leading with Care* monthly online newsletter and the annual printed magazine to highlight the college's successes. In addition to reaching members of the college, they serve as a crucial outreach tool for alumni, stakeholders, partners, and other supporters. The *Leading with Care* online newsletter is released on the first Tuesday of each month, and the printed magazine is published each December to serve as the college's annual report. Visit the [Leading with Care website](#).
- The college expanded its alumni awards to honor outstanding alumni for exceptional professional achievements, extraordinary distinction in their fields, and public service. The five college alumni awards include the Distinguished Career in Education Award, the Distinguished Career in Health Award, the Distinguished Public Service Award, the Emerging Leader in Education Award, and the Emerging Leader in Health Award. Additionally, each department in the college selects one outstanding graduate to receive its alumni award. [Read more](#) about the alumni awards. [Twelve exceptional alumni](#) were recognized at the 2024 Alumni Awards Banquet on March 8.
- Dean Mamiseishvili created the Dean's Circle of Care award to recognize one individual who has exemplified extraordinary care for the college and displayed abundant generosity with their time, guidance, and support. Dean Emeritus Reed Greenwood was selected for the inaugural [2024 Circle of Care Award](#).
- In the summer of 2024, the college launched its "[WE CARE Everywhere](#)" campaign to share the WE CARE message worldwide. Members of the college community, friends, and alumni are invited to snap photos holding the banners and post them on social

media. They are asked to tag the college (under @uacoehp on Instagram, Twitter/X, and Facebook) and use the hashtag #WECAREeverywhere. Those interested in receiving a WE CARE Everywhere banner in the mail may contact Kay Brusca in the Dean's office (brusca@uark.edu) or Sean Rhomberg (smrhombe@uark.edu) in the communications department.

Without a doubt, the launch of the college's strategic plan brought high enthusiasm and revealed the extraordinary commitment of our faculty, staff, students, and the community to elevate our brand and advance our mission. The college will build on this momentum and continue to care for communities in Arkansas and beyond by advancing impactful research, engaging in meaningful partnerships, and empowering caring professionals in education and health.

Academic News

- The following programs underwent the 7-year state review:
 - Exercise Science undergraduate, master's and PhD (EXSC BS, EXSC MS, HSES PHD-EXSC)
 - Communication Sciences and Disorders undergraduate (CDIS BS)
 - Advanced School-Based Speech-Language Pathology Post-Master's Certificate (ASLP MC)
- Physical Education created an accelerated master's program that pairs with their undergraduate degree
- Public Health created an accelerated master's program that pairs with their undergraduate degree.
- Athletic Training created an accelerated master's program that pairs with the Exercise Science undergraduate degree.
- The Doctor of Education in Adult and Lifelong Learning program added two concentrations: Adult Education Leadership and Community College Leadership
- 56 new courses were created in COEHP throughout the year:
 - STEM 3033: Project-based Learning and Teaching
 - STEM 3403: STEM Teaching Experiences
 - HRDE 6733: Theoretical and Conceptual Frameworks in Human Resource Development
 - PBHL 5413: Evaluation of Public Health Programs
 - EXSC 4443: Pediatric Exercise Science
 - EXSC 5143: Pediatric Exercise Science
 - CATE 4813: Teaching Apparel Production
 - ADLL 7113: Conceptualizing and Planning Dissertation Research
 - ADLL 7123: Composition and Critique of Dissertation Literature Review
 - ADLL 7133: Dissertation Refinement, Defense, and Dissemination
 - STEM 3403: STEM Teaching Experiences
 - RESM 3863: Recreation & Sport Revenue Generation
 - RESM 3893: Recreation & Sport Finance and Business Analytics

- NURS 2053: Math and Medical Terminology for Nurses
- NURS 3266: Chronic and Palliative Nursing Care
- NURS 3276: Holistic Nursing Care
- NURS 3283: Wellness and Disease Prevention Practicum
- NURS 3413: Pathophysiology and Pharmacology II
- NURS 3432: Health Assessment Across the Lifespan
- NURS 3441: Health Assessment Across the Lifespan Lab
- NURS 3543: Chronic and Palliative Nursing Care Practicum
- NURS 3553: Leading in Wellness, Chronic, and Palliative Care Practicum
- NURS 3733: Nurse Think and Inquiry
- NURS 2143: Introduction to Nursing
- NURS 4046: Navigating and Managing Health Systems
- NURS 4226: Acute Nursing Care
- NURS 4273: Acute Nursing Care Practicum
- NURS 4333: Health Assessment Throughout The Lifespan
- NURS 4403: Leadership and Role Preparation
- NURS 4463: Advancing Clinical Judgement
- NURS 4513: Elevating Professional Nursing Practice
- NURS 4526: LPN-BSN Capstone Practicum
- NURS 4533: Leading in Acute Care and Quality Improvement Practicum
- NURS 2333: Pathophysiology for Nurses
- NURS 4579: Pre-licensure Capstone Practicum
- NURS 2423: Pathophysiology and Pharmacology I
- NURS 3023: Math and Medications for Nurses
- NURS 3033: Transforming Professional Nursing Practice
- NURS 3193: Theories and Frameworks for Practice
- NURS 3243: Nursing Care for Chronic Conditions
- NURS 3253: Wellness and Disease Prevention
- RESM 1141: Climbing Wall Instructor
- RESM 11501: Kayaking I
- RESM 11601: Canoeing I
- RESM 11701: Caving I
- RESM 11801: Caving II
- RESM 1193: Wilderness First Responder
- NURS 68903: Poverty and Healthcare in the United States
- EDHP 59001: Introduction and Exposure to Interprofessional Practice
- EDHP 39001: Introduction and Exposure to Interprofessional Practice
- CATE 41006: Cohort Directed Field Experience
- CNED 62103: Advanced Psychosocial Aspects of Disability
- OCTH 30003: Introduction to Occupational Therapy
- OCTH 498HV: Honors Occupational Therapy Thesis/Project
- OCTH 54303: Healthcare Entrepreneurship
- EDST 49403: Capstone (Non-Internship & Seminar)

Personnel Changes

- The following individuals retired in FY24:
 - **Fran Hagstrom**
 - **Deniece Honeycutt**
 - **Steve Langsner**
 - **Bob Costrell**
 - **Carol Agana**
 - **Deb Henderson**
 - **Freddie Bowles**
- The following individuals began as full-time faculty in FY24:
 - **Carmel Kruse**, Clinical Assistant Professor of Nursing
 - **Christy Ralph**, Instructor of Physical Education
 - **Cory Butts**, Teaching Assistant Professor of Exercise Science
 - **Cynthia Covington**, Clinical Instructor of Elementary Education
 - **Danielle Acurio**, Clinical Assistant Professor and Academic Fieldwork Coordinator for Occupational Therapy
 - **Jacquelyn Scalf**, Instructor of Special Education
 - **Jihong Zhang**, Assistant Professor of Educational Statistics and Research Methods
 - **Josh McGee**, Teaching Assistant Professor of Exercise Science
 - **Julie Hill**, Assistant Professor of Counselor Education and Supervision
 - **Karynecia Conner**, Teaching Assistant Professor of Secondary Education
 - **Kristin Bogda**, Teaching Assistant Professor of Public Health
 - **Lexi Catterlin**, Clinical Instructor of Communication Sciences and Disorders
 - **Lindsey Lundeen**, Assistant Professor of Counselor Education and Supervision
 - **Lyn Laye**, Clinical Assistant Professor of Counselor Education and Supervision
 - **Megan Rosa-Caldwell**, Assistant Professor of Exercise Science
 - **Megan Taylor**, Clinical Assistant Professor of Nursing
 - **Renee Speight**, Assistant Professor of Special Education
 - **Shaina Meyer**, Clinical Instructor of Occupational Therapy
 - **Sheida Raley**, Assistant Professor of Special Education
 - **Shristi Bhochhibhoya**, Assistant Professor of Public Health
 - **Susie Wynn**, Clinical Instructor of Nursing
 - **Taryn Loyd**, Clinical Instructor of Communication Sciences and Disorders
- **Suzanne Kucharczyk** was named interim head of the Department of Curriculum and Instruction.
- **Lisa Bowers** was appointed campus Director of Service Learning.

Student and Grant Numbers

The COEHP [enrollment](#), with 6,199 students in fall 2023 was similar to fall 2022 (n=6,274). COEHP was the third largest college behind Walton (8,852) and Fulbright (8,639).

As of fall 2023, undergraduate growth was up 89 students (1.8%) while graduate enrollment decreased by 164 students (11.6%). 78% of COEHP students were enrolled in on-campus degree programs. 79% of students were enrolled in bachelor's programs, 10% were in master's programs, and 6% were in doctoral programs. The Eleanor Mann School of Nursing (EMSON) had the largest number of undergraduate students (1,914); Counseling, Leadership and Research Methods (CLRM) had the most graduate students (370). Collectively, COEHP had more graduate students than any other college (1,245).

Pre-professional sub-plans such as pre-med, pre-physical therapy, etc., were declared by 420 students in the college. Most of them were pre-physical therapy (128) followed by pre-physician assistant (103). There were 13 students in the Curriculum and Instruction (CIED) accelerated master's program and six in the new exercise science accelerated master's program. There were 520 COEHP honors students, with the largest proportion being pre-nursing students (136). Of the four minors COEHP offers, STEM Education had the largest enrollment (53), which is more than twice as many students as the previous year (24).

Health, Human Performance and Recreation (HHPR) had the largest student enrollment in the college (n=2,032) followed by EMSON (1,958), CIED (1,104), Communication Disorders and Occupational Therapy (CDOT; 449), CLRM (406), and Education Reform (EDRE; 12). Nursing was the sixth largest undergraduate major on campus; Exercise Science was the eighth largest.

COEHP received 73 externally funded awards totaling \$30,071,854 during the 2024 fiscal year. Grants of note in the college included:

- The Arkansas Department of Human Services awarded Partners for Inclusive Communities a grant for over \$10 million to support three initiatives serving Arkansas children and families. Read more [here](#).
- The U.S. Department of Education awarded an interdisciplinary team of faculty from Counselor Education and Supervision and Special Education \$9.9 million to improve the economic outcomes of Arkansas' 14- to 18-year-olds with disabilities. Read more [here](#).
- Eleanor Mann School of Nursing faculty received \$2.6 million from the U.S. Department of Health and Human Services and \$1.2 million from the Arkansas Department of Commerce to strengthen the nursing workforce in Arkansas. Read more [here](#) and [here](#).
- Dr. Kevin Murach received \$2.5 million from the National Institutes of Health to study the effects of exercise on tissue function as people age. Read more [here](#).

The College of Education and Health Professions raised \$4,159,899.89 for various programs and projects in fiscal year 2024. Among them was the Office for Education Policy that received a \$1.2 million from a Walton Family Foundation grant to support ongoing research surrounding education in Arkansas. The Office for Education Policy also received a \$432,000 grant from the Walton Family Foundation to enhance its research into early childhood education in Arkansas by supporting data collection and research in four main areas: finance, labor force, quality measure and evaluation of program and policies. The College received \$348,000 from the Windgate Charitable Foundation to support whole school transformation by integrating multiple forms of art into core academics creating memorable and retainable learning experiences for K-12 students across Arkansas. The A.L. Chilton Foundation pledged

nearly \$250,000 to support the EMPOWER program in the college. The grant allows for expanded services to EMPOWER students with the addition of an occupational therapist and an employment specialist to assist with their transition opportunities. Entergy Incorporated provided \$50,000 to enhance the IMPACT Arkansas Principal Fellows program, enabling teachers across Arkansas with leadership potential to pursue a master's degree in educational leadership, preparing them for greater leadership roles.

APPENDIX A: Awards, Honors, and Recognition

College Faculty Awards

- Read more [here](#).
- **Wen-Juo Lo**, George Denny S.T.A.R. Award for Outstanding Service, Teaching, Advising, and Research
- **Michele Kilmer**, Rising S.T.A.R. Award for Outstanding All-around New Faculty Member
- **Tom Kippenbrock**, Belonging and Equity Excellence Award
- **Kit Kacirek**, Faculty Career Award
- **Kevin Murach**, Impactful Scholarship Award
- **Brent Williams**, Superior Service Award
- **Hilary Bowling**, Outstanding Mentoring and Advising Award
- **Craig Schmitt**, Outstanding Teaching Award
- **Nicholas Greene**, Outstanding Honors Faculty Award

College Staff Awards

- Read more [here](#).
- **Andrea Howard**, Service to Students
- **Anaid Espinosa**, Service to Faculty and Staff
- **Kay Brusca**, Service to the College of Education and Health Professions
- **Brandi Maples**, Service to the University of Arkansas
- **Kirsten Christian**, Service to the Community

College Alumni Awards

- Read more [here](#).
- Emerging Leader in Education Award
 - **Jennifer Ash**
- Emerging Leader in Health Award
 - **Jordan Glenn**
- Distinguished Career in Education Award
 - **Curtis L. Ivery**
- Distinguished Career in Health Award
 - **Judd Semingson**
- Distinguished Public Service Award
 - **Naccaman Williams**

Departmental Alumni Awards

- Read more [here](#).
- Department of Communication Disorders and Occupational Therapy
 - **Karan B. Burnette**
- Department of Counseling, Leadership and Research Methods
 - **Michael M. Kocet**
- Department of Curriculum and Instruction
 - **Michael Tapee**
- Department of Education Reform

- **Elise Swanson**
- Department of Health, Human Performance and Recreation
 - **Keith A. Jones**
- Eleanor Mann School of Nursing
 - **Heather D. Hunter**

Student Awards and Recognition

College Student Awards

- Read more [here](#).
- Henry G. and Stella Hotz Award for outstanding sophomore
 - Anna Matusiak
- Henry G. and Stella Hotz Award for outstanding junior
 - Taylor Porter
- Presidential Scholar
 - Tsion Selassie
- First-ranked Senior Scholars:
 - Catherine Anderson, Madeleine Daniels, Kristen Fish, Zoe Lawless, Claire Lindley, Elizabeth Long, Alyssa Maisto, Allison Reichel, Susana Rodriguez Gongora, Crystal Schaefer, Ryan Sellner, Jessica Seymore, Grace Shibley, Rachel Sweningson, Mufazzela Tabassum, Graham Turner, and Leslie Williams
- Senior Scholars:
 - Robert Bolner, Abigail Calderera, Margaret Ethington, Ava Fendler, Brooke Friedman, Mary Gilliam, Marisa Kuhn, Madison Leighr, Jada Mack, Lindsey McLemore, Claire Metcalf, Kaitlyn Parker, Brittany Pittman, Ellie Polyak, Emerson Schinkel, Macey Schmitz, Marie Seykora, and Josslyn Stringer

COEHP Honors Symposium

- Meredith Diefenbach, an exercise science major, won the Best Research Project Award for her poster presentation, "Comparing Intensity Levels of Playground Physical Activities."
- Kaitlyn Parker, a public health major, earned the Best Literature Review Project Award for her presentation titled "An Assessment of the Current State of Cancer Cachexia Clinical Trials."
- Madison Simms, an exercise science major, won the Best Practice-Based Project Award. Her poster presentation focused on a "Review of Vestibular Therapy on Concussions."

Departmental Student Awards

Communication Disorders and Occupational Therapy

Cole Burton, Madelyn Lawrence, and Kendra Wilichowski.

Counseling, Leadership and Research Methods

Jaimie Aguirre, Anna Amos, Andrew Buffenbarger, Noelle Chesser, Ethan Harris, Elizabeth Humphrey, Jamie Loftin, Ashtyn McCain, Antoinette Mims, Blythe Mullins, Margie Pemu, and Curtiss Smith

Curriculum and Instruction

Madeleine Adkins, Teresa Blake, Robert Bolner, Connor Brawley, Leah Cheek, Alex Dowell, Anahi Francis, Samantha Fitzsimmons, Leticia De La Garza, Ashlyn Ham, Bailey Hamilton, Elise Hampton, Lydia Hendricks, Shannon Holland, Erin House, Cole Jensen, Madison Maddox, Dalia Manjarrez, Hannah Mhoon, Kali Minor, Amyrossita Mota, Nahomi Gonzalez Pineda, Lesley Ramirez, Ashley Taroni, Jennifer Wallis, and Jennifer Ward

Education Reform

Alison Heape Johnson and Sarah Morris

Eleanor Mann School of Nursing

Susanne Early, Allison Evans, Kristen Fish, Klara Hutchinson, Jessica Laveroni, Kelli Marta, Allison Reichel, and Sandy Stephens

Health, Human Performance and Recreation

Madison Ceola, Stephanie Cotariu, Megan Jones, Paul Kimbrough, Carrington King, Margo Leavitt, Oluwatoyin Olatunde, Christie Paglione, Kaitlyn Parker, Kathleen McPartland, Jeb Willborg and Diane Zashin

APPENDIX B: Departmental Reports

Department of Communication Disorders and Occupational Therapy

The Department of Communication Disorders and Occupational Therapy (CDOT), envisioned by Dean Kate Mamiseishvili, launched in fall 2023 as a new and unique department within the College of Education and Health Professions that focuses on research based clinical education of the two professions whose graduates will practice together in hospitals, schools, clinics, and private practices. The eight core faculty of the Occupational Therapy Doctoral Program at University of Arkansas-Fayetteville/University of Arkansas for Medical Sciences, Fayetteville, Arkansas joined the ten core faculty of the Communication Sciences and Disorders program that provide undergraduate and graduate classroom and clinician education. Two administrative assistants, and one office manager in the Speech and Hearing Clinic complete the CDOT Department team. The in-person degrees offered within the unit are the OTD professional doctorate and the B.S. and M.S. in Communication Sciences and Disorders. An online post-master's certificate in Advanced School-Based Speech-Language pathology is also offered by the department. Across degree programs CDOT enrolled 117 undergraduate and 64 graduate CDIS students and 73 total OTD students across three cohorts.

Significant achievements and changes of department:

The following leadership roles were assumed this year:

- Fran Hagstrom, Ph.D., CCC-SLP founding department head FY 2024
- Steven Wheeler, Ph.D., OTR/L incoming department head FY 2025
- Kandy Salter, OTD, OTR/L moved into role of OTD Program Coordinator
- Rachel Glade, Ph.D., CCC-SLP continued role as CDIS Program Coordinator and was reappointed as COEHP Honors Director
- Jessica Danley, MS, CCC-SLP continued role as Clinical Education Coordinator
- Danielle Acurio, OTD, OTR/L assumed role of Fieldwork Coordinator
- Jennifer Muriithi, OTD, OTR/L assumed role of Doctoral Capstone Coordinator
- Lisa Bowers, Ph.D., CCC-SLP appointed campus Director of Service Learning

New faculty and staff:

- The OTD program added three new faculty, Dr. Jennifer Muriithi, OTD, OTR/L in May, 2023, Dr. Danielle Acurio, OTD, OTR/L in July, 2023, and Clinical Instructor Shaina Meyer, OTR/L in August 2023.
- The CDIS program added two new faculty as Clinical Instructors in August 2023, Ms. Lexi Catterlin, MS, CCC-SLP and Ms. Taryn Loyd, AuD, CCC-A.
- Ms. Chloe Strickland joined the University of Arkansas Speech and Hearing Clinic as Office Manager in September. 2023

Program Reviews and Accreditation

- The Occupational Therapy Doctorate (OTD) program has maintained compliance with all ACOTE requirements in response to its annual report.
- CDISMS site visit resulted in reaccredited for 8 more years.
- CDISBS completed a successful site visit in the fall.
- CDIS ASLPMC program completed a successful visit in the fall.

Achievements in teaching, research, and public service, especially those of national, regional, or statewide significance:

- Dr. Sherry Muir (OCTH) with a team of editors, produced the first book on Occupational Therapy in Primary Care – A Quick Reference Guide, Dr. Salter contributed a chapter to this book.
- Shaina Meyer (OCTH) presented at the Arkansas Occupational Therapy Association state INSPIRE Conference in 2023.
- CDIS hosted a spring 2024 professional development event for ASHA CEUs that was attended by over 250 community partners.
- Dr. Christine Holyfield (CDIS) served on the editorial board of the American Journal of Speech-Language-Pathology as well as assuming the role of guest editor in December 2023. In addition, she served as a founding member AAC CARES within the local community.
- Dr. Rachel Glade (CDIS) was an invited guest editor for a special edition on person and family centered care in Frontiers in Rehabilitation Science. She also sat on the editorial review board for ASHA special interest groups and reviewed the ASHA working document on leadership development for school-based programs.
- Clinic director, Jessica Danley (CDIS), earned national recognition as a Board-Certified Specialist in Swallowing and Swallowing Disorders through the American Board of Swallowing and Swallowing Disorders. She is one of only two with this recognition in our state.
- Clinical instructor, Stephanie Hicks (CDIS), was elected to serve as Treasurer for the Arkansas chapter of the Academic Language Therapy Association (ALTA).

Achievements of students and alumni or former students:

- OTD students organized the program's first Capstone Colloquium in fall 2023 to share with their community partners how occupational therapy makes a positive difference in the lives of Arkansans.
- Three OTD students under the direction of Dr. Glenda Hux showcased innovations in community-based practice projects at the UAMS Northwest Research Day event in spring 2024
- CDIS students and faculty participated in the first community based Innovate for Healthcare (I4H) Academy in spring, 2024.
- The UA chapter of the National Student Speech, Language, Hearing Association earned 2023 Gold Chapter Honors from the national organization.
- CDOT recipients of the 2023-24 COEHP Outstanding Student Award: CDIS Undergraduate Cole Burton; CDIS Master's Madelyn Lawrence; OTD Kendra Wilichowski.
- Karan Burnette, a CDIS alumnus and Executive Director of Partners for Inclusive Communities, was recognized at the Spring 2024 Caring Alumni Banquet.

The numbers of grants, dollars, publications, student growth, new faculty, new administrators, and awards/honors:

CDOT Faculty sought both internal and external grant funding in 2023-2024.

- Dr. Christine Holyfield (CDIS) was a primary investigator on three grants this year, two continuing and one new, for a total of \$2,124,724.00.
- Dr. Rachel Glade (CDIS) wrote four grants with collaborators in other COEHP departments in 2023, three of which were funded for a total amount of \$143,374.00.
- Dr. Lisa Bowers (CDIS) received an internal college grant for \$16,352 to support research on interprofessional education as well as \$5,500 in SURF and Honors funding for undergraduate research.
- Drs. Amanda Troillett (OCTH), Michelle Kilmer (NURS) and Rachel Glade (CDIS) received a \$100,000 grant from the Schmieding Foundation to convert space in the Speech and Hearing Clinic into a sensory room for education, research, and community service.

- Dr. Bernard Muriithi (OCTH) received a UAMS Institution of Higher Education grant for \$10,000 to investigate how occupational therapy can impact the lives of individuals with cancer.
- Dr. Glenda Hux (OCTH) and Dr. Amanda Troillett received a \$16,000 grant from the UA Women's Giving Circle for a project entitled 'Know your ACES' which is an approach to working with children with special needs.

Publications and Scholarly Presentations:

- Dr. Christine Holyfield (CDIS) was the first author on three published articles in journals with impact factors that ranged from 1.8 to 2.6 with four additional articles accepted and pending publication.
- Dr. Christine Holyfield (CDIS) had three presentations at the national ASHA Speech-Language-Hearing Association annual conference, participated in a national panel discussion on translational research, and presenting with research colleagues at the Annual Convention of the Pennsylvania Speech-Language-Hearing Association.
- Dr. Rachel Glade (CDIS) was first author of a revised foundational communication disorders textbook as well as first author on four chapters across the topics of professionalism, auditory development, clinical applications, and pre-school intervention. She was third of five authors on a scoping review of sociodemographic variable of listening and speaking outcomes that was published in Open Science Framework and second author on a graduate-level training paper published in the peer reviewed perspectives of the ASHA Special Interest Groups SIG.
- Dr. Lisa Bowers was the first of two authors of a literacy interventions article published in one of ASHA's leading Q1 journals as well as first of three authors published in another high-ranking journal (indexed impact factor 0.66) in the field. She was 2nd author on a third publication published with four other co-authors in the prestigious (top 25%) Quarterly Journal of Experimental Psychology.
- Dr. Andrew Bowers (CDIS) published a position paper on the conceptual reappraisal of neuroscience in stuttering a peer-reviewed ASHA publication that in less than a year was downloaded from the association website 71 times and from ResearchGate 185 times.
- Dr. Glenda Hux (OCTH) was invited to present as a primary speaker on the practice model supported by her research in addition to providing a short course at the 2024 American Occupational Therapy Association Annual Conference.

Department of Counseling, Leadership and Research Methods

The Department of Counseling, Leadership, and Research Methods formerly the Department of Rehabilitation, Human Resources, and Communication Disorders continued its commitment to advancing knowledge and preparing highly qualified diverse professionals in both health and education fields in the 2023-2024 academic year. In July of 2023, the new department name came into effect and the communication sciences and disorders program moved to the Department of Communication Disorders and Occupational Therapy. The new department consists of six academic programs, awards 11 degrees, has 26 full-time faculty, 13 departmental graduate assistants, and three staff members. Our programs enroll roughly 421 degree-seeking students each academic year, including many graduate students (i.e., 151 doctoral, 227 master's, and 43 bachelor's students in fall 2023).

Dr. Kristin Higgins remains in her role as department head. During the fall 2024 semester, four new faculty joined the department. Two tenure track assistant professors joined the Counselor Education and Supervision program along with a clinical assistant faculty member. In addition, a teaching assistant professor joined the Educational Statistics and research methods program with another tenure track family member joining in January of 2024. The strength of our department remained our faculty. CLRM faculty demonstrated an active commitment to their research agenda through many publications and presentations. Collectively, CLRM faculty published 63 articles, 2 books, 3 book chapters, and one book review in 2023. They also collectively presented 144 conference presentations at the international, national, and state level. The department generated \$15.5 million in external funding. Dr. Brent Williams (PI) and colleagues received a 10-million-dollar grant from the US Department of Education, and three other faculty members were successful in securing an NSF (Dr. Ronna Turner, NIH (Dr. Wen-Juo Lo), and a Spencer foundation grant (Dr. Brett Nachman). CLRM faculty continued to manage previously awarded grants in the amount of just under 14 million dollars. Additionally, several CLRM faculty were awarded WE CARE summer research grants as well as additional internal WE CARE grants. There were also 7 internal CLRM impactful research grant funds awarded to 8 CLRM faculty members conducting high impact research.

Four CLRM faculty members were also recognized for their outstanding accomplishments. Dr. Clarethia Hughes was nominated for two prestigious honors including being elected to the Academy of Human Resource Development board of directors and for the Outstanding Human Resource Development Scholar Award from the Academy of Human Resource Development. Dr. Kristi Perryman was awarded the Association of Child and Adolescent Counseling Outstanding Counselor Education Advocate Award and Dr. Xinya Liang was nominated for two prestigious awards through the American Educational Research Association. In addition, Dr. Becca Basset was awarded funding to attend a national institute where she participated as a research expert to discuss “advancing the mission of higher education in a polarized environment”. Three faculty members also received college awards- Dr. Wen-Juo Lo (George Denny STAR Award), Dr. Kit Kacirek (Faculty Career Award), and Dr. Brent Williams (Superior Service Award).

Other highlights from the past year include a successful Play Therapy conference supported by the Office of Play Therapy and Research, the second annual HRD (Human Resource Development) Summit, and continued successful partnerships with local, state, and national agencies and institutions.

Department of Curriculum & Instruction

The Curriculum and Instruction Department (CIED) is comprised of 48 full-time faculty members (26 tenure track/22 non-tenure track), 30 staff members (4 CIED/25 Special Programs), 10 undergraduate degree programs, 11 graduate degree programs, 9 graduate certificates, and many non-degree educational pathways. Across degree programs CIED enrolled 726 undergraduate and 402 graduate students.

Significant achievements and changes of department:

- The Department of Curriculum and Instruction was awarded the University of Arkansas' highest departmental honor for teaching excellence. The Daniel E. Ferritor Award for Departmental Excellence is given to the department or academic unit on campus that best displays excellence in teaching, faculty development and student success
- Jennifer Beasley (CHED/Razorback Educator Development Hub) led faculty leaders across all programs and three colleges that lead to educator license through the process of redesigning internships to meet the state's requirements for a yearlong internship experience beginning in 2026
- CIED had a successful audit of our literacy coursework leading to proficiency in Childhood and Elementary Education and Special Education programs conducted by TPI-US and Arkansas' Division on Elementary and Secondary Education

Achievements in teaching, research, and public service, especially those of national, regional, or statewide significance:

- Vicki Collet (CHED) organized the *Instructional Coaching Conference* held at Springdale Public Schools
- Bonnie King (CHED) led efforts to create student experiences through the Arkansas Tutoring Corps leading to direct instruction for local students.
- Renee Speight (SPED) led professional development series for special educators on *Teaming Up to Support Kids: Preventative & Proactive Strategies to Support Learning for Children and Youth with Social, Emotional, and Behavioral Health Needs*.
- Diana Gonzales Worthen (ELEVATE), Janet Penner Williams (TESL), Alissa Blair (TESL) organized and led the *16th Annual English as a Second Language Symposia*
- Kara Lasater (EDLE) and colleagues offered free trainings in Youth Mental Health First Aid through the School Wellness Lab.
- Diana Gonzales Worthen (ELEVATE) led *Grow Your Own Educators Convening: Rooting our Future Within Our Community*
- Elizabeth Lorah (SPED) collaborated on providing augmentative and alternative communication resources across the state
- Suzanne Kucharczyk (SPED/Dept Head) was appointed by the Arkansas Secretary of the Arkansas Department of Education to the Arkansas State Advisory Council on Education of Children with Disabilities

Achievements of students and alumni or former students:

1. CIED Outstanding Students:
 - Cole Jenson, Career and Technical Education BSE
 - Samantha Fitzsimmons, Childhood Education BSE

- Kali Minor, Childhood Education BSE
 - Dalia Manjarrez, Childhood Education BSE
 - Amyrossita Mota, Elementary Education BSE
 - Anahi Francis, Elementary Education MAT
 - Jennifer Wallis, Elementary Education MAT
 - Ashley Taroni, Curriculum and Instruction MEd
 - Hannah Mhoun, Curriculum and Instruction EdS
 - Leah Cheek, Curriculum and Instruction PhD
 - Baily Hamilton, Educational Equity MEd
 - Teresa Blake, Educational Leadership MEd
 - Elise Hampton, Educational Leadership EdS
 - Leticia De La Garza, Educational Leadership EdD
 - Lesley Ramirez, Educational Studies BSE
 - Jennifer Ward, Educational Studies BSE
 - Alex Dowell, Educational Technology MEd
 - Robert Bolner, Secondary Education BAT – Social Studies
 - Lydia Hendricks, Secondary Education BAT - English
 - Nahomi Gonzalez Pineda, Secondary Education BAT – Foreign Language
 - Ashlyn Ham, Secondary Education MAT
 - Connor Brawley, Special Education BSE
 - Madison Maddox, Special Education Med
 - Madeleine Adkins, STEM Elementary
 - Erin House, STEM Secondary
 - Shannon Holland, Teaching English to Speakers of Other Languages MEd
2. CIED Outstanding Alumni honor was awarded to Michael Tapee who graduated with his undergraduate degree and MAT in secondary mathematics and is currently teacher at Hellstern Middle School of Springdale Public Schools
 3. CIED PhD candidate, Janet Knighten, was elected to the presidential line of the Arkansas Music Educators Association
 4. Amy Christian, Master’s in Special Education 2023 graduate, was honored as Elementary Educator of the Year by Rogers Public Schools through the Rogers Lowell Chamber
 5. Jeremy Butler, Bachelors in Special Education 2018 graduate was honored with the True Grit award by the Arkansas Secretary of State. The state’s Jeremy Butler True GRIT award recognizes recipients who exemplify “generosity”, “resilience”, “integrity”, and “tenacity”

The numbers of grants, dollars, publications, student growth, new faculty, new administrators, and awards/honors:

New External Funding:

CIED faculty submitted 37 external grant proposals as principal investigator or co-principal investigator totaling \$14,272,585. CIED faculty were involved in 28% of proposals or 39% of submitted dollars in COEHP. Faculty who submitted external funding proposals as leads were: Nicolette Caldwell (SPED), Kathleen Collins (SPED), Christian Goering (SEED), Mehmet Gultekin (CHED), Suzanne Kucharczyk (SPED), Elizabeth Lorah (SPED), John Pijanowski (EDLE), Janet Penner-Williams (TESL), Sheida Raley (SPED), Christine Ralston (CHED), and Renee Speight (SPED). External grants funded in 2023-2024, led by CIED

faculty totaled \$3,676,948. Other funded projects included ArtSpark which received support from the Women's Giving Circle thanks to a submission by Hung Pham and Martha Sandven.

Publications:

CIED faculty had 52 journal publications, 14 book chapters, and 8 books in 2023.

Leadership:

- Kevin Brady (EDLE) was elected to serve as president of the Education Law Association during the organization's 70th anniversary year
- Bill McComas (SEED) was elected president of the Association for Science Teacher Education
- Christine Ralston (CHED) was elected At Large Representative of the Board of Directors of the Association of Teacher Educators
- Sheida Raley (SPED) was elected Treasurer of the Board of Directors of the Council for Exceptional Children's Division on Career Development and Transition

Honors:

1. *National:*

- The Association of Literacy Educators and Researchers named Vicki Collet (CHED) as the 2023 recipient of the Albert J. Mazurkiewicz Special Services Award
- Bill McComas (SEED) received the Honorary Member Lifetime Achievement Award from the National Association of Biology Teachers.
- Vinson Carter (STEM) was named ITEEA Teacher Educator of the Year by the International Technology and Engineering Educators Association
- Christian Goering (SEED) was recognized by Kansas State University as Distinguished 2024 Alumni Fellow
- Karynecia Conner (SEED) received the Dr. Anne Richardson Gayles-Felton Travel Award from the Association of Teacher Educators Multicultural SIG

2. *University:*

- Bill McComas (SEED) was honored by the Alumni Association with the Distinguished Research Award
- John Pijanowski (EDLE) was honored by the Alumni Association with the Distinguished Service Award
- Jason Endacott (SEED) was awarded the Outstanding Mentor Award by the Provost's Office
- Suzanne Kucharczyk (SPED), Interim Department Head and faculty in SPED, was inducted into the Teaching Academy
- Kara Lasater (EDLE), was selected to the UA ENGAGE Leadership Exploration Program's 3rd Cohort

3. *College:* Fourteen CIED staff and faculty were honored with the College's Round of Applause award for being "caught caring" for their students, colleagues, and school partners: Amanda Alonzo, Stephen Burgin, Laurie Brigham, Vinson Carter, Karynecia Conner, Sheri Deaton, Angela Elsass, Myra Haulmark, Bonnie King, Kristi Mascher, Bill McComas, Bernadette Moore, Brittany Packard, and Ross Powell.

4. *Departmental:* CIED faculty and staff were honored by their departmental peers with the following awards: Faculty STAR Award – Elizabeth Lorah, Faculty Collegiality Award – Rhett Hutchins, Outstanding Service Award – Bonnie King, Outstanding Teaching Award – Sean

Connors, Outstanding Research Award – Sheida Raley, Faculty Career Award – Freddie Bowles, Outstanding Mentor/Advising Award – Christy Smith, Rising STAR Award – Alissa Blair, and Outstanding Staff Award – Victoria Jordan.

New Faculty & Staff:

Four new faculty joined CIED in 2023: Karynecia Conner (SEED), Cindy Covington (CHED), Sheida Raley (SPED), Jacquelyn Scalf (SPED), and Renee Speight (SPED). Ross Powell joined CIED administrative staff team. Dr. Freddie Bowles celebrated her retirement.

Department of Education Reform

During 2023, the Department of Education Reform vigorously pursued its mission to advance education and economic development by focusing on the improvement of academic achievement in elementary, secondary, and higher education. Composed of eight faculty (six tenured or tenure-track), two post-doctoral fellows, two full-time staff, and 13 doctoral students, the Department produces unbiased, data-driven research findings that directly inform policymakers at all levels of government, scholars, parents, teachers, administrators, and the public to positively influence the future of Arkansas and the nation's schools. Much of its research is issued through its six initiatives:

- Arkansas Teacher Corps (ATC)
- Charassein: The Character Assessment Initiative
- Classical Education Research Lab
- Office for Education Policy (OEP)
- School Choice Demonstration Project (SCDP)
- Wai Lab

Significant achievements: Members of the Department produced 70 academic and research publications in 2023 including 19 peer-reviewed journal articles. They received 14 honorific awards, 9 by faculty and 5 by students, and obtained 5 new research grants totaling \$344,888. Faculty research was cited 2,842 times according to Google Scholar.

Achievements in teaching, research, and public service: Faculty taught 21 courses for grade during the academic year, with course evaluations averaging 4.84 for rating of the course and 4.87 for rating of the instructor. Faculty research awards included the International Mensa Award for Research Excellence (Dr. Wai), the COEHP Impactful Scholarship Award (Dr. Wai), and the COEHP Rising STAR Award (Dr. Cheng). Dr. Zamarro became the first member of the Department ever to receive over 1000 citations on Google Scholar in a year. Drs. Wolf, Maranto, Zamarro & McGee were ranked among the 200 most influential education scholars in the country by *Education Week*. The University of Arkansas tied for 11th in the country for the number of education scholars we placed in that prestigious annual ranking which is based on a variety of quantitative performance metrics. Education Reform ranked tied for 5th in the country among departments focused on Education Evaluation and Research, according to Education Analytics faculty productivity metrics.

Members of the Department engaged in extensive public service during 2023. For example, Dr. Wolf serves on the Arkansas Department of Education Parent Empowerment Working Group and is on the Advisory Committee for the Education Savings Account Implementation Study. Dr. McKenzie is a member of the Arkansas Every Student Succeeds Act (ESSA) Steering Committee and oversees the Office of Education Policy and the Arkansas Teacher Corps. Dr. Maranto is editor of the *Journal of School Choice* and serves on the U.S. Civil Rights Commission Arkansas Advisory Committee. Dr. Wai is a Committee Member and Grant Reviewer for the Mensa Foundation and serves on Editorial Boards for the *Journal of Intelligence*, the *Journal for the Education of the Gifted*, *Gifted Child Quarterly*, the *Journal of Expertise*, and *Intelligence*. Dr. Cheng is a Senior Fellow at the international research center CARDUS and a member of the Global Home Education Exchange Research Committee. Dr. Zamarro is a member of the Dean's Council of the Wise and on the Board of Advisers for the Society for Research on Educational Effectiveness Women in Quantitative Methods.

Members of the Department were actively engaged in informing policymakers and stakeholders regarding effective educational interventions. They published 23 op-eds, 29 blog posts, were interviewed on 15 podcasts and were mentioned in 83 media stories. A *Wall Street Journal* editorial on August 16 discussed public charter school research by Drs. McGee and Wolf. Dr. Wolf also provided testimony or delivered presentations to state legislators in Arkansas, Illinois, and Kansas. Dr. Wai regularly contributes op-eds on identifying and serving gifted students to *Forbes* magazine and advises the Northwest Arkansas Education Coop on gifted and talented programming. Dr. McKenzie annually announces the performance awards for Arkansas public schools based on value-added measurements and is interviewed regularly regarding her new research on 4-day school weeks. Dr. Zamarro is advising Arkansas Secretary of Education Oliva regarding ways to improve the state's teacher pipeline and how teacher raises in the Arkansas LEARNS Act are promoting salary equity around the state. Dr. Maranto published an op-ed in the *Wall Street Journal* about civil rights pioneer Marcus Foster.

Jonathan Wai was elected a fellow of the Association for Psychological Science:

<https://www.psychologicalscience.org/members/fellows> "Fellow status is awarded to APS members who have made sustained outstanding contributions to the science of psychology in the areas of research, teaching, service, and/or application. Fellow status is typically awarded for one's scientific contributions, but may also be awarded for exceptional contributions to the field through the development of research opportunities and settings."

Also, he is among the top 2% of the world's cited scientists from our college who made this Stanford University ranking (he has been on the list since 2019). It is for the areas of education and psychology.

In the history of the field of "mathematical giftedness" (1960 to present), he has the top cited article in the entire field as noted by this bibliometric analysis:

<https://journals.sagepub.com/doi/full/10.1177/00169862241244717>

Achievements of students and alumni: Marilyn Rhames completed her doctorate and was awarded a prestigious post-doctoral Research Associate position at the Baylor University Center for School Leadership. Our current doctoral students won 5 awards, including the James E. McLean Distinguished Research Paper Award (Kathryn Barnes), the Departments Outstanding Graduate Student Award (Andrew Camp) and the Department's Best Paper Award (Rian Djita). Graduate students Daion Daniels and Cassidy Syftestad were honored with an invitation to the American Enterprise Institute's Education Policy Academy. Several of our recent alumni received awards. Dr. Jennifer Ash, Director of Harvard University's National Center for Rural Education Research Networks, received the College of Education and Health Professions Emerging Education Leader Award. Dr. Bich Tran, Research and Evaluation Associate at the Dartmouth Institute for Health Policy and Clinical Practice received an International Mensa Award for Excellence in Research.

The numbers of grants, dollars, publications, student growth, faculty advancement, new administrators:

The Department received 5 new grants in 2023 totaling \$344,888. Dr. McKenzie received a \$214,000 grant from the Arkansas Department of Education in support of the Arkansas Teachers Corps as well as an \$80,000 grant from the Northwest Arkansas Regional Public Education Cooperative. Dr. Cheng received a grant of \$11,173 from the Society of Classical Learning in support of his Classical Learning Research Lab. Dr. Maranto received a grant of \$37,215 from the Apgar Foundation and Dr. Wai received a \$2,500 grant from the COEHP WE CARE initiative. The faculty of the Department published 19 refereed

journal articles, 5 book chapters and 36 reports or working papers, and 10 non-peer-reviewed journal articles or essays in 2023. Most of those publications were co-authored with graduate students as mentoring activities. Publications by the Department's faculty received 2,842 Google Scholar cites in calendar year 2023. The Department will enroll eight first-year doctoral students in the fall of 2024, all of whom received competitive fellowships from the Graduate School. A total of 14 doctoral students will be in residence in the Department of Education Reform next academic year. There were no faculty departures during the year. Dr. Wai was granted tenure, promoted to Associate Professor, and received a 5-year renewal of his 21st Century Endowed Chair in Education Policy. Dr. Maranto received a 5-year renewal of his 21st Century Endowed Chair in Education Leadership. Dr. Wolf continues to lead the Department on an interim basis with Dr. Zamarro continuing to serve as Director of Graduate Studies.

Eleanor Mann School of Nursing

During the academic year 2023-2024, the Eleanor Mann School of Nursing (EMSON) had 1,047 students in the undergraduate (n = 986) and graduate (n = 61) programs. The school employs six administrative specialists (support staff), 39 full-time faculty, and 77 part-time lecturers/clinical specialists, collectively supporting its teaching, research, and service mission. In fall 2023, one full-time instructor retired, while a Program Success Coordinator, a full-time instructor, was hired to assist non-traditional students [i.e., Licensed Practice Nursing (LPN)-to-Bachelor of Science in Nursing (BSN)] achieve their full potential in optimizing academic performance. Preliminary outcomes of the coordinator role included increased student satisfaction, retention, program completion, and NCLEX-RN (a professional nursing board exam) pass rates. On September 7, 2023, the Arkansas State Board of Nursing granted the EMSON BSN programs (in-person and online) a 5-year reaccreditation, demonstrating its continued commitment to delivering high-quality programs. Notably, the EMSON Online BSN Program was ranked in the top 10 nationwide by *Forbes Advisor* in 2024.

Consistent with national trends in 2023, EMSON experienced a decline in enrollment in the graduate programs. Initiatives for increasing graduate enrollment were implemented throughout the academic year, including launching a joint Doctor of Nursing Practice (DNP) and Executive Master's in Business Administration (EMBA) degree program, conducting virtual information sessions for graduate offerings, and attendance in regional conferences to recruit potential students in the master and doctoral program. Outcomes of these initiatives were increased student enrollment, almost triple the size from the previous academic year, and admission of two inaugural students in the joint degree program (DNP/EMBA) offered and administered concurrently by EMSON and Walton College at the University of Arkansas, Fayetteville.

In response to the national healthcare trends and mandate for competency-based education for nursing programs, the EMSON faculty completed curricular transformation for its entry-to-practice in professional nursing, e.g., pre-licensure BSN, BSN-LPN, and RN to BSN. The Arkansas Division of Higher Education approved the new curriculum in May 2024 for implementation in fall 2024 semester. Similarly, the Graduate Curriculum Committee initiated curricular revisions of the DNP in Family Nurse Practitioner Program (FNP) to meet such a mandate. In late spring 2024, a new Master of Science in Nursing (MSN) program for first-line nursing leadership is being developed to meet the growing demands for competent front-line leaders in Northwest Arkansas and beyond. This new program gained overwhelming support from EMSON alums (surveyed in fall 2023) and local clinical partners, slated for its implementation in fall 2025.

Customary to EMSON's students and alums are their engagements in myriads of activities outside the classroom, including, but not limited to, service to the community and the profession at large. For example, in spring 2023, undergraduate and graduate students (supervised by faculty members) provided comprehensive physical examinations/health clearance for engagement in sports activities at Decatur High School. A total of 116 students from 6th to 11th grades were cleared for sports physicals by EMSON students and faculty members. Three students in the online LPN-BSN Program were recognized for their selfless services to their local communities: *Rayna Bostick* and *Jeannette Ige* were featured in their local news in Philadelphia, PA, regarding their extraordinary efforts in organizing a community baby shower for over 400 women, which was grant-funded while *Cynthia Campbell* in Fayetteville, NC, has operated a shelter for battered

women. Governor Sanders recently appointed another online student, *Lakisha Young* from Little Rock, Arkansas, to serve on the Arkansas State Board of Nursing.

Some notable accomplishments of EMSON undergraduate students and alums in the past academic year included the EMSON *Nursing Student Association* as a nationally recognized Stellar School Chapter in 2023, while *Bailey Ryer* received an Honors Research Grant award. Two EMSON alumni, *Sarah Maskin* and *Anna Erich*, were recipients of Daisy Awards (<https://www.daisyfoundation.org/about-daisy-award>), respectively working in St. Jude Hospital in Memphis, TN, and Northwestern Medical Center, Chicago, IL. In 2023, *Lora King* received the Nurse of the Year Award for inpatient Medicine Telemetry at Baylor University Medical Center in Dallas, TX.

Much of the EMSON faculty and staff members' efforts in 2023 centered around forming shared governance, implementing the new 5-year strategic plan and pragmatic approaches and strategies aimed at organizational efficiency, and building a culture of scholarship and stewardship for the discipline. Examples of these efforts included launching a Faculty Assembly, appointing a Clinical Manager, restructuring staff reporting, implementing a very successful 2nd Annual Nursing Science Day, and leading awareness of Women's and Heart Disease through National Wear Day. In collaboration with COEHP colleagues, EMSON faculty members led an open forum on heart health promotion, risk reduction, and management.

Significant and impactful accomplishments of some EMSON faculty members in AY 2023-2024 are highlighted below:

- *Mrs. Jeanice Ball* received a New Faculty Commendation for Teaching Commitment at the University of Arkansas.
- *Dr. Sarah Bemis* served as President of the Arkansas Center for Nursing, the only nursing workforce center in the state. Dr. Bemis spearheaded several efforts aimed at increasing the professional nursing workforce supply in Arkansas, including working with multiple stakeholders, including legislators, to accomplish the center's goals.
- *Dr. Jessie Casida* was invited to present on topics related to crucial conversations, research methods, and grant proposals at regional, national, and international conferences, respectively. He continued serving on the Editorial Board for the critical-care and solid transplantation journals.
- *Dr. Jan Emory* continued to administer the \$328,664.76 HRSA (Health Resources and Services Administration)- funded Nurse Faculty Loan Program successfully. This grant supports 11 students in completing their MSN in Nursing Education at EMSON.
- *Dr. Michele Kilmer* continued to lead the expansion of the A4A clinic, providing access to economically underserved, minority, and vulnerable children with autism.
- *Dr. Kippenbrock* presented a research poster on nurse faculty retention in the United Kingdom. In the summer of 2024, he was notified of his admission into the American Academy of Nursing (AAN). Dr. Kippenbrock will be the first faculty at the University of Arkansas to be inducted as a fellow of the AAN, i.e., FAAN in November 2024.
- *Dr. Marilou Shreve* was awarded \$2.6 million as renewal for the Advanced Nursing Education Workforce (ANEW) grant funded by HRSA for the next four years. In AY 2023-2024, 18 students were fully supported by the ANEW grant to complete their DNP degrees with a FNP concentration at EMSON.

In conclusion, the AY 2023-2024 provided EMSON with the opportunity to recalibrate and reflect on leveraging their strengths to further advance their teaching, research, and service

mission in the upcoming year and beyond. Faculty, students, and staff are poised to collectively and continually work collaboratively with stakeholders, internal and external to the University, in realizing its strategic directions guided by reimagined mission, vision, and values: #EMSONForward.

Department of Health, Human Performance and Recreation

1. **Significant achievements and changes of programs/department, including progress related to strategic priorities, program reviews, accreditation, etc.**
 - a. The Public Health (PBHLBS) program experienced significant growth from fall 2022 to fall 2023. Currently, there are 461 PBHLBS students, representing an increase of more than 30% in the past year. New freshmen increased significantly in this program, compared to fall 2022, the freshman class increased by 92% (33 students). The MPH program completed their site visit from the Council on Education for Public Health. They met nearly all of their 40 competencies and had no areas that were not met. The final accreditation announcement will be provided by July 2024.
 - b. The Exercise Science (EXSCBS) program experienced significant growth in their undergraduate program. New freshmen increased to 324 students, when compared to new freshmen in fall 2022, this represents an 11% increase. Total numbers (across all years) also increased significantly from last year. Currently, there are 877 undergraduate students in this program, a 13% increase in total students from 2022. This program also created a new accelerated M.S. program where students can complete their M.S. requirements in only one year beyond their B.S. degree. There has been interest from across campus and the program has attracted students unlikely to have entered the program otherwise (BMEG students, for example). The total number of EXSCMS students, including accelerate students increased from 9 in fall 2023 to 22 in May 2024, more than doubling the number of students in the program.
 - c. Recreation and Sport Management (RESMBS) experienced a significant increase in undergraduate students. The total growth was 21% and is being driven by the increase in the number of new freshmen (20%). RESM also added a new minor in Outdoor Leadership (OLDR) in fall 2022. There has been tremendous growth in this new program, growing from 30 students in May 2023 to more than 70 students in May 2024. Students in OLDR Minor are from various colleges including AFLS, ARCH, ARSC, EDUC, ENGR, and WCOB.
 - d. The Master's of Athletic Training (M.AT.) program has an outstanding 100% first-attempt pass rate on the BOC exam and 100% employment rate in May 2024. Additionally, the M.AT. program hosted the 18th Annual Razorback Sport Medicine Symposium with full sponsorship from several organizations including COEHP WECARE Grant, Arkansas Children's Hospital, Wright's BBQ, and Henry Schein. The conference had record attendance and provided continuing education credits to athletic training and physical therapy clinicians. The program had an accelerated degree plan approved and began offering courses for the newly approved degree plan in Summer of 2023.
2. **Achievements in teaching, research, and public service, especially those of national, regional, or statewide significance.**

- a. **Dr. Michelle Gray** was inducted as a Fellow into the American College of Sports Medicine in May 2024.
 - b. **Dr. Erin Howie Hickey** received a Fulbright Scholar Fellowship to travel to Australia in 2025 to study physical activity in children. She is the first recipient in HHPR to receive this international fellowship.
 - c. **Dr. Brendon McDermott** earned the 2023 Southwest Athletic Trainer’s Association Frank Medina Award.
 - d. **Dr. Kevin Murach** received the New Investigator Award from the American Physiological Society for his brief report in the American Journal of Physiology – Cell.
 - e. **Dr. Amanda Sullivan** was selected a member of the 6th cohort of the American Kinesiology Association Leadership Institute.
3. **Achievements of students and alumni or former students, especially those of national, regional, or statewide significance.**
- a. **Anthony Campitelli** was selected as one of five Arkansas doctoral students in the 2023-2024 SEC Emerging Scholars Program.
 - b. **Dr. Jordan Glenn**, 2015 EXSC Ph.D. graduate, received the 2024 Emerging Leader in Health in the College of Education and Health Professions Award.
 - c. **Ashlyn Jendro** received the Best Poster Award at the South Central American Society of Biomechanics Conference.
 - d. **Keith Jones, ATC** (1984 graduate) received the Outstanding HHPR Alumni Award.
 - e. **Ron Jones** had his paper in the Journal of Physiology recognized as one of the most read papers in 2024.
 - f. **Eric Schisler** won the Student Poster Award at the 2023 American Public Health Association Annual Meeting.

Outstanding HHPR Student Awards

Outstanding B.S./B.S.E. Students:

Stephanie Cotariu – Exercise Science
Jeb Wilborg – Physical Education and Health
Kaitlyn Parker – Public Health
Carrington King – Recreation and Sports Management

Outstanding M.S./M.Ed./M.AT. Students:

Diane Zashin – Athletic Training

Madison Ceola – Exercise Science
Christine Paglione – Physical Education and Health
Marog Leavitt – Public Health
Kathleen McPartland – Recreation and Sports Management

Outstanding Ph.D. Students:

Megan Jones – Exercise Science
Oluwatoyin Olatunde – Public Health
Paul Kimbrough – Recreation and Sports Management

University of Arkansas Seniors of Significance Award this year from HHPR:

- Muffazela Tabassum – Public Health
- Olivia Peterson – Public Health
- Kaitlyn Parker – Public Health

4. The numbers of grants, dollars, publications, student growth, new faculty, new administrators, and awards/honors.

- **Total (new and ongoing) Research grants \$7,980,215 (\$2,631,400 new grants) which includes:**
 - 4 Internal Research Grants Awarded for a total of \$141,007
 - 13 External Research Grants Awarded totaling nearly \$8M
 - Includes an NIH R01, R21, K01, and R44, along with a sub-award from a DOD grant.
- 100 Presentations in a variety of settings (state, regional, national, international)
- 100 Peer-Reviewed Publications
- Total HHPR students increased by 15%, from 1,769 to 2,036 total students. Relative to last academic year, at the undergraduate level, Public Health had the greatest relative increase (30%); the Master’s program in EXSC saw the greatest growth (144%) at the graduate level.
- HHPR had one new tenure-track faculty begin in spring 2024 (Megan Rosa-Caldwell, Ph.D. – EXSC). Additionally, three non-tenure track faculty were added to HHPR in fall 2023 – Drs. Kristin Bogda (PBHL), Cory Butts (EXSC), and Joshua McGee (EXSC). HHPR completed searches for two tenure-track faculty. Drs. Divya Bhagianadh and Dr. Anqi Deng will begin in fall 2024 as Assistant Professors of Public Health and Exercise Science, respectively. Dr. Simeon Hinsey is joining the RESM faculty as a new non-tenure track faculty in fall 2024.

Awards

- HHPR Department Awards:
 - Outstanding Teaching – Craig Schmitt
 - Outstanding Research – Page Dobbs
 - Outstanding Service – Amanda Sullivan
 - Outstanding Advising/Mentoring – Abigail Schmitt
 - Overall Outstanding Faculty – Page Dobbs

Appendix C: Offices, Institutes, Centers, and Labs Reports

Adventure Therapy Lab

The Adventure Therapy Lab (ATL) had an exciting and productive 2023-2024 school year. Regarding research, Dr. David Christian, ATL Director, in collaboration with CNED recent alumni and current students published 3 AT related articles, has multiple AT related article under review, and co-authored an article for the Therapeutic Adventure Professionals Group's (TAPG) Newsletter. In addition, Dr. Christian gave 2 refereed presentations in Portland, Oregon at the TAPG Best Practices in Adventure Therapy Conference. Dr. Christian continued to provide AT supervision to 4 local Licensed Associate Counselors and serve as a consultant to various schools and in-patient mental health and substance abuse facilities in NWA. The ATL's Assistant Director, Nicolas Bellegarde, submitted his first lead author manuscript on using Adventure Therapy to address adverse childhood experiences. Nic has also completed AT groups in Spanish at Don Tyson School of Innovation. As part of this project, Dr. Christian and Nic have collected quantitative and qualitative data and have already submitted a research proposal to present at the Research Symposium of the 2024 Association of Experiential Education conference. Regarding national service, Dr. Christian currently serves on the Certified Clinical Adventure Therapist Credentialing Committee developing supervision standards and on the committee looking to revamp the Outdoor Behavioral Healthcare Research Council. CNED students working with the ATL continued to promote community engagement by conducting AT groups at a variety of elementary, middle, and high schools around Northwest Arkansas during the 2023-2024 school year. Dr. Christian and a group of CNED students facilitated fall 2023 and spring 2024 orientations for the Office of International Students and Scholars and led various hikes around NWA including Devil's Den State Park for international students and scholars.

Finally, Dr. Christian partnered with Dr. Merry Moiseichik in RESM to lead Adventure Therapy and Leadership in Aotearoa/New Zealand during the May 2024 intersession. Fourteen students traveled with Drs. Moiseichik and Christian, including 6 CNED students, 2 graduate level social work students, and 6 undergraduate students of various majors. During this program, students learned AT facilitation skills as well as basic technical skills related to orienteering, camping, hiking, white water rafting, ropes course facilitation, and sea kayaking. Students also got an in-depth look at bicultural relations and reconciliation efforts between Māori and Pakeha (White) New Zealanders. As part of these experiences, students completed a cultural immersion workshop, Māori language seminar where they learned to introduce themselves in a culturally appropriate manner using te ao Māori, spent two day and one night at a Marae (Māori sacred meeting place) completing service learning projects and learning additional Māori history through storytelling, games, and art/carving, and visited He Waka Tapu, a community agency that provides social and mental health services to Māori families. Students and faculty also spent a day learning about counseling and outdoor/adventure education from faculty at University of Canterbury. Finally, students spent 7 days learning about Adventure Therapy from Malcolm Creagh, an adventure therapist at Adventure Development, New Zealand and adventure therapy consultant with Outdoor Insights. Students were immersed in learning about various technical, therapeutic, and meta- skills used in AT in Aotearoa/New Zealand.

Point of Contact: David Christian - ddchrist@uark.edu

ARKANSAS A+

Arkansas A+ transforms education by integrating the arts (visual and performing) with curriculum and is committed to the continual growth and enhancement of A+ programming designed for Arkansas schools, teachers, and students. Arkansas A+ (ARA+):

- Served **430+ educators** in **50+ schools and educational organizations** creating the opportunity to reach and impact **5,000+ students** through A+ practice
- Planned **23 workshops** spread across **10 Arkansas educational cooperatives**
- Fostered relationships with **65+ new schools** resulting in **2 new whole-schools** and greater exposure for A+ across Arkansas

Whole-School Implementation

Guy-Perkins Elementary School (GPES) committed to ARA+ in November 2022, and their five-day summer institute was held July 10-14, 2023, in Guy, Arkansas. Teachers explored the A+ Essentials and were given tools to begin integrating the arts. Overwhelmingly positive feedback from the GPES team resulted in the upper school's commitment to A+ in 2024. ARA+ is planning for year two of whole-school implementation for GPES.

ARA+ staff met their goal of recruiting two new whole schools with commitments from Landmark Elementary and Guy-Perkins High (GPHS). The addition of GPHS takes A+ district-wide at Guy-Perkins. These schools will start the implementation process in July/August 2024.

Arkansas A+ Exponentially Increases Teacher Workshops

ARA+ has planned 23 workshops spread across 10 Arkansas educational cooperatives. Collectively, these 10 coops serve 165 school districts that employ over 20,000 teachers and enroll almost 300,000 students. This is an increase from the three teacher workshops offered in Summer 2023. Funds from the College's *Educational Renewal Zone* helped to cover some expenses of the teacher workshops over the summer.

Arkansas A+ Expands Grant Submissions

ARA+ staff have been working with the Office of Research and Grant Administration to identify potential sponsors and increase the number of grant submissions. Since November, ARA+ has submitted six grants totaling nearly \$125,000 to potential sponsors. The A+ staff continues to seek additional grant opportunities.

Arkansas A+ Establishes Leadership Advocate Team

ARA+ is establishing a Leadership Advocate Team to serve as an advisory group and to champion ARA+ and arts integration throughout the state. The first meeting was scheduled for June 18 and offered the opportunity for members to offer feedback and ideas that will be incorporated into future planning. The inaugural members are: Cristy West, principal at A+ member school Portland Elementary; Dr. I.J. Routen, former coordinator of elementary fine arts in the Little Rock School District; and Aaron Jones, the director of arts integration and museum partnerships at Arkansas Arts Academy.

Arkansas A+ Futures Committee

Dean Kate Mamiseishvili established the ARA+ Futures Committee in December 2023 to increase support for and promote the vitality of ARA+. The committee meets in-person every two weeks. The committee members include the COEHP Dean, COEHP Associate Dean, COEHP Director of Development, COEHP Research Advancement Specialist, Arkansas A+ Executive Director, and Arkansas A+ Program Director.

Arkansas A+ Builds COEHP Partnerships

ARA+ continues to create connections with new and current partners. In the fall/spring semesters, ARA+ worked with COEHP faculty to create and deliver arts integration presentations in five courses: CIED 2083 Innovation and Creativity in Daily Practice; CIED 5151 Arts Integration in Practice; CIED 4413 Acquiring a Second Language; CIED 4423 Teaching English as a Second Language; and EDST 3313 Trauma Based Educational Practices. IMPACT Arkansas Fellowship leaders invited ARA+ to present to the 40 fellows in the two most recent cohorts at the Summer Leadership Institute in June. In addition, ARA+ staff met with the COEHP new faculty at the First-Year Faculty Engagement and Networking Series to share about their organization and K-12 arts integration efforts.

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Arkansas Policy Lab

The section below provides an outline of the Arkansas Policy Lab's milestones, and the narrative in this section summarizes those milestones and activities. Since the lab was officially approved by COEHP leadership in April 2023, I have developed the lab's name, branding, and website, hosted a faculty partners meeting, and had initial conversations with several potential community and state partners.

In the summer of 2023 and spring of 2024, we contracted with Red Rooster Design to help with the lab name, branding, and website. We chose Arkansas Policy Lab or AR Policy Lab for the name. The associated brand mark at the top of this page was designed by Red Rooster and mimics state department branding. Red Rooster has developed a website shell for the lab that is ready for additional content.

Over the past few months, I have also met with several potential university, community, and state partners, including Goodwill Arkansas, I³R, Arkansas Center for Health Improvement (ACHI), UAMS, the UofA economics department, ForwardAR, and multiple divisions within the Arkansas Department of Education (ADE). These conversations have generated a lot of interest in the Policy Lab and several ideas for collaboration.

For example, Goodwill AR recently opened an adult education and training center in Springdale that will also be a hub for state services and healthcare for their service population. Edie Stewart, formerly with ADE, is on their leadership team and we are exploring multiple opportunities for partnership. I have also connected Edie with Policy Lab affiliates Kevin Roessger, Jessie Casida, and Sarah Bemis to explore partnership around their adult educational programming and connection to the nursing pipeline.

Sarah McKenzie and I are partnering with UAMS researchers on a project that investigates the educational outcomes of children with pediatric intensive care unit (PICU) exposure. I have also provided letters of support for federal grant applications and have participated in I³R's Sustainable Proteins initiative which has multiple connections to education, health, and workforce development.

In addition to exploring partnerships, I have also had initial conversations with several potential funders. I have discussed and shared information about the Policy Lab with Walton Family Foundation Strategy, Learning and Evaluation team (Matthew Carr and Jeff Dean), the Walton Private Philanthropy Group (Michael Crouch, Marc Holley, and Victoria Watson), Arkansas Communities Foundation (Annetta Tirey), among others. Gema Zamorro, Sarah McKenzie, and I have also had discussions regarding our strategy and goals for pursuing federal grants, and we have been part of two proposals this spring.

Deep relationships with ADE and other state agencies as well as various Walton philanthropies are integral to the Policy Lab's long-term success. I have continued to work with ADE on several of their top policy priorities, including the Educator Preparation Program State Review, Teacher Merit Pay Program, and Career and Technical Education Audit. While these projects are aligned with the Office for Education Policy's mission, they also help us deepen our relationships across multiple areas and demonstrate how we can provide actionable evidence and technical assistance that improves education and health outcomes in the state. These relationships and our positive track record will serve as a strong foundation for future Policy Lab activities and collaborations.

We expect the groundwork we've laid over the past 18 months to pay dividends through new internal and external partnerships, funding opportunities, and policy-relevant projects that are aligned with the UofA's land grant mission.

Milestones and Activities

- Fall 2022 – Held initial meetings with college faculty and leadership to gauge interest in the lab.
- November 18, 2022 – WE CARE Team Up for Education and Health Funds proposal submitted.
- January 23, 2023 – WE CARE funding approved.
- February 20, 2023 – Application to establish the lab submitted to COEHP leadership.
- April 7, 2023 – Application to establish the lab approved.
- April 26, 2023 – Hosted kickoff meeting with COEHP faculty partners.
- Summer/Fall 2023 and spring 2024 – Contracted and worked with Red Rooster Design on lab name, branding, and website.
- Fall 2023 – Feasibility study of the statewide health and education policy research lab included as an action item in the COEHP strategic plan.
- Fall 2023:
 - Finalized name, branding and started website development;
 - Presented at November COEHP CLASS session; and
 - Had several initial conversations with potential funders and community and state government partners.
- Spring 2024:
 - Finalized initial website development;
 - Presented at the Dean's Executive Advisory Board meeting;
 - Collaborated with ADE on several priorities, including:
 - Developing and implementing the Educator Preparation Program State Review,
 - Developing and implementing the Teacher Merit Pay Program,
 - Developing the annual Teacher Workforce Report
 - Developing the annual Career and Technical Education Audit Report; and
 - Identified and explore grant/funding opportunities.

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Augmentative and Alternative Communication Research Laboratory

The Augmentative and Alternative Communication (AAC) research lab is dedicated to improving communication outcomes for individuals with intellectual and developmental disabilities who do not have functional speech and are learning language through research. As such, in the 2023-2024 year, the AAC lab continued its emphasis on research. Work continued under two federally funded grants, including an NSF-funded project focused on integrating AI to create smarter AAC technologies (awarded to lab PIs Holyfield (PI of grant) and Lorah (co-PI on grant)) and a NIDILRR-funded project focused on improving AAC technology (subaward to lab PI Holyfield). As a lab, we published a total of 8 peer-reviewed papers and completed a total of 10 peer-reviewed national and international presentations. All this work reflects our priorities in developing and disseminating AAC technologies and instructional strategies that better meet the needs of individuals with intellectual and developmental disabilities.

The lab is also dedicated to preparing future clinicians and researchers who are experts in AAC. Throughout the 2023-2024 year, our lab included a postdoctoral researcher, a doctoral student researcher in Special Education, two master's students in Communication Sciences and Disorders, and several undergraduate honors students in Communications Sciences and Disorders. After finishing her postdoc, the postdoctoral researcher accepted a position as an Associate Teaching Professor at Ball State University. The doctoral student researcher graduated and began a job at LSU Shreveport as an Assistant Professor. She has already received internal funding for her research in her new role. The two master's students graduated and obtained jobs as speech-language pathologists serving children, including those with intellectual and developmental disabilities who use AAC. Two of the undergraduate honors students graduated and were accepted into the University of Arkansas Communication Sciences and Disorders graduate program. Mentees of the lab were active members of research projects and served as contributors to publications and presentations. Lab PI Dr. Holyfield was also awarded, in collaboration with a colleague at Penn State University, a training grant to support the development of highly effective speech-language pathologists who will support students who require AAC in schools.

Importantly, this year our AAC lab strengthened our collaborations with stakeholders including individuals with developmental disabilities who use AAC, their family members, and clinicians. We were able to fund multiple stakeholders including individuals who use AAC, family members of individuals who use AAC, and clinical professionals in the community as contributors to ongoing work across multiple projects, and as co-authors and co-presenters.

The AAC lab also acted on our commitment to serve Arkansans. Through WE CARE funding, we hosted a May summer camp for children on the autism spectrum. We are currently planning to expand and improve on the camp this coming summer through additional WE CARE funding. Also with the support of WE CARE, lab members traveled to locations in rural Arkansas, providing AAC technologies and training in schools to better support children throughout the state of Arkansas in having access to high-tech AAC services.

Points of Contact - Christine Holyfield (ceholyfi@uark.edu) and Liz Lorah (lorah@uark.edu)

Autism Support Program (ASP)

The University of Arkansas' Autism Support Program had another successful year. There were 17 students enrolled in the spring semester, 4 of whom graduated in the spring of 2023. Eleven of the remaining students returned to the ASP in the fall semester and one of those graduated in December 2023. We added eleven new students giving us a total of 22 students enrolled in the fall semester. At this level of enrollment and with the extra fee students pay for our services, the ASP covers all expenses and generates a surplus that is held in reserve for the future.

The ASP employed 1 full-time director and a variety of part-time Academic Coaches and Peer Mentors during 2023. Aleza's responsibilities as director of the program include hiring, training, and supervising all employees, recruiting new students and evaluating all applicants, serving as case manager for all students which includes designing their coaching and mentoring schedules, meeting with each of them a few times every week to discuss academics, professional goals, social issues, etc., communicating with students' parents as needed, and providing support for the faculty who teach their classes.

Aleza has continued to cultivate relationships with companies who have started autism friendly hiring programs (Microsoft, Hewlett Packard, Honeywell, and Kimberly Clark), as well as with organizations who serve as liaisons between companies open to hiring a neurodiverse workforce and prospective employees who have autism (Lime Connect, SourceAble, Integrate, and Mentra). She remains an active member of the College Autism Network's consortium of directors of university autism programs and participates in their monthly meetings and idea sharing sessions.

In the spring of 2023, Aleza became the faculty advisor for a new Registered Student Organization for students interested in neurodiversity.

The Autism Support Program will aspire to maintain an average of 15 enrolled students each semester. As of February 6, 2024, we have 17 likely students for the fall and 4 students still in the application process. In addition to the academic, independent living, and social skill support we offer, Aleza hopes to further enhance our pre-employment services and increase the number of students who hold volunteer positions and jobs.

Point of Contact: Aleza Greene - asgreene@uark.edu

Boyer Center for Student Services

2023-2024 academic year marked the sixth year in the College with centralized undergraduate recruitment, advising, career counseling, and student services. This was also the second full academic year for the BCSS office in the CORD. The Boyer Center serves students from orientation through graduation.

We had a few new people join our advising team replacing staff members who have left, specifically Paryn Browning, as an advisor. This year we enjoyed being fully staffed for the majority of the academic year and saw some of the largest numbers of advising appointments – over 10,500 on the year.

Summer 2023 saw another large freshman class with just over 1,050 new students. Our advising team supported students on campus for the 5 weeks of orientation and we returned to the graduate education building and able to utilize our advising center in CORD for in person orientation in 2023. We continued to hear good feedback from the orientation experience, but most concerns continue to focus on students being on their own, without their parents during advising.

This 2023-2024 academic year we continued to offer both virtual and in-person advising sessions. There was a total of over 10,500 advising appointments for the academic year. Additionally, we continue to see a need for both in-person and online appointment types. We see students still utilize virtual advising appointments done through Microsoft Teams. Students are still choosing this option since we have offered the choice of modality for students. The fully virtual appointments provide flexibility and a secondary method to connect with students if they do not want to come in person but can be able to talk with an advisor. This is great for times when students are away from campus or unable to get to the CORD during the open advising time. We also continued to offer “walk-in” appointments during the advance registration period in both fall and spring terms. This year saw us revert back to mainly offering in-person walk-ins, being in the CORD, where student traffic is much higher, we saw an increase in students choosing to come in person. During this year we saw over 800 students during walk-in appointments.

Another area that we are working on bolstering is our academic initiatives. We had our third year of A-week, where we partnered with Student Affairs and held our first “open house” for new students. This was a great event where we had roughly 275 students come drop in for A-week for a meet and greet. We had faculty and students from each of our departments there. We also included out partnerships with Study Abroad and COEHP Honors to have a table during this event.

We continued the HHPR override process for HHPR classes. It was a collaborative process between the BCSS office and the HHPR department. We are working on using the data to help project numbers so we can eventually remove this override request or lessen the burden, as we had over 500 student requests to process in the end.

Other initiatives we added this year:

- Next Steps Meetings – for students who were not admitted to nursing school.
- Drop-in advising for Study Abroad
- Drop-in advising for Accelerated Master’s programs
- Student Success Coaching for students on academic probation

Lastly, we continue to add and lose staff members to our BCSS team. While people move on for many reasons, we have worked hard to strengthen the search process to help hire people who want to work with our students. We anticipate there always being a hiring search but have a core group of individuals to help with the process.

Staff members who were recognized Caught Caring:

- Corey Johnson – his work with A-week
- Matthew Fey – his work with Workday Student training
- Tresa Jones – her work with help supporting advisors

New Staff members, hired in fall 2023:

- Paryn Browning, Academic Advisor

Point of Contact: Elizabeth McKinley- elmckinl@uark.edu & Denise Bignar – dbignar@uark.edu

Cachexia Research Laboratory

The Cachexia Research Laboratory (CRL)'s primary research focus is to unveil mechanisms leading to the onset of cancer cachexia, a debilitating wasting syndrome present in up to 80% of cancer patients and responsible for 20-40% of cancer-related deaths, depending on cancer type. We seek to do this while training postdoctoral fellows, graduate students, and undergraduate students in the use of molecular biology techniques to understand pathophysiological conditions and become future leaders of our field. The CRL works closely with the Exercise Muscle Biology Laboratory (EMBL) under Dr. Tyrone Washington and most of the listed accomplishments are in joint efforts with the EMBL. Since the CRL began work in the fall of 2013, 45 peer-reviewed original research articles, 6 review articles, and 2 editorials have been published. Since our beginning, 4 PhD students have completed their dissertations in our laboratory and have all moved on to prestigious postdoctoral fellowships, with two currently transitioning into roles as Principal Investigators themselves. The CRL has been consistently funded through funding bodies including the Arkansas Bioscience Institute and the National Institutes of Health.

During the 2023 calendar year the CRL has had a number of accomplishments as a group and among our laboratory members. We have been a part of 6 accepted original research publications (4 as primary) and 1 published review article, trainees in the laboratory have received 4 different awards from departmental to international level, Dr. Greene gave 9 invited presentations, and trainees presented 6 abstracts including 5 at international conferences (16th International Conference on Cachexia, Sarcopenia and Muscle Wasting in Stockholm, Sweden; and Cancer Cachexia Conference in Edinburgh, Scotland). Additionally, Dr. Greene continues to serve as Chair of the University of Arkansas Institutional Animal Care & Use Committee, served on 5 NIH study section grant review panels, and serves as Associate Editor at the *Journal of Cachexia, Sarcopenia and Muscle* and at *Sports Medicine and Health Sciences*. The CRL has maintained funding through this time from our ongoing NIH R01 award from the National Institute of Arthritis and Musculoskeletal and Skin Diseases and the Arkansas Bioscience Institute.

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Center for Children & Youth

In 2023-24, the Center for Children & Youth (CCY) saw continued success in its ongoing mission to provide learning opportunities to students and educators in the areas of arts, literacy, and pro-social development.

July 1, 2023 saw the publication of ***A Primer on Arts Integration: Strategies, Lessons, and Collective Wisdom of Teacher Leaders***, co-edited by CCY Faculty Director Chris Goering, CCY Director Hung Pham, Kathryn Hackett-Hill, and Seth French. This edited collection features chapters written by ARTeacher Fellowship participants showcasing real-world arts integration strategies and the impact this pedagogy has had on their students and themselves. The book is available in hardback and paperback, and (through a **WE CARE Initiative** grant) also available at no charge via electronic open access. The book has been used at peer colleges and universities across the state, has been selected for a teacher book study in Ozark, MO, and in June 2024 received a positive review in *Teachers College Record*, a journal of Columbia University.

At the national level, CCY Director Pham completed his two-year term as **Co-Chair of the National Council of Teachers of English's ELATE Commission on Arts and Literacies**. Pham worked with English teachers and teacher educators nationally to further the professional conversation on where and how the visual, performing, and media arts intersect with ELA and literacy. His work included multiple arts-based presentations with dozens of colleagues at the NCTE Annual Convention in Columbus, OH and the NCTE English Language Arts Teacher Educators Conference in Atlanta, GA, while also collaborating with NCTE leadership on long-range objectives.

This spring, CCY Director Hung Pham and Professor Erin Howie Hickey (HHPR) co-taught the **WE CARE Dean's Seminar** on "The Mind-Body Connection." The interdisciplinary seminar explored multiple examples of the interplay of physical, mental, and social factors in fields ranging from teaching to nursing to exercise science. The seminar included topics such as arts integration in medical school, yoga and stress reduction, and using dance to prevent dementia. The seminar culminated in student poster presentations, attended by Dean Kate and other COEHP faculty.

This year, **ARTeacher Fellowship** participants have received local and national recognition for their teaching excellence. Second-year Fellow **Jessica Culver** was named a top-ten finalist for National Civics Teacher of the Year by the Bill of Rights Institute. Culver also received a prestigious Grosvenor Teacher Fellowship from the National Geographic Society.

The Center's work has provided rich fodder for **scholarship and research**, as seen in the *Primer* as well as multiple journal publications. Faculty Director Goering, third-year ARTeacher Fellow Katie Hill, and second-year Fellow Alex Lalonde co-authored multiple articles related to CCY work:

- Riesco, H. S., Goering, C. Z., Hackett-Hill, K. A., Grizzle, M. Y. (2024). To feel like we belong: Designing ELA spaces for joyful literacies. *English Journal*, 113(5), pp. 96-105.
- Endacott, J. L., Warren, J., Hackett-Hill, K.A., & Lalonde, A. (2023). Arts integrated historical empathy: Preservice teachers' engagement with pluralistic lived experiences and efforts toward instructional application. *Theory & Research in Social Education*. 1-44.

In April, CCY held its annual **ARTful Teaching Conference** on arts integration at the Winthrop Rockefeller Institute in Morrilton. Over 80 pre-service teachers and professors from seven Arkansas colleges and universities were in attendance. With workshops featuring integration of visual arts, music, theatre, and dance across K12 curriculum, the conference served to galvanize the statewide conversation on the power of artful and creative pedagogy for all Arkansas students and teachers.

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Center for Mathematics and Science Education (CMASE)

The goals of CMASE are to provide K-16 education outreach to the home, private and public Northwest Arkansas education community, quality professional development for pre-service and in-service teachers at local, regional, state and national levels, an access point for dissemination of educational materials, resources and information, and provide links to common education allies throughout the state and nation. Over **50** individual teachers/individuals (on multiple occasions) from (**15** public schools, **3** private schools, and **1** homeschool), parents, preservice teachers, and different community stakeholders/organizations checked out over **500** resources – robotics, microscopes, activity books, etc., that impacted over **5000** students.

The Center for Mathematics and Science Education hosted the 73rd annual UA Northwest Arkansas Regional Science and Engineering Fair on March 08, 2024. We had 14 public schools and 5 private schools participate - totaling 19 schools. We had a total of 199 projects grades 5-12. The Middle (5-6) and Junior (7-8) Division had 82 projects with 107 students competing. The Senior Division (9-12) had 117 projects with 137 students competing. Three students qualified and entered the International Science and Engineering Fair in Los Angeles, which was held May 12-17, 2024.

CMASE collaborated with colleagues from UA Colleges and State Stakeholders in the following ways:

1. COEHP Fall Kickoff Event for Families, August 18, 2023.
2. CMASE Workshop: NWARSEF Pre-Science Fair Orientation on October 6, 2023. This workshop had 40 teachers/sponsors/faculty, and staff attend.
3. CMASE Outreach: 3rd annual Arkansas Symbols Day at the Shiloh Museum October 10, 2023.
4. CMASE Workshop: NWARSEF Teacher/Sponsor SRC/IRB Meeting on 2/24/2024.
5. Funded NSF Grants: Project/Program/Curriculum Specialist for RET Site: Arkansas Data Analytics Teacher Alliance (AR-DATA), Shengfan Zhang, Electrical Engineering, College of Engineering, \$600,000.00. Shawn Bell was the curriculum specialist from June 2023-June 2024
6. Shawn Bell facilitated seven Grasping Phenomenal Science lessons for the STEM Education Program for STEM 2003: The Art of STEM Communication for undergraduates in fall 2023 and spring 2024.
7. Shawn Bell facilitated six Integrated STEM and Social Studies lessons for CIED: Integrated Social Studies for the K-6 Classroom to graduate students in fall 2023 and spring 2024.
8. Collaboration with the Amazeum, Botanical Gardens of the Ozarks, Master Gardeners, Boys and Girls Club, Girl Scouts, Mt. Sequoyah educational programs and camps, Fayetteville Public Library, Shiloh Museum of Ozark History, robotics clubs, etc.
9. Due to CMASE closing on June 28, 2024, all STEM resources (kits, equipment, books, etc.) were donated to various departments and colleges (COEHP, Engineering, etc.), local schools, robotics clubs, and other entities.

Point of Contact: Shawn Bell - seb010@uark.edu

Center for Public Health and Technology

The Center for Public Health and Technology (CPHT) specializes in research that increases understanding of how technologies (i.e., online, digital, social, wearable, among others) promote positive health behaviors and reduce disease burden, as well as examine the challenges associated with technology including the propagation of misinformation and promotion of harmful health behaviors. Center research incorporates a range of health and social issues and cultivates mixed methods, including descriptive, experimental, and interventional approaches.

Over this past year, center activities focused on branding, outreach, and research expansion. The CPHT hosted a speaker as a part of the second annual **Scholar Speaker Series**. In collaboration with the HHRP Outside Speaker Series (HOGSS), **Dr. Matthew Ellis**, PhD, MPE, Assistant Professor of Psychiatry, presented a seminar entitled, “Gabapentin in the context of opioid use disorder: Adjunctive treatment or drug of concern” on October 27, 2023.

As of May 2024, the CPHT includes **28 active Center Affiliates** – 12 faculty and 16 students (5 doctoral and 5 undergraduates) and 1 community partner. Programmatic advances this year include the approval of our Center image that can now be used to promote the CPHT.

Research: In 2023-2024, CPHT affiliate members retained **four external grants** from the National Institutes of Health (NIH; 3) and Denver Health and Hospital Authority (PI: Buttram; 1). These included an NIH R01 award (*Hashtag HPV: Engaging parents through social media to increase HPV vaccination*; PI: Lo), an NIH K01 award (*Loopholes, Enforcement Challenges, and Tobacco Industry Interference with Tobacco Control Policies*; PI: Dobbs), and an NIH R21 (*An examination of Concomitant Non-Medical use of Gabapentin and Opioids*; PI: Buttram). Center members published **45 peer-reviewed papers, 10 conference preceding papers**, and presented **30+ research presentations** at scientific conferences including the American Public Health Association, American Academy of Health Behavior, European Conference on Addictive Behaviors and Dependencies, International Society of Addiction Medicine, AIDS Impact, Society for Research on Nicotine and Tobacco, and the International Communication Association. Center faculty were also invited to speak at the National Drug Early Warning System and the Dean’s External Advisory Board. CPHT also had **six media features**, including: the Arkansas Democrat Gazette; the Cambridge Health Alliance, Harvard Medical School; PsyPost; Pain Medicine News and the Global Newswire.

Service: The CPHT prioritizes community engagement at all phases of research and explores opportunities for community-based research approaches. The CPHT connects community partners with public health experts and resources, both internal and external to the University. In 2022-2023, we maintained a partnership Community Clinic, a federally qualified health center (FQHC) located in Springdale, Arkansas, and we expanded our network to include Education Accelerated by Science and Technology (EAST) Initiative. Dr. Page Dobbs established a youth research committee with nine EAST schools across the state after recruiting partnerships at the July 2023 EAST Facilitator training in Hot Springs. Dobbs and her partnering schools present findings from their work in Hot Springs in March 2023 at the Annual EAST Conference attended by over 3,500 students and 240+ schools.

Awards/Honors: In addition to accomplishments in research and service, the CPHT would also like to recognize the following honors bestowed upon members including Dr. Jenn Veilleux, Associate Professor

of Psychology, who received an R15 entitled, “*Targeting components of distress tolerance*” funded by the National Institute of Mental Health and a grant she received from the American Psychological Foundation Theodore Million Grant in Personality Psychology entitled “*Using interpersonal motives to identify latent profiles of borderline personality pathology.*” Additionally, Dr. Khoa Luu, Assistant Professor of Computer Science, was awarded the Best Paper award at the Conference on Computer Vision and Pattern Recognition (CVPR) Workshop.

Point of Contact: Page Dobbs, pdobbs@uark.edu

The Classical Education Research Lab

The Classical Education Research Lab under the direction of Dr. Albert Cheng and located within the Department of Education Reform at the University of Arkansas has turned two years old and continues to establish research-and-practice collaborations with classical educators locally and across the nation. These collaborations are enabling the Lab to support the Department of Education Reform’s central goals of implementing research demonstration projects, translating research finding into resources for educators, and serving as a state and national clearinghouse of educational research. Dr. Cassidy Klutts successfully defended her dissertation entitled “The Growth and Governance of American Classical and Christian Education,” which features three original studies conducted under the auspices of the Lab. One of the studies from Dr. Klutts’s dissertation, which was also released as a standalone report by the Society for Classical Learning, examines the effect of relational trust between governing boards and heads of classical schools on heads’ wellbeing. Dr. Klutts will now employ her expertise in board governance at Hillsdale College’s K-12 office where she will provide leadership and support for charter school governing boards throughout the United States. As the Lab bids farewell to Dr. Klutts, it has also welcomed Dr. Sean Hadley, a postdoctoral fellow who has been an indispensable asset to the Lab. Dr. Hadley has expanded the research-and-practice collaborations of the Lab, working with 16 different schools across the country on a research study on the effect of assessment practices on intellectual virtues. Dr. Hadley has also provided significant service to local classical educators, organizing the Central Consortium of Classical Educators 2024 Annual Conference held in Tontitown, AR and leading a reading group on Roger Scruton’s *Beauty: A Very Short Introduction*, thanks to a grant provided by the Roger Scruton Legacy Foundation. Dr. Hadley has presented his research to scholars and practitioners in settings from K-12 schools in Northwest Arkansas to national academic conferences such as the Ciceronian Society’s 2024 Annual Conference. Dr. Hadley’s work has been featured in a variety of journals and periodicals including *The Consortium: A Journal of Classical Christian Education*, *PIETAS*, *The University Bookman*, *Christianity & Literature*, *Journal of Faith & the Academy*. He has also contributed book chapters to three different edited volumes this past year.

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Clinic for Literacy (UACL)

The University of Arkansas Clinic for Literacy (UACL) expanded its programming during the 2023-2024 academic sessions through many new and exciting partnerships. Beginning in July 2023, 18 elementary education M.A.T. candidates provided instruction to 20 K-5th-grade students during our annual summer literacy camp. This camp served as an innovative course clinical experience that prepares candidates to design and execute data-based instruction for building foundational literacy skills. The 2023 summer camp was redesigned to partner with the University of Arkansas Museum, which allowed campers to authentically apply literacy skills within an independent research project inspired by collections housed at the museum.

Another innovative clinical experience sponsored by the UACL during the 2023-2024 school year was the integration of tutoring into literacy methods coursework for elementary education candidates enrolled in both the 4-year and 5-year licensure pathways. New partnerships were established with Elkins Primary (Elkins School District) and Owl Creek Elementary (Fayetteville School District) in which approximately 80 candidates tutored approximately 50 Kindergarten and 2nd-grade students between the two schools. This initiative was financed through the Arkansas Tutoring Corps (ATC), a state-funded tutoring system that supplies tutoring training, curriculum, and payment stipends for literacy tutors providing instruction to Arkansas students in grades K-8th. The UACL served as a liaison for training support, curriculum acquisition, program enrollment support, and tutor pairing.

In spring 2024, the UACL continued its tutoring momentum by supporting a High-Impact Tutoring (HIT) grant in which elementary education candidates placed within 2 different Springdale elementary schools tutored approximately 25 1st-grade students. Similar to the clinical experiences provided to local students through ATC, the HIT grant provided state-funded resources and stipends to tutors. The UACL is proud to announce that it has been awarded 3 grants for the 2024-2025 school year that partner with 3 local school districts for high-impact literacy tutoring.

A pilot research study has been initiated to analyze the effectiveness of tutoring during clinical experiences, and both the tutoring initiatives and literacy camp redesign were presented at the 2024 National Association of Teacher Educators (ATE) conference in Anaheim, CA. Members of the UACL executive leadership team also served as program representatives for the Science of Reading audit conducted by both the state of Arkansas and TPI-US, a national teacher education inspection system. These same UACL representatives also began the process of reviewing and implementing high-quality instructional materials training within literacy coursework for both the 4-year and 5-year elementary licensure programs. This work is conducted through Deans for Impact and The Council of Chief State School Officers (CCSSO), and will continue throughout the 2024-2025 school year.

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COEHP Honors

The COEHP Honors Program enjoyed continued successes during the 2023-2024 academic year. In the fall 2023 semester, 133 new freshmen joined the COEHP Honors Program, bringing the total number of honors students to 514. These new freshmen included four Honors College Fellows. In addition, 74 current students joined the COEHP Honors Program over the course of the academic year.

In the fall, six sections of University Perspectives were taught by COEHP Honors faculty and staff. The increase in number of COEHP Honors sections allows for the majority of incoming COEHP Honors students to build a solid foundation for their COEHP Honors career by connecting with COEHP Honors faculty, staff, and current students.

In addition to welcoming incoming students, the COEHP Honors Program also celebrated 65 graduating students. In spring 2024, a new collaboration with the Honors College was added to further celebrate graduating seniors. Graduating COEHP Honors seniors mingled and decorated crowns and sashes to wear with their regalia, then marched together to Gearhart Hall along with honors students from other colleges to be inducted into the Honors College Senior Common Room.

COEHP Honors Commencement ceremonies were held in both fall 2023 and spring 2024 to recognize the program's graduates and to award their honors regalia, consisting of stoles, cords, and medallions. Parents, family, friends, and faculty mentors were all invited to the ceremonies to join the students as they concluded their undergraduate careers – with well over 300 guests attending.

COEHP Honors students received grant funding totaling \$222,750 during the 2023-2024 academic year. Eight students were awarded SURF grants totaling \$23,800, and an additional 17 students received Honors College Research Grants totaling \$56,000. Thirty-four students received Honors College Study Abroad Grants totaling \$119,650. COEHP Honors Students also received other grants from the Honors College, including Research Team Grants (5 students, \$5,000 awarded), International Internship Grants (1 student, \$5,000 awarded) and Conference Grants (11 students, \$13,300 awarded). Through the various research grants, COEHP Honors faculty received \$42,500 for mentoring COEHP Honors students.

Prior to the 13th annual COEHP Honors Symposium, a new Sophomore Success Meeting was held in collaboration with Honors College staff and COEHP Honors faculty to inform students about the honors thesis/project process and grant opportunities, as well as allowing students to meet and mingle with faculty.

Following the Sophomore Success Meeting, students attended the COEHP Honors Symposium to view presentations of completed theses/projects. Students and faculty appreciated the opportunity to learn about the projects, network with peers, and recognize the top presenters. To better reflect the diversity of projects completed by COEHP Honors students, the Symposium awards were changed to Best Research Project, Best Literature Review Project, and Best Practice-Based Project.

The top Symposium presenters were Meredith Diefenbach (Best Research Project, Exercise Science, mentored by Dr. Erin Howie Hickey), Kaitlyn Parker (Best Literature Review Project, Public Health, mentored by Dr. Nicholas Greene), and Madison Simms (Best Practice-Based Project, Exercise Science, mentored by Dr. RJ Elbin).

For the 7th consecutive year, the COEHP Honors Program solicited nominations from students for the COEHP Outstanding Honors Faculty Award. The winner was Dr. Nicholas Greene, Associate Professor of Exercise Science. Dr. Greene was nominated by Kaitlyn Parker, a Public Health student, and was recognized at the College's end-of-year meeting.

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CURRENTS

(Center for the Utilization of Rehabilitation Resources for Education, Networking, Training & Service)

UA CURRENTS extended the college's national prominence by further advancing the field of counselor education and supervision through its professional development and training. Courses offered include the 8-month virtual LeadVR National Training Academy and the 3-month hybrid LeadVR National Training Academy. Both academies support management development for vocational rehabilitation professionals. The National Pathways to Leadership Academy provides leadership development to vocational rehabilitation counselors and administrative staff. These professional development opportunities enrolled and successfully graduated participants from more than 25 states.

UA CURRENTS provided customized leadership academies, management team training, staff development, and team building to the following agencies: Alaska Vocational Rehabilitation, Arkansas Division of Blind Services, Texas Workforce Commission Vocational Rehabilitation, Kentucky Office of Vocational Rehabilitation, Delaware Division of Vocational Rehabilitation, Delaware Disability Determination Services, Minnesota State Services for the Blind, and Montana Vocational Rehabilitation.

UA CURRENTS partnered with the National Council of State Agencies for the Blind (NCSAB) for coordination of its fall 2023 and spring 2024 conferences. The partnership promotes advocacy, coordination, and education among organizations that ensure people who are blind and visually impaired achieve personal and vocational independence. CURRENTS's also partnered with Arkansas Rehabilitation Services to coordinate and deliver the 2024 Youth Leadership Forum and the 2023 Film Camp. CURRENTS also provided conference coordination and registration services for Rehabilitation Counselors and Professionals Association of Arkansas and for the Council of State Administrators of Vocational Rehabilitation.

UA CURRENTS Director also served as a keynote speaker to Kentucky Office of Vocational Rehabilitation, presented at the Council of State Administrators of Vocational Rehabilitation national conference, and published a book chapter *Race & Identity: Who are You?* in the book *Facilitating Social Justice, Service Delivery, and Advocacy Through Multicultural Counseling Competencies*. She also became a Master Certified Professional Coach and completed coursework to become a certified True Colors facilitator.

UA CURRENTS embraces an organizational culture that is agile, adaptable, responsive, and caring by increasing the capacity of vocational rehabilitation leaders to implement and sustain a culture of inclusion and belonging. Our work addresses the field's national priorities of improving retention and recruitment of vocational rehabilitation staff, streamlining vocational rehabilitation processes, improving morale and motivation, and improving outreach and communication of vocational rehabilitation services. In doing so, UA CURRENTS supports the goal of achieving quality employment and career advancement for individuals with disabilities.

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Early Care and Education Projects (ECEP)

The University of Arkansas Early Care and Education Projects (ECEP) has been at the forefront of enhancing early childhood education quality in Arkansas since 1992. Over the years, ECEP has significantly improved outcomes and supported early childhood professionals by providing comprehensive training, coaching, technical assistance, and other services designed to strengthen the fundamental elements of quality in early childhood education. ECEP's mission is to **educate, connect, and equip** early childhood **professionals** through high-quality, accessible courses and by offering resources and support to early educators so they can put learning into practice.

ECEP NUMERICAL OUTCOMES FOR THE LAST 10 YEARS										
YEARS	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23
Total Courses Taught	284	332	306	296	307	319	304	417	272	283
Total Participants Enrolled	4,098	5,170	5,234	4,615	4,811	4,910	4,926	7,756	5,909	7,554
10-Year Course Avg. = 312					10-Year Participant Avg. = 5,498					

Key Metrics:

- Over the past ten years, ECEP has delivered an average of **312 courses per year to 5,498** participants annually.
- In **FY24**, with one month left to collect data, ECEP has delivered **277 courses to 6,484** participants to date.

Professional Development Offerings

- A listing of ECEP's **29 professional development offerings** can be found on our website at ecep.uark.edu. ECEP offers seven micro-courses, two basic-level, seven intermediate-level, and thirteen advanced-level courses.
- Courses are offered face-to-face, online, and self-paced to a range of audiences, including program leaders, early childhood teachers, paraprofessionals, and families.
- Some of ECEP's courses are also embedded into two-year college (for credit) courses.

Evaluation Summary:

- An outside evaluator evaluates the effectiveness of contract activities, specifically to assess the knowledge gained by recipients. In the past year, 89% of participants were able to describe what/how they would make direct applications in the classroom post-training.
- Course evaluations (pre-tests, post-tests) indicate effectiveness with high marks on content and the learning experience.
- In past results across all courses, participant answers show they better understand the subject matter, and the activities help them understand the content. We expect similar results in the FY24 evaluation.

Additional Activities:

- ECEP collaborates with [Curricula Concepts](#) (CC) to support early education programs in regions with high populations of teen parents and child care subsidies. CC provides technical assistance and training to address the parenting education needs of families and the professional development of staff. They implement the [Be Well Care Well](#) (BWCW) initiative in up to 12 ECE programs and offer training on family engagement, staff well-being, physical activity, nutrition,

and other topics. In FY24, CC conducted 158 training sessions, reaching 1,959 parents and ECE attendees, with additional data collection ongoing for one more month.

- [ECEP's Family Child Care Network](#) (FCCN) is an eight-person team that coaches, trains, and provides TA to Arkansas family child care (home-based) providers. With one month left to collect data in FY24, the FCCN has provided 1,765 individual TA visits to providers and 12 monthly meetings in addition to Brunch and Learn gatherings, Brigance Training, and shared services.
- ECEP conducts outreach to inform providers of training opportunities through a monthly newsletter, social media, and the ECEP [website](#). ECEP also oversees and manages the [AR Resource Connections website](#), which is a statewide shared services resources platform meant to be a one-stop location for all things early childhood in Arkansas.

FY25 Notice of Awards – Total \$5,111,198.00:

- Arkansas Department of Education (ADE) Arkansas Better Chance Funds \$1,357,685
- ADE Office of Early Childhood Child Care Development Fund \$1,077,025
- ADE Office of Early Childhood Preschool Development Grant \$2,506,488
- Home Grown's Building Comprehensive Networks (private philanthropy) 2-year award \$170,000

Presentations, Publications, Service:

The ECEP team contributed to the early childhood field through two outside publications and twenty-three presentations at regional, state, and national events. ECEP also actively serves in state-level meetings, collaborations, and partnerships. A summary list of ECEP staff's service and collaborative work can be provided upon request. Some notable presentations are listed below.

- Jenny Dura and Savanna Gragg both presented sessions at the Southern Early Childhood Association Conference in Atlanta, GA.
- Kathy Pillow-Price and Jessica Fox both presented sessions at the National Association for Family Child Care Conference in Atlanta, GA.
- Kathy Pillow-Price presented at the World Forum on Early Care and Education in Vancouver, Canada, and the Leadership Connections™ 2023 National Conference in Wheeling, IL.
- Annie Zay and Savanna Gragg co-presented a session at the National Association for the Education of Young Children Annual Conference in Nashville, TN.
- Annie Zay presented a session at the Council for Professional Recognition's 2023 Early Educators Leadership Conference in Houston, TX.

Personnel Updates:

- New Hires in FY24: Tiffany Pace, Kristin Macedo, Kathi Bergman, Rosalind Jackson, and Clarissa Armstrong all work regionally in the FCCN.
- ECEP Staff Continuing Education: Three employees, Jessica Fox, Jackie Couture, and Kimberly Russell, are completing master's degrees. Two employees, Savanna Gragg and Annie Zay, are completing their Ph.D. in Curriculum and Instruction at the U of A.
- Deniece Honeycutt will be retiring from the director position after serving as the director from 2017 – 2024. Kathy Pillow-Price will be promoted to the director's position after serving as the Managing Director from 2021 – 2024.
- In FY24, ECEP was awarded the inaugural Service to Arkansas Award!

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Education Renewal Zone (ERZ)

The Office of Education Renewal Zones has focused expertise, time, and finances to provide 133 statewide professional learning opportunities available free of charge to all current and future educators particularly in the areas of Professional Learning Communities and High Reliability Schools. The outcome goals were to provide virtual, hybrid, or face-to-face training opportunities across the state to maximize the benefit and expose relevant content and school improvement strategies to a broad range of educators. The Office of Educational Renewal Zones partnered with the Education Service Cooperatives to provide sessions on Identifying Essential Standards and Proficiency Scales that have been/will be held in the 15 Cooperatives and Central Arkansas.

ACT 912 of the 2021 General Assembly developed the Arkansas Tutoring Corps. The purpose of the Arkansas Tutoring Corps ACT is to support the implementation of a sustainable tutoring model in a response to learning loss. Education Renewal Zones were charged to develop and coordinate the Arkansas Tutoring Corps which involves building a system of recruiting and training tutors who are equipped to meet the academic needs of students in their geographic area across the state. Arkansas Tutoring Corps has 969 tutors across the state actively in training and over 48,000 hours of tutoring served since it began in the fall of 2021.

The Division of Elementary and Secondary Education (DESE) and the Education Renewal Zones have established a partnership to develop and expand the Marzano Resources High Reliability Teacher Certification process with selected teachers. These teachers serve as part of a cohort as a working laboratory, conducting action research and sharing best practices with other teachers throughout the state. We currently have 4 cohorts of teachers from across the state and will continue to grow this in the upcoming year.

Highly Effective Schools (HES) Accreditation is built on the foundation of the Professional Learning Communities at Work® (PLC at Work) process and is monitored through the High Reliability Schools™ (HRS) framework. It is an accreditation and improvement plan to be utilized annually by individual schools that ensures schools are planning for the right work. In the last three years since the Office of ERZ has sponsored and supported schools to go through the HES accreditation process, 36 schools have become accredited. This includes Cohort I, II and III.

The Education Renewal Zone has received funding to continue their work for the 2023-2024 school year.

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Exercise is Medicine

Exercise is Medicine (exerciseismedicine.uark.edu) at the University of Arkansas, established in 2018, is part of the Exercise is Medicine-On Campus initiative of the American College of Sports Medicine. Through research, teaching and service, EIM at the University of Arkansas works to promote physical activity as a vital sign by making movement a part of the daily campus culture, assessing physical activity, providing tools, and connecting campus partners. It is supported by the Department of Health, Human Performance, and Recreation and the Exercise Science Research Center.

The Exercise is Medicine (EIM) research team conducts the EIM cohort research study, comprised of surveys and in-person fitness assessments of University of Arkansas students, faculty and staff. In the past year, undergraduate and graduate students were involved in research group meetings and data collection. We continued a collaboration with Pat Walker, where patients are referred to Exercise is Medicine to complete a fitness assessment and four motivational interviewing sessions with a student exercise counselor. Additionally, EIM received WE CARE funding to conduct a national assessment of the implementation of EIM on campus programs and to expand fitness assessments and motivational interviewing sessions. We have concluded the EIM-OC national survey, with findings presented at the annual ACSM meeting in Boston, and a manuscript under review. As part of the campus exercise referral, we screened 65 individuals using the Physical Activity Vital Sign. Of these, 25 did not meet physical activity guidelines and an additional 30 self-referred, for a total of 55 referrals to our EIM program. Of these, to date, 23 have completed initial fitness assessments as the first step in their exercise referral.

This year, the EIM research team had 3 presentations at a regional conference and published 4 peer-reviewed publications. The EIM team also conducted research on physical activity children including the effects of exercise on cognition, and the effects of recess on student health, wellness, and academic achievement, for an additional 4 publications. Four honors students completed their theses on these topics. One honors student won the overall research award at the COEHP Honors Research Symposium.

Through teaching, EIM was integrated into Intro to Exercise Science, Exercise Applications for Special Populations, and Pediatric Exercise Science, reaching over 200 students.

The EIM Registered Student Organization (RSO) held student-led meetings, during which they planned further partnerships hosted two field days in the fall and spring, hosted a Quiz Bowl, and recruited several EIM Ambassadors to promote physical activity across campus.

In recognition of its efforts, EIM at the University of Arkansas received Gold level honors from the American College of Sports Medicine for the first time. This makes the University of Arkansas one of 81 campuses world-wide to achieve this highest level of recognition for our exercise assessment and referral activities.

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Exercise Science Research Center

The Exercise Science Research Center (ESRC) is part of the Department of Health, Human Performance and Recreation (HHPR) within the College of Education and Health Professions at the University of Arkansas, Fayetteville, Arkansas. It is housed in the HPER building and consists of Rooms 321, 322, 323, and 326A (and their subsets) for a total of ~7,000 sq ft.

The primary purpose of the ESRC is to support the research, teaching, and service activities of the Exercise Science faculty. Each Exercise Science faculty member has individual research, teaching, and service goals. Thus, the Center Director serves to facilitate and advocate for these activities.

This report summarizes the ESRC activities that have occurred to facilitate research, teaching, and service from January 1st to December 31st, 2023. It also covers the collective activity that has occurred with the support of the ESRC by the Exercise Science Faculty. This report covers the individuals who were active members of the Exercise Science faculty during the year: R.J. Elbin, Ph.D.; Kaitlin Gallagher, Ph.D.; Michelle Gray, Ph.D.; Nicholas Greene, Ph.D.; Erin Howie Hickey, Ph.D.; Kevin Murach, Ph.D.; Amanda Sullivan, Ph.D.; Brendon McDermott, Ph.D.; ATC; and Tyrone Washington, Ph.D., CSCS; Cory Butts, Ph.D.; and Josh McGee, Ph.D. We should also note the successful faculty searches leading to two additional faculty beginning their positions in 2024: Megan Rosa-Caldwell, Ph.D. (starting January 2024) and Anqi Deng (starting August 2024). The addition of Dr. Rosa-Caldwell led to further renovation to our facilities converting HPER 321C from our break room space to additional wet lab space.

Research.

Per reported data from our faculty, ESRC faculty and their teams had 45 peer-reviewed scientific publications in 2023 including many in field-leading journals (for example *Journal of Athletic Training*, *American Journal of Physiology Series*, *Journal of Physiology*, *European Journal of Nutrition*). Our faculty and their teams reported 32 oral presentations of various formats (invited seminars on campus and externally; invited presentations at regional, national, and international conferences). Our faculty presented across the United States and abroad in locations such as Stockholm, Sweden and Munich, Germany. Additionally, we report faculty representation in multiple Roundtable discussions and were session chairs at National/International Conferences, while faculty and students presented 17 reported unique posters across various opportunities. Finally, our faculty were part of \$4,216,253 in new funding (\$2,813,234 as Principal Investigator) to go along with \$6,577,252.75 in continuing funding (\$4,113,054.75 as Principal Investigator and not including participation of multiple faculty in the

\$10,890,925 Arkansas Integrative Metabolic Research Center COBRE Center). These successes have been well noticed through the upward trajectory in program rankings and reputation observed at national and international conferences.

Teaching.

The following classes are conducted utilizing the resources of ESRC (numbers are 2023 totals):

- EXSC 3421L – Principles and Theories of Strength and Conditioning Laboratory (3 sections for 35 students)
- EXSC 3533 - Laboratory Techniques (with associated Honors sections, 12 sections for 175

students)

- EXSC 5593 – Practicum in Laboratory Instrumentation (1 section for 10 students)

Additionally, the ESRC supports the research efforts of students and postdoctoral trainees as they pursue their research training, ultimately aiding in the completion of theses, dissertations, and student-led research publications. An example of this success students and trainees in the ESRC received a reported 13 awards in 2023 from the department and university (i.e., SURF grants) to international levels (i.e., Communication Award Finalist for Cancer Cachexia Conference in Edinburgh, Scotland).

Service.

The ESRC provides numerous service activities to the University and Community. These activities include providing outreach in the form of fitness testing and seminars/talks throughout the community. Our primary outreach service component is our Fitness For Fun Program and maximal aerobic exercise testing for Rogers Firefighters.

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Interprofessional Education Council (IPEC)

The IPEC is composed of nine faculty members representing programs across the college and is charged with 1) understanding and staying updated on best practices of IPE; 2) establishing IPE, collaborative practice, and research for relevant degree programs in COEHP; 3) evaluating IPE effectiveness; and 4) disseminating the value and impact of IPE to key stakeholders.

During the 2023-2024 AY the IPEC developed several trainings/workshops, procured a grant, completed a presentation to the DEAB, created a 1-credit interprofessional seminar course, and attended a virtual national conference. Descriptions of the IPEC's work can be found below.

IPEC Trainings and Workshops Coordinated

The IPEC coordinated and hosted a college-wide workshop titled "2024 Collaborating to Build a Plan for Our College" in June 2024 with over 45 attendees facilitated by Barbara Maxwell from the Indiana University Center for Interprofessional Practice and Education Center. The goal of the workshop was to help develop the University of Arkansas' college-wide vision and curriculum for interprofessional collaborative practice. Prior to the workshop the IPEC coordinated a 2-day visit (February 2024) for seven IPEC members to the Indiana University Center for Interprofessional Practice and Education Center. The visit included completing IPE facilitator training, meeting with center personnel and other stakeholders, and reviewing the Center's curriculum and its integration in its healthcare system, the community, and across other institutional partners in the state of Indiana.

Grants

- University of Arkansas COEHP WeCare Grant: A Focus on Interprofessional Education. 2023, total dollar amount: \$16,352.00

IPEC Presentations and Products

The IPEC developed a 1-credit seminar approved as a new course for fall 2024 for undergraduate, honors, and graduate students. This course titled *EDHP 39001, 390H1, 59001 Introduction & Exposure to Interprofessional Practice* was designed for students to learn about the integration of the IPEC Core Competencies within a school-based setting. Learning opportunities include attending interprofessional collaborative meetings of teachers, occupational therapists, speech-language pathologists, nurses, & school counselors. In spring 2024, Luzita Vela presented as part of a panel at the COEHP Dean's Executive Advisory Board Panel to share the mission of the IPEC and to engage in discussion on how interprofessional collaborative practice can improve outcomes for people, populations and providers.

Trainings and Workshops Attended

Five IPEC members attended a 2-day online conference (2023 Interprofessional Education Collaborative Faculty Development Institute Interprofessional Education: Building a Framework for Collaboration) to learn about the updates to the 2023 IPEC Core Competencies and to envision a framework for interprofessional collaborative practice in COEHP.

IPE Memberships

The COEHP IPEC started a relationship with the Arkansas Interprofessional Education Consortium (ARIPEC) to identify ways to represent the University of Arkansas within the ARIPEC and to facilitate IPE opportunities for University of Arkansas students within the state-wide consortium of institutions.

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Molecular Muscle Mass Regulation (M3R) Laboratory

The mission of the Molecular Muscle Mass Regulation (M3R) Laboratory is to improve muscle performance across the lifespan. To accomplish this goal, we utilize human muscle samples, primary cell culture and genetically modified mouse models to understand the molecular cues that drive exercise adaptations and aging, and the interaction between these two (among other things).

The M3R was established in August of 2021 by Kevin Murach, PhD. We currently have 2 PhD students, a postdoctoral fellow, a lab manager, and several undergraduates working in the laboratory. Since the summer of 2023, we published six peer-reviewed original articles, four review articles, and an invited editorial for a total of eleven publications. Several of these publications included M3R trainee co-authors, including first-author review papers by Ronald Jones III (published in *Exercise and Sport Sciences Reviews*) and PJ Koopmans (published in *Free Radical Biology and Medicine*). Several M3R articles were also published in the flagship journal of the American Physiological Society (APS), *Function*, and one was awarded the cover image.

In the last year, the M3R laboratory was fortunate to receive an R01 from the National Institutes of Health - National Institute on Aging (AG080047, ~\$2.5 million), in addition to funding from the Arkansas Integrated Metabolic Research Center (AIMRC, \$75k). Ron Jones III also received a voucher for free proteomics from UAMS to support his dissertation work. PJ Koopmans won poster awards at the AIMRC conference as well as at the APS annual summit in California. Dr. Murach received recognition from the APS, winning the Young Investigator Award from Cellular and Molecular Physiology Section and Short Report of the Year from the *American Journal of Physiology – Cell Physiology*. He also won the Impactful Scholarship Award from the College of Education and Health Professions. Dr. Murach delivered numerous invited lectures in the last year, including a podium talk at the Padova Muscle Meeting in Italy, and was a featured guest on the American Federation for Aging Research/*Prevention Magazine* “Live Stronger Longer” program. Finally, Dr. Murach met with congressional staffers to advocate for report language regarding aging research for FY 2025.

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National Lab for the Study of College Leadership

During the past academic year, the Lab has undergone and accomplished several notable activities:

- The Lab advisory board met once to discuss possible activities. Dr. Daniel P. Nadler of Georgia State College and University continues as a Senior Research Fellow and Chair of the Advisory Board.
- The Lab hosted a Spring Lecture on campus by Dr. Phillip Wilson, Chancellor of the University of Arkansas – Rich Mountain. Dr. Wilson’s visit to campus also included a luncheon with doctoral students.
- The Lab published the seventh volume of the Journal of Research on the College President (JRCP) that included five articles and had 19% acceptance rate.
- The Lab worked with the University of Arkansas library staff to assign doi numbers to all current and previously published JRCP articles.
- With the pending departure of Dr. Michael Miller, the Lab will suspend activities effective July 1, 2024. Dr. Michael Hevel will work with the Higher Education faculty in the future to consider whether the Lab should resume its work.

Point of Contact: Michael Miller - mtmille@uark.edu

Office for Education Policy

The Office for Education Policy (OEP) provides national, state, and regional education research to inform decision-making concerning PK-20 education. Since 2003, OEP has helped Arkansas' education leaders and lawmakers bridge the gap between research and practice. OEP is a member of the National Network of Education Research-Practice Partnerships. Under the direction of Executive Director Sarah McKenzie and Associate Director Josh McGee, the OEP staff includes research associates and graduate students who specialize in education research and policy.

Research

During the 2023-24 school year, OEP faculty, staff, and students conducted research on a variety of topics including:

- Arkansas Teacher Retention and Changes to Teacher Salary
- The effectiveness of PLC at Work on Increasing Student Achievement and Growth
- Changes in Student Learning Outcomes and Teacher Retention after Adopting a Four-Day School Week
- Navigating Equity in Ninth-Grade Advanced Placement
- The Role of AP & Concurrent Courses on Student Postsecondary Outcomes, Out-of-State Choice and College Selectivity
- Arkansas Teachers' Grading Practices and Implications
- Freshman Course Credit and Unexcused Absences
- Act 1240 Teacher Licensure Waivers in Arkansas
- K-12 Student achievement

OEP produces annual reports, and in 2022-23 these included:

- 2023 Report Card on Northwest Arkansas Schools
- 2023 Report Card on Pulaski County Schools
- "Outstanding Educational Progress (OEP)" and "Beating the Odds" awards for schools with high levels of academic growth

Developing Solutions

In addition to research and reports, OEP faculty develop solutions to address persistent challenges facing Arkansas schools. McKenzie works with Arkansas Teacher Corps (ATC) staff to place approximately 200 teachers in Arkansas districts that have the most difficulty recruiting educators. McGee initiated a collaboration with the Arkansas Department of Education to identify highly effective teachers throughout the state.

Service

OEP faculty and students are invested in providing support for students and schools through service activities. During the last school year OEP faculty:

- Embedded a researcher at the Northwest Arkansas Education Service Cooperative to support school districts.
- Expanded Research-Practice Partnerships with several school districts examining the English Learner path to English proficiency, the effectiveness of intervention programs, and the benefits of arts programming.
- Partnered with Northwest Arkansas Public Education Foundations to evaluate the impact of their support for local students and to generate a strategic plan and common application for foundation awards

Point of Contact: Sarah McKenzie - scmcken@uark.edu

Office for Sport Concussion Research

The University of Arkansas established the Office for Sport Concussion Research in 2014 with the mission of improving the standard of care for athletes with sport-related concussion. These goals are achieved through continuing education and outreach activities involving sports medicine stakeholders (e.g., athletes, coaches, medical professionals, and parents) and conducting clinical research that transforms and advances clinical care. Under the direction of Dr. R.J. Elbin, Associate Professor in HHPR, strategic partnerships with local/regional high schools, youth sport groups, state/local organizations (Arkansas Activities Association: AAA), and medical institutions (University of Arkansas for Medical Sciences and Inova Sports Medicine Concussion Program in Washington, D.C.) are on-going and comprise the current research programs of the office. An overview and summary of progress for the current research programs within the office are described below.

The UofA Sport Concussion Community Outreach and Research Initiative

This program conducts outreach and research activities from local and regional high schools and sports leagues in the Northwest Arkansas area. UofA researchers provide continuing education to sports medicine professionals, teachers, coaches, and parents about sport-related concussion. In collaboration with UofA Athletic Training faculty, UofA researchers from the Office of Sport Concussion Research secured a WE CARE grant from COEHP that supported community outreach meetings with secondary school athletic trainers and UofA Sports Medicine staff. These meetings included a clinical team of concussion specialists that provided insight to help our local clinicians address barriers for improving concussion care in Northwest Arkansas and provided a platform for ideas to adjust current policies and procedures to stay current with the recent 2024 Concussion in Sport Group Consensus. These meetings were held prior to the Razorback Sports Medicine Symposium that featured concussion lectures, workshops, and dedicated time for important clinical question/answer.

The UofA Office for Sport Concussion Research/Inova Sports Concussion Program Collaboration

In 2018, the UofA Office for Sport Concussion Research established a collaboration with the Inova Sports Medicine Concussion Program (Fairfax, VA). The Inova Sports Concussion program is a physician-based team of experts that are trained in the assessment, management, and treatment of concussion. This specialty clinic provides care for more than 4,500 patients per year and is committed to producing clinical research on sport-related concussion. The UofA Office for Sport Concussion Research is continuing to serve as a remote research arm to this clinic. This collaboration has enabled UofA researchers and students to observe specialty clinicians and therapists and create research pathways for enrolling patients for collaborative studies between these institutions. Moreover, this collaboration exposes UofA students to clinical research that is taking place in both in- and outpatient settings. To date, more than 5,000 patients have been enrolled by UofA researchers into a patient research registry at the Inova clinic, and several collaborative studies have been completed or are currently in progress (see below).

Research Production and Highlights for 2023-2024:

Grants:

- A three-year, multi-site grant with the UofA, University of Pittsburgh, and Inova that was funded

in 2020 by the Department of Defense concluded in spring of 2024. This project is a randomized clinical trial examines the effectiveness of concussion treatments for concussion. Our collaborative team has published several preliminary papers and is preparing for the data analysis phase of this project that will result in several high-impact publications in the coming year(s).

Publications and Presentations:

- 9 manuscripts were published in several high impact sports medicine journals which include: *Journal of Athletic Training, Military Medicine, and Journal of Head Trauma, Rehabilitation*. These publications showcase several new findings in concussion including: the validation of a new physical activity/exertional test for medical clearance, clinical considerations for treating patients with chronic concussion symptoms, and the value of using a multi-faceted assessment approach for concussion clinical care.
- 7 professional presentations were made by members of the Office for Sport Concussion Research.

Point of Contact: R.J. Elbin – rjelbin@uark.edu

Office for Studies on Aging (OSA)

The Office for Studies on Aging (OSA) is an interdisciplinary Office founded in 1999 in response to the ‘graying of America’ as a collaboration between the Graduate School and the College of Education and Health Professions at the University of Arkansas. OSA reports directly to the Dean of the College of Education and Health Professions; however, has no physical space or location dedicated for its use. OSA faculty published 6 peer-reviewed manuscripts and presented 9 abstracts regionally, nationally, and internationally. OSA faculty also continued to work on two grants in 2023 totaling more than \$4.2M. OSA also continued a Registered Student Organization – Hogs End ALZ – this organization has grown from six initial students to a membership more than 30 strong, to date. Hogs End ALZ met monthly in 2023 and hosted a memory wall in the AR Union to bring awareness of Alzheimer’s Disease to college-aged individuals. Additionally, OSA hosted an event at Butterfield Trail Village to provide functional fitness testing and cognitive assessments for their 400 residents free of charge. To date, approximately 150 residents have been tested with results provided to them to share with their healthcare provider.

Point of Contact: Michelle Gray – aging@uark.edu

Office for Women and Children's Health

The goal of the Office for Women and Children's Health is to promote healthy lifestyles in children and families of Arkansas. This is achieved through collaborations between community and UA, providing advocacy for policies promoting healthy lifestyles, creating outreach opportunities for service within families with children and adolescents. The office promotes research to improve women and child health and support student engage in advocacy and research. The office for Women and Children's Health is based out of Eleanor Mann School of Nursing, but currently has no physical space or designated location for its use.

During our first year, under direction of Dr. Marilou Shreve and Dr. Allison Scott, the office focused on collaboration, outreach, and research expansion. Three graduate students have joined the office this year and will focus on women's health initiatives. Currently, over ten nursing and public health undergraduate honor students are participating in pediatric outreach and research.

Outreach activities include Tiny Tusks breastfeeding support for mothers at UA athletic events, mapping and improving lactation services on campus, as well as a maternal Hack A Thon. Pediatric outreach included updating pediatric providers on addressing obesity in childhood. Collaborations include Community Clinic of NWA, Arkansas Coalition of Marshallese, National Association of Pediatric Nurse Practitioners, Centers for Disease and Prevention and American Academy of Pediatrics. In 2023, the office had three publications and four national and international presentations. Student grant awards include one SURF grant and two honor grants. The office currently has seven research projects involving students and families in Arkansas.

Point of Contact: Marilou Shreve – mdshreve@uark.edu

Office of Innovation for Education (OIE)



Value Summary

The Office of Innovation for Education’s vision is to consistently have a measurable impact on learning communities throughout Arkansas and the world. We achieve the vision through our mission: we give schools the tools to color outside the lines. From innovation to analytics, OIE is known for its high caliber of expertise, integrity, responsiveness, and commitment.

We have strategically focused on efficiency in accomplishing our work to deliver beyond what is expected by our sponsors based on our grant agreements. This focus on efficiency enabled us to meet the demands of a particularly challenging transition year for state government. Despite the challenges, we continue to go beyond expectations to support our sponsors.

Value Delivery

Value Provided:

- Research, analytics, data, and reporting for all federal and state accountability requirements for the ADE Divisions of Elementary and Secondary Education (DESE) and Career and Technical Education (DCTE).
- Additional research and statistical modeling to support decision-making of new ADE leadership by producing over 27 iterations of statistical modeling for a new state accountability framework.
- Experimental design and quantitative evaluation support for LEARNS Initiatives.
- Measurement consultation and data analytics for development and deployment of new Arkansas Teaching and Learning Assessment System.
- Leadership of and support for co-design and implementation of innovative educational practices for 74 districts, 316 schools, 11,533 teachers, impacting 167,289 students.
- Over 165 days of professional learning including statewide coaching model utilized by DESE to support literacy and math instruction in districts across Arkansas for LEARNS.
- Conducted almost 30 focus groups for High Impact Teaching, Assessment, and Accountability input in 2023 and synthesized findings for DESE.

Value Delivery Type:

- OIE staff provide highly qualified professionals with expertise in research and analytics, subject matter expertise, programming skills, leadership, and consultative services to augment the capacity of DESE and DCTE.

Delivery:

- OIE utilizes a project management tool to track all the projects and tasks completed by OIE professionals and delivered to DESE/ DCTE.

- OIE staff produce deliverables in the form of research and analytical reports, structured data sets for reporting, experimental design and data collection for evaluations, professional learning, qualitative focus group research, cognitive coaching, and expert design and support for innovative learning strategies.

Return on Investment/ Estimated Savings:

- 62 projects called for almost 14,000 days of work. OIE delivered an average of 1,055 days of productivity per team member.
- Savings of \$6.3 million based on work completed through productivity of existing staff (investment of \$ 1.78 million).

Point of Contact: Denise Airola - oie@uark.edu

Office of Play Therapy Research and Training

The Office of Play Therapy Research and Training is in its' 9th year as a nationally approved university center for play therapy and an approved center of continuing education. It is one of only 30 approved university centers in the country and received its approval for 5 years in 2021, which is the longest period possible. For the last six years we have had a record number of students enrolled in the Intro to Play Therapy course from counseling, social work and human development, and family science majors as well as post degree mental health professionals from the field. The annual two-day conference training and coursework offered students and professionals from the community an opportunity to obtain their national certification as Registered Play Therapists. The 9th annual conference was held June 14,15, 2024, in Fayetteville, with over 80 people registered from all over Arkansas as well as Missouri with Dr. Rebecca Chow as speaker. In 2023, former Ph.D. student, TJ Schoonover received the research award from the Association for *Play Therapy for her dissertation and published article on Child Centered Play Therapy and Adverse Childhood Experiences*. This study is one of only a few single case designs to measure the impact of Child-Centered Play Therapy and was conducted through a partnership between the Office of Play Therapy Research and Training and Hope Academy Charter School in Bentonville, one of the first trauma focused schools in the U.S. In 2023, Dr. Cameron Houin also received the research award from the Association for Creativity in Counseling for their dissertation article, *Expressive Arts in a Multicultural Counseling Course*. During the 2023-2024 academic year, 3 national play therapy presentations were conducted with Ph.D. counseling students at 3 conferences. Two presentations were also conducted at the Association for Play Therapy international conference. Smruthi Vaishnavi Chintakunta, a Ph.D. student presented on Adlerian Play Therapy. Dr. TJ Schoonover, a former student, and Dr. Perryman presented on the physiological impact of child centered play therapy from the research conducted with Hope charter school . Dr. Perryman was awarded an off campus duty assignment to train school counselors and teachers in Belize in fall 2023. Training included trauma informed classroom strategies and play therapy. Four peer reviewed publications were also published in national/international journals along with a book chapter in 2023 as a result of research conducted through the U of A Office of Play Therapy Research and Training with both MS and Ph.D. students co-authoring. 153 play therapy sessions were conducted by the director, master's and Ph.D. students in the counseling lab with children from the community. The estimated costs for these pro bono services is \$23,000. At the recent 2023 Annual Play Therapy Research and Training conference 1 doctoral students in counseling received funding to attend along with 3 MS students through the Office of Play Therapy to support their RPT credential. A master's student ws the first from U of A to receive the annual national scholarship to attend the conference as well. Kristi Perryman, the director of the office, was recently re-elected by membership her second 3-year term on the national board of directors. She also continues to serve on the editorial board for the Association for Play Therapy.

Point of Contact: Kristi Perryman - klperry@uark.edu

Office of Teacher Education/Razorback Educator Development Hub

2023-2024 academic year marked the eighth and final year of the Office of Teacher Education (OTE). With the continued focus on accreditation, licensing, and field placement, the staff supported the mission of providing service to faculty, students, and district partners in service of teacher preparation. In August 2023, the office transitioned to the Razorback Educator Development Hub (R.E.D. Hub) and continued many of the same functions as previously held.

2023-2024 welcomed 243 teacher candidates into 14 different programs. This represented a slight increase from the previous year. The office was responsible for the annual Teacher Induction Convocation held at the Don Tyson Agricultural Center that celebrated the new admits. The R.E.D. Hub held program orientations for the new admits providing feedback and support. The R.E.D. Hub coordinates test preparation by providing virtual support as well as online software. This academic year, 67 teacher candidates were supported through our licensure test preparation online software.

The R.E.D. Hub collected and organized information designed for continuous improvement. Our faculty received two bi-annual reports of data aligned with accreditation standards. The office hosted a Teacher Education Summit in August and a met with leaders of Continuous Improvement Teams in March to discuss accreditation standards and the new State Review process. The coordinator for teacher education prepared an annual report for the national accreditation organization (Council for the Accreditation of Educator Preparation) and regularly met with state education officials to collaborate and share information. In May, all teacher education faculty met to discuss continuing national accreditation through the Council for the Accreditation of Educator Preparation. The faculty voted to continue this accreditation as they prepare for the first State Review in the 2024-2025 academic year.

Starting in August 2023, the R.E.D. Hub was supported by the Director of Licensure, the Director of Field Placement, and an administrative assistant. Each member of the R.E.D. Hub has an important role to play in supporting students, faculty, and stakeholders.

- Dr. Myra Haulmark, **Director of Licensure** recommended 165 out of 193 completers for teaching licenses and approved 144 current in-service teachers completing programs of study for endorsements from May 2023 through May 2024. In addition, our Director of Licensure provided fingerprinting services for 430 candidates. These services are key for students as they apply for teacher education programs and for their teaching license.
- Mr. JL Jennings, **Director of Field Placement** helped place our students in 445 internship placements across the Northwest Arkansas area this academic year. Additionally, Mr. Jennings coordinated about 447 observation placements and about 494 practicum placements. This spring, we held our 7th annual Career Readiness Seminar with over 100 teacher candidates attending the event. We welcomed Dr. Jennifer Barbaree as the keynote speaker. Additionally, Mr. Jennings collaborated with the Director of Employer Relations for COEHP to host the teacher education career fair. The career fair was an in-person event this spring and over 67 employers were in attendance. The R.E.D. Hub hosted the UA Teacher Education Partnership meeting again this spring where a robust discussion related to mentor teacher compensation, mentor teacher training, and memorandum of understanding was moderated by Mr. Jennings.

The R.E.D. Hub continued to meet our academic and partnership initiatives.

- The R.E.D. Hub helped prepare a fall and spring partnership meeting. Over 60 partners and faculty met at the Supply Chain Hall of Fame office in Rogers in the fall and the Northwest Arkansas Co-op in the spring. The work of the partnership was to provide feedback on the newest state initiative for yearlong internships. In addition to stakeholder feedback, we continue to respond to our yearly exit interviews with students and faculty. The feedback received helped programs across three colleges make changes to allow for many programs to move from one semester to two semester internships. This work will continue in the 2024-2025 academic year.
- Our initiative to provide resources for teacher candidates included support for licensure testing and equipment for their teacher programs. Licensure test preparation included virtual meetings for candidates as well as continued promotion of the online testing resource (240 Tutoring). The office provided checkouts for 58 Swivl cameras and iPads to candidates so that they could film their lessons for faculty feedback.

This academic year was incredibly successful, and the R.E.D. Hub continues to be a vital service unit for faculty and students across three colleges.

Point of Contact: Jennifer Beasley - jgbeasle@uark.edu

Osher Lifelong Learning Institute (OLLI)

OLLI operations started the year by relocating to a new building at 481 S. Shiloh Drive. The new location offers space for staff, meetings, and programs. The fall and spring terms started with a public open house at the new location. The institute received a fifth consecutive renewal of a capacity-building grant from the Bernard Osher Foundation.

2023 – 2024 welcomed 512 dues-paying members and over 100 non-member participants, continuing OLLI’s annual growth. The institute offered over 200 programs and activities, including classes, lectures, workshops, recreation, social events, and special interest groups. Over 2,000 program registrations and event RSVPs were received. Two members received recognition for their dedication to lifelong learning and for participating in more than 30 programs each. OLLI continues to assess the quality of programs and activities through surveys and strategic planning.

OLLI is heavily supported and driven by volunteers. The institute engaged 200 volunteers in various roles, from facilitating programs to preparing promotional materials for solicitation. Volunteers and outstanding members were recognized at a reception sponsored by the College of Education and Health Professions’s WE CARE Strategic Plan.

The institute continues to develop partners at the university and with organizations in the community. These partnerships include local retirement communities such as Butterfield Trail Village and Ciel Senior Living, where residents access specific programs. OLLI partnered with the college to support two programs with the WE CARE Strategic Plan. Faculty and staff had the chance to hike at Devil’s Den State Park led by OLLI staff and take a pizza-making class led by college faculty and administrators.

2023 – 2024 marked a strong year for OLLI as it strives to grow and support the mission of the College of Education and Health Professions and the University of Arkansas.

Point of Contact: Josh Raney - olli@uark.edu

Partners for Inclusive Communities (Partners)

Partners was actively involved in the implementation of twenty-five (25) grants and contracts during the past fiscal year with total funding of approximately \$13,778,533. Activities included pre-service training of 93 health and allied health professionals across 17 disciplines; continuing education offerings for 518 professionals; in-service training of 1035 professionals, paraprofessionals and families; 1138 hours of technical assistance to community-based providers and state agencies; the provision of model services to 180 young children with autism; multidisciplinary diagnostic evaluations for 70 children and adults suspected of prenatal alcohol exposure; research; and product development/dissemination. Focus areas included autism spectrum disorders; fetal alcohol spectrum disorders; preschool inclusion; cultural humility; language access, interpreting and translation; ADA access (architectural and digital); violence prevention; healthy/safe relationships; COVID-19 education; disability and health; ableism, and self-advocacy/how to be an ally. Presentations were accepted for 1 international, 4 national, and 7 state conferences.

The biggest highlight of the year was a \$10,047,987 contract awarded by the Arkansas Department of Human Services (DHS) for a 14-month period beginning 2/1/24. The contract includes three components designed to strategically prevent crisis by education, supporting and stabilizing Arkansas' children. The first component is the *Prevention, Stabilization, and Support Project for Young Children (PSSP-YC)* which targets children birth to 6th grade who are at risk of losing placement at home or in their educational setting due to behaviors. It will provide support in the homes, early care and education sites, and schools to stabilize children and engage the parents as part of the child's team. The second component is the *Families in Transitions Team (FiTT)*, which targets children experiencing a major life transition such as entering foster care, being adopted, being discharged from a residential facility, etc. It will provide intensive in-home support, predictable respite, and family-to-family peer support. The third component is the *Comprehensive Screening and Assessment for Children (CSAC)*. It will build capacity across the state for accurate differential diagnosis to occur, enabling children to be diagnosed accurately and early so that correct intervention can be provided. DHS' goal from the project is to identify innovative strategies that can be used to prevent crisis/stabilize families and to collect specific data on effective and efficient services, qualifications of providers, and adequate billing rates to be added to the Medicaid State Plan for long-term sustainability. Twelve additional staff were added to the Partners' unit for implementation of this project, including disciplines such as genetic counseling, advance practice nursing, occupational therapy, behavior analysts, and family engagement specialists. The systems change potential associated with this project is significant.

Another highlight was a multidisciplinary diagnostic clinic to conduct assessments on children and adults suspected of fetal alcohol exposure. The clinic has seen 70 individuals with diagnoses including Fetal Alcohol Spectrum Disorder, Neurobehavioral Disorder Associated with Prenatal Alcohol Exposure, and Unspecified Neurodevelopmental Disorder. People are traveling from surrounding states because there are no similar clinics in the region. There is a huge need for accurate diagnosis, so adequate supports can be provided for these individuals, and erroneous labels such as Oppositional Defiant Disorder (ODD) can be avoided.

Point of Contact: Karan Burnette - partners@uark.edu

School Wellness Lab

The School Wellness Lab was founded in 2023 by Drs. Kara Lasater, Educational Leadership, and Erin Popejoy, Counselor Education and Supervision. The mission of the lab is to engage in research and service that improves the well-being of youth, teachers, leaders, and other stakeholders within the school community. Of particular interest to the School Wellness Lab is research and service which addresses harmful substance use amongst school-aged youth.

The lab received \$11,347.50 from the COEHP WE CARE Team Up for Education and Health fund. Funding was used for Drs. Lasater and Popejoy to earn their certification as Adult and Youth Mental Health First Aid instructors. During the 2023-2024 academic year, Drs. Lasater and Popejoy provided four mental health first aid training courses (i.e., two youth and two adult) to members of the campus community. In total, 30 individuals earned their youth mental health first aid certification, and 49 individuals earned their adult mental health first aid certification. Most recently, the School Wellness Lab partnered with the Occupational Therapy program to provide Adult Mental Health First Aid training to occupational therapy students enrolled in their mental health course and clinical rotation.

Additionally, Dr. Lasater published one journal article and four book chapters related to wellness-related issues in K-12 schools. Dr. Popejoy published a journal article, with colleagues, on a mindfulness intervention to reduce anxiety in high-achieving high school students. Both Drs. Lasater and Popejoy collaborated with a colleague to submit a Department of Education grant application focused on increasing school-based counselors within high-needs schools.

In spring 2023, Drs. Lasater and Popejoy, in collaboration with Dr. Bart Hammig, Professor of Public Health, developed and co-taught the inaugural COEHP Dean's Seminar titled, "Addictions." The Dean's Seminar was designed to focus on a complex societal challenge (e.g., mental health, college access, racial disparities in health/education, etc.) and help students develop high-leverage interventions to address the issue through the lens of education and health. There were 20 students enrolled in the course, representing the fields of nursing (15 students), public health (two students), exercise science (two students), and communication sciences and disorders (one student). The major assignment for the course was a group-based substance use prevention and intervention plan which was shared via a public poster session. The Addictions seminar was highlighted in the following U of A News story: <https://news.uark.edu/articles/64176/addictions-poster-presentations-to-advance-conversation-about-substance-use-on-college-campuses>.

Finally, the School Wellness Lab website (<https://wellnesslab.uark.edu/>) was created to house an evolving repository of resources for schools and to share information about research and service opportunities available in partnership with the lab.

Points of Contact – Kara Lasater (klasater@uark.edu) and Erin Popejoy (erinkern@uark.edu).

Speech and Hearing Clinic

Clinic Services: During the 2023-2024 academic year, the *University of Arkansas Speech and Hearing Clinic* (UASHC) provided speech-language and audiology services to students, staff, faculty, and community members. Pediatric speech therapy services included literacy, language, social communication, and articulation diagnostics and intervention. Adult speech therapy centered on auditory-verbal, voice/upper airway, swallowing, and concussion-based cognitive services. Audiology provided hearing screenings, hearing aid evaluations, and hearing aid fittings to both pediatric and adult clients.

Community Impact: Between July 2023 and May 2024, the following patient services were provided by five clinical faculty members of the Communication Sciences and Disorders (CSDI) program:

- Over 127 audiology appointments were held at the UASHC.
- Over 600 hours of speech-language assessment and intervention were held at the UASHC.

Clinical faculty supervised pediatric screenings through collaborations with Fayetteville Public Schools, The New School, Helen R. Walton's Children's Enrichment Center, and the Jean Tyson Child Development Center. CSDI undergraduate and graduate students gained hands-on clinical experience administering over 60 speech-language preschool screenings, and over 2000 school-aged hearing screenings.

Clinical Education and Training: Clinical faculty supervised and contributed over 585 diagnostic and clinical simulation training hours to the graduate program in CSDI. The clinic also hosted 57 hours of hands-on graduate-level clinical education workshops, diagnostic training, and guest lectures.

Clinic Highlights

The Schmieding Foundation funded a \$100,000 grant to develop and install a new state-of-the-art sensory room at the UASHC. The Schmieding Sensory Room will operate as a research and training space for students and interdisciplinary professionals working with individuals with sensory integration needs.

The clinic was selected as a recipient of the SPEAK OUT! Grant through the Parkinson Voice Foundation. This grant offers advanced training and therapy materials, an equivalent of over \$16,500, to CDIS graduate students working with patients with voice disorders caused by Parkinson's Disease.

Clinic director, Jessica Danley, earned national recognition as a Board-Certified Specialist in Swallowing and Swallowing Disorders through the American Board of Swallowing and Swallowing Disorders. Clinical instructor, Stephanie Hicks, was elected to serve as Treasurer for the Arkansas chapter of the Academic Language Therapy Association (ALTA). The clinic also welcomed a new part-time audiologist, Dr. Taryn Loyd, a full-time clinical instructor, Lexi Catterlin, and a office manager, Chloe Strickland this year.

Research Lab and Courtesy Space

The clinic continues to provide lab space for CSDI research faculty; Dr. Andrew Bowers (EEG Lab), Dr. Kimberly Frazier (Social Communication Lab), Dr. Mohammad Haghghi (Aphasia Lab), Dr. Christine Holyfield (AAC Lab), Dr. Lisa Bowers (Language and Literacy Lab) in the CDIS Program. Finally, the clinic also provides courtesy operating spaces for the Center for Autism Access and Office of Service Learning.

Point of Contact: Jessica Danley - spclinic@uark.edu

Appendix D: College Profile

Dean's Office

Dean - Kate Mamiseishvili

Associate Dean for Academic and Student Affairs – Matthew Ganio

Associate Dean for Research, Strategy, and Outreach– Michael Hevel

Associate Dean for Administration – Paul Calleja

Assistant Deans

Advising and Student Success – Elizabeth McKinley

Academic Services – Denise Bignar

Research and Grant Administration – Stacy Stuart

Department Heads

Curriculum and Instruction – Suzanne Kucharczyk

Education Reform – Patrick Wolf (Interim)

Eleanor Mann School of Nursing – Jessie Casida

Health, Human Performance and Recreation – Michelle Gray

Communication Disorders and Occupational Therapy – Fran Hagstrom

Counseling, Leadership, and Research Methods – Kristin Higgins

College-Level Directors

Financial Affairs – Brandi Maples

Honors – Rachel Glay

Human Resources – Glennia Hunt

Program Coordinators

CIED

Career and Technical Education - Betsy Orr

Curriculum and Instruction - Jason Endacott

Educational Leadership – Alison Wilson

Educational Studies - Rhett Hutchins

Educational Technology - Derrick Mears

Elementary/Childhood Education - Marcia Imbeau

Secondary Education - Chris Goering

Special Education – Renee Speight

STEM Education - Michael Daugherty

EDRE

Gema Zamarro Rodriguez

EMSON

BSN pre-licensure – Kelsey Gilmet

DNP Adult-Gerontology Acute-Care Nurse Practitioner concentration –Anna Jarrett

DNP Family Nurse Practitioner concentration – Carmel Kruse

MSN - Jan Emory

RN/LPN to BSN – Fernanda Zayas

HHPR

Athletic Training - Luzita Vela

Exercise Science - Tyrone Washington

Physical Education - Cathy Lirgg

Public Health, Undergraduate - Bart Hammig

Public Health, Graduate – Ches Jones

Recreation and Sport Management – Craig Schmitt

CLRM

Adult and Lifelong Learning (MS) - Kenda Grover

Adult and Lifelong Learning (EdD) – Kevin Roessger

Counselor Education – Erin Popejoy

Community College Leadership – Michael Hevel

Educational Statistics and Research Methods - Wen-Juo Lo

Higher Education (MS) - LJ Shelton

Higher Education (PhD) – Michael Hevel

Human Resource and Workforce Development, undergraduate - Mandel Samuels

Human Resource and Workforce Development, graduate - James Maddox

CDOT

Occupational Therapy - Kandy Salter

Communication Sciences and Disorders - Rachel Glade

Chairs, Professorships, Distinguished Professorships, and University Professorships

Henry G. Hotz Endowed Chair

Kate Mamiseishvili

Parks Family Endowed Professorship in Science and Technology Education

Bill McComas

Billingsley Endowed Chair

Jessie Casida

Chilton/Brown/Harding Special Ed Endowed Professorship

Suzanne Kucharczyk

21st Century Chair in Education Policy
Jonathan Wai

21st Century Chair in Teacher Quality
Gema Zamarro

21st Century Chair in Leadership
Robert Maranto

21st Century Chair in School Choice
Patrick Wolf

Distinguished Professors

Michael Daugherty, Oklahoma State University
Bill McComas, University of Iowa
Patrick Wolf, Harvard University

COEHP Committee Memberships

2023-2024

Unit/Departmental Personnel Committees

CIED

Kevin Brady (chair)	2024
Marcia Imbeau	2025
Bill McComas	2026
Liz Lorah	2024
Stephen Burgin	2025
Laura Kent	2026
Christine Ralston	2024
Cathy Wissehr	2025
Rhett Hutchins	2026

HHPR

Bart Hammig (chair-elect)	2024
Brendon McDermott (chair)	2024
Merry Moiseichik	2025
Page Dobbs	2025
Mance Buttram	2026
Luzita Vela	2026

Nursing

Tom Kippenbrock	2025
Marilou Shreve (chair)	2025
Anna Jarrett	2026
Allison Scott	2026
Kelly Vowell Johnson	2024
Peggy Lee	2026

CLRM

Kenda Grover	2026
David Christian	2024
Kevin Roessger	2024
Wen-Juo Lo (chair)	2026
Brent Williams	2025

CDOT

Kimberly Frazier	2024
Christine Holyfield	2026
Sherry Muir	2024
Lisa Bowers	2026
Any Bowers	2026

EDRE

Bob Costrell	perpetual
Bob Maranto	perpetual
Gema Rodriguez (chair)	perpetual
Jonathan Wai	perpetual

College Personnel Committee

Tenure Track

These individuals must be tenured and hold a minimum rank of Associate Professor.

CIED	Liz Lorah	2026
EDRE	Robert Costrell	2024
HHPR	Brendon McDermott	2024
NURS	Anna Jarrett	2025
CLRM	Mike Miller	2025
CDOT	Kimberly Frazier	2026

Clinical

These individuals must hold at a minimum rank of Associate Professor.

CIED	Christine Ralson	2025
HHPR	Jack Kern	2024

College Council

Chair	Rachel Glade	2024
Chair-Elect	Wen-Juo Lo	2024

At large	Glenda Hux	2025
At Large	Sean Connors	2025
At large	Hope Ballentine	2024
At Large	Wen-Juo Lo	2024

CIED	Alissa Blair	2025
EDRE	Gema Zamarro	2025
HHPR	Liz Parke	2025
NURS	Michele Kilmer	2024
CDOT	Amanda Troillett	2024
CLRM	Yuanlu Niu	2024

Ex-Officio	Ketevan Mamiseishvili
Ex-Officio	Matthew Ganio

Faculty Senate (5 Senators)

These positions are elected by all eligible faculty in the College (e.g., those in tenure-track positions or full-time clinical lines who have been consecutively appointed for three or more years).

Rhett Hutchins	2024
Lori Murray	2024
Chris Goering	2025
Christine Holyfield	2025
Liz Lorah	2025

Staff Advisory Council

Kathleen Smoot — chair	2024
Amanda Alonzo	2025
Monica Atkinson	2025
Shawn Bell	2025
Celeste Fishback	2024
Joe Hamilton	2025
Brittany Packard	2024
Kay Brusca — ex-officio	

OCD A Faculty Selection Committee

These are elected positions by each department for two-year terms.

CIED	Derrick Mears	2024
EDRE	Albert Cheng (chair)	2025
NURS	David Hall	2025
HHPR	Mance Buttram	2024
CLRM	Brett Nachman	2025
CDOT	Andy Bowers	2024

College Course and Program Committee (CCPC)

The committee membership is elected by academic departments, with representation from both undergraduate and graduate programs, where appropriate.

Jonathan Wai, Chair	2024
Chris Wernimont, Grad Student Rep	2025
Hope Ballentine, NURS Graduate	2025
Cynthia Jo Lueders, NURS Undergraduate	2024
Rhett Hutchins, CIED undergraduate	2025
Sean Connors, CIED Graduate	2024
Ches Jones, HHPR Undergraduate	2024
Amanda Sullivan, HHPR Graduate	2025
Jennifer Muriithi, CDOT Graduate	2025
Mohammad Haghghi, CDOT Undergraduate	2025
Mandel Samuels, CLRM undergraduate	2024
Jim Maddox	2025
Bob Maranto, EDRE	2025

Matt Ganio, Dean's office	ex-officio
Elizabeth McKinley, BCSS	ex-officio
Denise Bignar, BCSS	ex-officio

Undergraduate Course and Program Committee (UCPC)

Matt Ganio	Appointed
Rhett Hutchins	2026

Graduate Council

Ex-Officio	Matt Ganio	
College Representative	Suzanne Kucharczyk	2025
Grad Faculty Representative	Mike Miller	2024

Honors Council

Director	Rachel Glade	2026
NURS	Hope Ballentine	2024
NURS	Sara Sugg	2026
HHPR	Page Dobbs	2025
HHPR	R.J. Elbin	2026
CIED	Renee Speight	2026
CIED	Angela Elsass	2025
CDOT	Kimberly Frazier	2024
CDOT	Mohammad Haghghi	2026
CLRM	David Christian	2026
CLRM	Brett Nachman	2025

EDRE	Albert Cheng	2026
EDRE	Sarah McKenzie	2025

International Affairs Committee

These committee members are nominated by their department heads to two-year terms.

Ex-Officio	Michael Hevel
HHPR	Bart Hammig
CIED	Mehmet Gultekin
CLRM	David Christian
EDRE	Jonathan Wai
EMSON	Marilou Shreve
CDOT	Fran Hagstrom

University Teacher Education Board

This board is responsible for the general coordination of the initial certification process for teacher education programs at the University of Arkansas. It evaluates all proposals for degree modification, approval of new courses, and approval of course changes for all teacher education programs. It also establishes general policies and procedures necessary to maintain quality in any teacher education program. The Director of the Office of Teacher Education will be ex-officio non-voting member of the board. The board's membership will consist of one elected faculty representative from each department in the University having a teacher education program. Ex-officio non-voting members also include one active public school teacher, one active public school administrator, and two students currently enrolled in teacher education programs.

Agricultural Education	Will Doss
Special Education	Renee Speight
Music Education	Daniel Abrahams
Educational Leadership	Christy Smith, Chair
Health and Physical Education	Jack Kern
Art Education	Paulina Camacho Valencia
Career and Technical Education	Sheri Deaton
Childhood Education	Angela Elsass
Secondary Education	Laura Kent
Secondary Education BAT	<i>vacant</i>
STEM ED	Kim McComas
Birth-Kindergarten	Laura Herold
Associate Superintendent, Springdale, <i>ex officio</i>	Marcia Smith
Principal, McNair Middle School, <i>ex officio</i>	Lisa Davis
Assistant Superintendent, Prairie Grove Public Schools, <i>ex officio</i>	Pete Joenks
Director of Field Placement, <i>ex officio</i>	JL Jennings
UA Licensure Officer, <i>ex officio</i>	Myra Haulmark

Director of Teacher Education, <i>ex officio</i>	Jennifer Beasley
Director of Academic Advising & Student Success, <i>ex officio</i>	Elizabeth McKinley
Graduate Student Representative, <i>ex officio</i>	Krystle Merry
Undergraduate Representative, <i>ex officio</i>	<i>vacant</i>

Degree Programs by Department

The College offers 18 bachelor's degree programs, 4 minors, 20 master's degree programs, 2 educational specialist degrees, 11 doctoral degree programs, 1 post-bachelor's program, and 13 certificate programs. The College, in cooperation with the Global Campus, offers 28 programs in online formats.

<https://coehp.uark.edu/students/degrees-majors-certificates.php>

Communication Disorders and Occupational Therapy (n=5)

BS in Communication Sciences and Disorders

MS in Communication Sciences and Disorders

OTD, Doctor of Occupational Therapy

Post-Master's Certificate in Advanced School-Based Speech-Language Pathology*

Post-Bachelor's in Communication Disorders

Counseling, Leadership and Research Methods (n=13)

BSE in Human Resource and Workforce Development*

MEd in Adult and Lifelong Learning*

MEd in Community College Leadership*

MEd in Higher Education

MEd in Human Resource and Workforce Development*

MS in Counseling

 Clinical Mental Health Counseling Concentration

 Rehabilitation Counseling Concentration

 School Counseling Concentration

EdD in Adult and Lifelong Learning*

EdD in Human Resource and Workforce Development Education*

PhD in Counselor Education and Supervision

PhD in Educational Statistics and Research Methods

PhD in Higher Education

Post Master's Certificate in Educational Statistics and Research Methods

Minor in Human Resource and Workforce Development Education

Curriculum and Instruction (n=34)

BAT in Social Studies Education

BAT in English Education

BAT in Spanish Education

BAT in French Education

BAT in German Education

BAT in Drama Education

BSE in Career and Technical Education

 Business Education Concentration

 Family and Consumer Sciences Education Concentration

 Technology Education Concentration

BSE in Childhood Education
 EASL Concentration
 Gifted and Talented Concentration
 Reading Concentration
 STEM Concentration
BSE in Educational Studies
 Mixed Educational Environments Concentration
 Para-Professional Transition Concentration
BSE in Elementary Education
BSE in Special Education
MAT in Elementary Education
MAT in Teacher Education
 Multiple Level Education Concentration
 Secondary Education Concentration
MEd in Curriculum and Instruction
MEd in Educational Equity*
MEd in Educational Leadership*
MEd in Educational Technology*
MEd in Special Education*
MEd in Teaching English to Speakers of Other Languages*
EdS in Educational Leadership*
EdS in Curriculum and Instruction*
 Advanced School-Based Speech-Language Pathology Concentration
 Education Examiner Concentration
 Literacy/Dyslexia Concentration
 K-12 Online Teaching Concentration
 Program Administrator Concentration
EdD in Educational Leadership*
PhD in Curriculum and Instruction
Certificate of Proficiency in STEM Education
Graduate Certificate in Teaching English to Speakers of Other Languages*
Graduate Certificate in Applied Behavior Analysis*
Graduate Certificate in K-12 Online Teaching*
Graduate Certificate Special Education Transition Services*
Graduate Certificate in STEM Education for K-6
Graduate MicroCertificate in Autism Spectrum Disorder*
Post Master's Certificate in Building-Level Administration K-12*
Post Master's Certificate in District-Level Administration*
Minor in Educational Studies
Minor in STEM Education

Education Reform (n=1)

PhD, Education Policy

Health, Human Performance, and Recreation (n=11)

BS in Public Health

BS in Exercise Science
BS in Recreation and Sport Management
 Recreation Administration Concentration
 Sports Administration Concentration
BSE in Teaching K-12 Physical Education and Health
M.AT. in Athletic Training
MEd in Recreation and Sport Management
MEd in Physical Education*
MPH in Public Health
 Physical Activity Concentration
 Public Health Practice Concentration
MS in Exercise Science
PhD in Health, Sport and Exercise Science
 Exercise Science Concentration
 Health Behavior and Health Promotion Concentration
 Kinesiology Pedagogy Concentration
 Recreation and Sport Management Concentration
Minor in Outdoor Leadership

Eleanor Mann School of Nursing (n=6)

BSN in Nursing (pre-licensure, RN to BSN*, and LPN/LPTN to BSN*)
MSN in Nursing*
DNP, Doctor of Nursing Practice*
 Family Nurse Practitioner Concentration
DNP/eMBA program
Post Master's Certificate in Family Nurse Practitioner*
Graduate Certificate in Nursing Education*

**Offered in an on-line format.*

Student Enrollment Detail

Table 1. Number of students in each degree program type by department as of fall 2023:

Row Labels	CDOT	CIED	CLRM	EDRE	HHPR	NURS	Non-Degree	Grand Total
Bachelors	318	741	36		1864	1914		4873
Certificate	3	60	0			2		65
Doctoral	70	82	151	12	32	26		373
Master's	56	199	219		136	16		626
Specialist		22						22
Non-Degree	2						238	240
Grand Total	449	1104	406	12	2032	1958	238	6199

Faculty Data

Table 2. Full-time faculty in each department as reported by institutional research, fall 2023

	Tenured	Tenure-Track	Non-Tenure Track	Total
CIED	21	5	24	50
EDRE	5	1	0	6
EMSON	7	1	31	39
HHPR	14	6	13	33
CLRM	14	6	6	26
CDOT	6	3	9	18
Total	67	22	83	172

Table 3. Faculty by Rank as reported by institutional research, fall 2023

	Dist.	Univ.	Full	Assoc.	Assist.	Inst.	Lect.	Total
CIED	2	0	6	21	16	5	23	73
EDRE	1	0	3	1	1	0	0	6
EMSON	0	0	2	7	6	24	16	55
HHPR	0	0	8	10	12	3	4	37
CLRM	0	0	3	11	12	1	7	34
CDOT	0	0	0	7	7	4	4	22
Total	3	0	22	57	54	37	54	227