



UNIVERSITY OF ARKANSAS®

College of Education and Health Professions

2025-2026 Annual Report

This, and past reports, are available on the web [here](#).

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Significant Achievements and Changes of the College, Departments, and Programs

The University of Arkansas College of Education and Health Professions continued its commitment to advancing impactful research, fostering a caring culture, and expanding service to Arkansas through transformative educational opportunities and meaningful partnerships. The [WE CARE strategic plan](#), which stands for Wellness and Education Commitment to Arkansas Excellence, was in its third year of implementation. WE CARE continued to drive positive momentum, increase visibility, and advance mission-driven progress for the college, while supporting the University's [150 Forward Reaching Higher](#) strategic plan.

This positive momentum has elevated the college's brand and brought external recognition to its academic programs. The *U.S. News & World Report* 2026 Best Education Schools rankings [named the college's graduate education programs 46th-best](#) among public institutions and 57th overall. Additionally, the rehabilitation counseling program ranked 33rd, the occupational therapy doctoral program ranked 59th, and the speech-language pathology program ranked 92nd nationally. The Eleanor Mann School of Nursing's online Master of Science in Nursing program was [named among the top programs](#) in the nation by *The Princeton Review*. Further, the undergraduate [elementary teacher preparation program earned an "A"](#) from the National Council on Teacher Quality for its success in preparing future educators to teach reading to elementary students.

WE CARE-A-VAN tours once again served as highly visible symbols of the college's efforts to create an intentional listening and partnership infrastructure. The [Fall 2025 WE CARE-A-VAN](#), consisting of 13 college leaders, faculty, and staff members, traveled nearly 700 miles to visit education and health partners throughout northern and northeastern Arkansas with memorable stops in Harrison, Mountain View, Jonesboro, Osceola, and Cherry Valley. The trip included a tour of Big River Steel in Osceola and visits to schools, family childcare centers, and the Delta Population Health Institute. Over 20 representatives from the college participated in the [Spring 2026 WE CARE-A-VAN](#), when the group stayed close to home and visited key stakeholders and friends in the Northwest Arkansas region, including Arkansas Children's Northwest and the Jones Center in Springdale, Heartland Whole Health Institute and Alice Walton School of Medicine in Bentonville, and Elkins Primary School in Elkins.

The college recognized significant milestones this year. The Department of Education Reform [celebrated its 20th anniversary](#) with a major national conference, "Education Reform Then and Now." The event provided a powerful platform for reflecting on two decades of progress and charting the future of student-centered reform. Held at the Crystal Bridges Museum of American Art in Bentonville, Arkansas, the two-day event brought together leading educators, policymakers, researchers, and advocates from across the nation. Speakers emphasized Arkansas's growing national leadership in evidence-based reform, underscoring how rigorous research, innovative policy, and collaborative action can drive meaningful improvement for students and communities. The college also [celebrated](#) the IMPACT Arkansas Principal Fellows Program's first decade and 10th cohort. IMPACT, which has served as a pipeline for school leaders in rural or geographically isolated parts of the state since 2014, will prepare even more leaders for high-poverty schools in Arkansas, thanks to more than \$3.4 million in recent grant funding from the Walton Family and Windgate foundations.

The college continued to demonstrate the quality of its academic offerings while evolving to address new educational needs. The Higher Education (CCLE MEd, HIED MEd, and HIED PhD) and Recreation and Sports Management (RESM BS, RESM MEd, RESM PhD) programs underwent successful state-mandated reviews. A new online master's degree program in Outdoor Recreation and Sport Tourism [was approved](#), designed to meet demand in the growing outdoor recreation field and to offer experiences that connect to careers in Arkansas's outdoor tourism economy. The college [partnered with](#) the Academic Language Therapy Association and the Nelms Dyslexia Center to grow Arkansas's dyslexia therapist workforce by allowing Arkansans pursuing a

Certified Academic Language Therapist certification to simultaneously earn credit toward a master's degree in Special Education.

Ten faculty members [retired from the college](#), including Ed Bengtson (EDLE), Kathleen Collins (SPED), Mike Daugherty (STEM), B.J. Garrett (NURS), Kelly Vowell Johnson (NURS), Derrick Mears (ETEC), John Murry (HIED), Janet Penner-Williams (TESOL), Mandel Samuels (HRDE), and Cathy Wissehr (CHED). Collectively, these faculty provided 217 years of service to the college.

Grants, Fundraising, Student Growth, and New Faculty

The college received 70 externally funded awards totaling \$15,272,882. Grants of note included:

- The Arkansas Teacher Corps, which trains educators for Arkansas' highest-need communities, [received \\$5.1 million](#) from the Walton Family Foundation to support its efforts for three years.
- An interdisciplinary faculty team led by Dr. Christine Holyfield received a [five-year, \\$4.8 million](#) grant from the Department of Health and Human Services to support a Rehabilitation Engineering Research Center on Augment and Alternative Communication, in conjunction with four other research universities.
- Early Care and Education Projects was awarded [a new \\$2.1 million](#) grant from the Arkansas Department of Education Office of Early Childhood to support early childhood professionals in all 75 Arkansas counties.
- Education Reform faculty members Drs. Patrick J. Wolf, Joshua B. McGee, and Harry Patrinos [received \\$1.2 million](#) from the Walton Family Foundation to study the effectiveness of the Arkansas Education Freedom Accounts Program.
- The Office of Innovation for Education [began leading a \\$3.6 million](#) grant in collaboration with the Arkansas Department of Education to improve educators' abilities to measure student academic achievement.
- Counselor Education faculty members Drs. Kristin Higgins and Julie Hill [received nearly \\$1 million](#) from the Department of Education to support the training of 25 rehabilitation counselors.

In addition, the college awarded funding for 11 Team Up for Education and Health Funds—internal grants that supported interdisciplinary teams of faculty and staff to address pressing problems in education and health.

The College of Education and Health Professions raised \$8,525,785 for various programs and projects in fiscal year 2026. This figure represents 1,086 unique gifts to the college. Of this total, \$462,578.99 came from 586 alumni. The Eleanor Mann School of Nursing received a \$1.3 million gift to support the Lewis E and Donna L. Epley Access Arkansas Endowed Scholarship in Nursing. The college also received generous support from the Windgate Charitable Foundation and from David and Pam Parks in honor of David's mother, Peggy Parks, a lifelong educator, to support the Arkansas A+ program, which provides high-quality professional development and ongoing support to help teachers create engaging, rigorous, and meaningful learning experiences for K-12 students across Arkansas by integrating multiple art forms into core academics. The college's Osher Lifelong Learning Institute received its largest non-foundation gift to fund technology upgrades and establish an endowment account to provide ongoing support.

The college enrolled 6,154 students in fall 2025 across five academic departments and one school, similar to enrollment levels in the prior two years (6,177 in 2024 and 6,199 in 2023). Bachelor of Science in Nursing (n=1,533) and Bachelor of Science in Exercise Science (n=1,039) ranked among the most popular majors on

campus. The college once again had the highest number of graduate students on campus overall (n=1,234) and doctoral students in particular (n=403). The college awarded 1,579 degrees.

Students across the college were immersed in transformative experiential learning opportunities in real-world environments. In the 2025-2026 academic year, 1,649 students from the College of Education and Health Professions were engaged in internships and clinical experiences at 644 unique locations, with 95% of them in Arkansas across 48 (64%) of 75 counties. Students also had multiple other opportunities to engage in interprofessional experiences at the intersection of education and health, including through the Alumni Mentoring Program (AMP), two Dean's Seminars focused on disability advocacy and the power of care, and the 2026 [Innovate for Healthcare and Education \(I4HE\) Academy](#), which brought together six faculty members, six community practitioners, and 30 students for an immersive design-thinking experience focused on addressing complex challenges in healthcare and education.

The college [hired 19 new full-time faculty](#), including: Niki Avery (ADLL), Cynthia Baeza (TESOL), Brendan Cook (OCTH), Taylor Enoch-Stevens (EDLE), Miguel Garcia-Salas (CSDI), Ashlee Hicks (NURS), Ashlyn Jendro (EXSC), Megan Jones (EXSC), Anup KC (RESM), Arslan Khalid (EDRE), Zach McKenna (EXSC), Johnny Rider (OCTH), Carla Smith (PHED), Daniel Sparks (HIED), Zoë Thijs (CSDI), Beth Weichold (PBHL), Amy Williams (NURS), and Joni Williamson (RESM). Carrie McDermott joined the college as the Billingsley Endowed Chair and Executive Director of the Eleanor Mann School of Nursing.

Achievements of Faculty in Research, Teaching, and Public Service

Faculty members provided leadership to a variety of scholarly and professional organizations and received significant awards for their research, teaching, and expertise. Examples of their contributions and recognition include the following:

- **Sheri Deaton** was named [Career and Technical Education Postsecondary Professional of the Year](#) by the National Association for Career and Technical Education
- **Julie Hill** received the American Rehabilitation Counseling Association's [Rehabilitation Counselor Educator of the Year Award](#).
- **Christine Holyfield** served as editor of the *American Journal of Speech-Language Pathology*.
- **Michael Hoover** received the Natural State Development Award at the Arkansas Governor's Conference on Tourism and Outdoor Recreation.
- **Claretha Hughes** received the [R. Wayne Pace Book of the Year Award](#) from the Academy of Human Resource Development.
- **Thomas Kippenbrock** was honored with an [Arkansas Nursing Legacy Award](#) by the Arkansas Center for Nursing.
- **Lindsey Lundeen** and **Erin Popejoy** were awarded the [Best Practice in Research Award](#) from the American Counseling Association.
- **Robert Maranto**, **Joshua B. McGee**, **Harry Patrinos**, **Patrick J. Wolf**, and **Gema Zamarro** were identified by *Education Week* as among [the 200 most influential education scholars](#) in the nation.
- **Bill McComas** and **Kevin Murach** were identified among the [Top 2% Most Cited Scientists](#) in the world by Stanford University and Elsevier.
- **Kristi Perryman**, along with three doctoral alumni, received the [Research Award](#) from the Association for Play Therapy.
- **Sheida Raley** was named an [American Association on Intellectual and Developmental Disabilities Fellow](#)

- **Barbara Shadden**, professor emerita, received the American Speech-Language-Hearing Association's [Honors of the Association Award](#).
- **LJ Shelton** was named the Outstanding Faculty Member by NASPA: Student Affairs Administrators in Higher Education IV-West Region.
- **Marilou Shreve** received the Presidential Commendation from the National Association of Pediatric Nurse Practitioners.
- **James Sinclair** was recognized by the Council for Exceptional Children's Division for Research with the [Martin J. Kaufman Distinguished Early Career Research Award](#).
- **Daniel Sparks** was named a Summer Scholar by the Postsecondary Education and Economic Research Center and a Research Fellow by the Southern Education Foundation.
- **Amanda Troillett** received the [Outstanding Academic Educator Award](#) from the Arkansas Occupational Therapy Association.
- **Jonathan Wai** received the Applied Research Global Award of Talented Education from the World Giftedness Center.
- **Cynthia Watson** was named State Ambassador for Arkansas from the American Speech-Language-Hearing Association.
- **Brent Williams** was awarded the [Faculty Distinguished Achievement Award in Service](#) by the Arkansas Alumni Association.
- **Luzita Vela** was inducted as a Fellow into the National Academies of Practice and received the Frank Medina Award from the Southwest Athletic Trainers' Association.
- **Gema Zamarro** was named an [editor of Education Finance and Policy](#).

Achievements of Students and Alumni

Students and alumni made meaningful contributions to their professions and communities, highlighting the high-quality education provided by the college's academic programs. Examples of their accomplishments include:

- **Lovelace Amos**, a Higher Education doctoral student, was invited to participate in the [United Nations Economic and Social Council Youth Forum](#).
- **Leah Cheek**, a Curriculum and Instruction doctoral alumna, along with three faculty members, [received](#) the 1909 Conference's Outstanding Publication Award for the article, "Connecting Compassion: Empathy's Role in STEM and Literacy Integration"
- **Jessica Culver**, an Adult and Lifelong Learning doctoral student, was named the 2025-2026 National Council for the Social Studies' [Secondary Level Social Studies Teacher of the Year](#). Culver is also president-elect of the Arkansas Council for the Social Studies.
- **Carly Howe**, **Eden Snyder**, and **Bailey Davis**, Occupational Therapy doctoral students, won first place for their research poster in the Emerging Student Research Showcase of Excellence competition at the Arkansas Trauma Rehabilitation Symposium.
- **Jonathan Modica**, a Higher Education doctoral alumna, received the [Young Alumni Award](#) from the Arkansas Alumni Association.
- **Anna Morrow**, a Communication Sciences and Disorders major, was named a recipient of [Henry Woods Student Leadership Award](#) by the Division of Student Affairs.
- **Elizabeth Ocampo-Roman**, a Communication Sciences and Disorders alumna, became [the first bilingual Listening and Spoken Language Specialist](#), Auditory-Verbal Therapist in the state of Arkansas.
- **Christian Robinson**, a Higher Education doctoral alumna, was awarded the Southeastern Association of Housing Officers' [Outstanding Research Award](#) for his dissertation.

Appendix A: College Awards to Faculty, Staff, and Alumni

College Faculty Awards

- Read more [here](#).
- **Hope Ballentine**, Outstanding Honors Faculty Award
- **Vicki Collet**, George Denny S.T.A.R. Award for Outstanding Service, Teaching, Advising, and Research
- **Jessica Danley**, Outstanding Teaching Award
- **Julie Hill**, Rising S.T.A.R. Award for Outstanding All-around New Faculty Member
- **Christine Holyfield**, Impactful Scholarship Award
- **Elizabeth Lorah**, Superior Service Award
- **Josh McGee**, Superior Service Award
- **Sheida Raley**, Empowerment Award
- **Ronna Turner**, Faculty Career Award
- **Abigail Schmitt**, Outstanding Mentoring and Advising Award

College Staff Awards

- Read more [here](#).
- **Jennifer Williams**, Excellence in Service Award
- **Joanna Evans**, Excellence in Service Award
- **Paryn Browning**, Excellence in Mentorship Award
- **Crystal Beshears Duncan**, Excellence in Mentorship Award
- **Crystal Evans**, Emerging Staff Leader Award
- **Dani McCool**, Distinguished Staff Leader Award

College Alumni Awards

- Read more [here](#).
- Emerging Leader in Education Award
 - **Matthew Holden**
- Emerging Leader in Health Award
 - **Kurt Andrews**
- Distinguished Career in Education Award
 - **Nathan Morris**
- Distinguished Career in Health Award
 - **Lori Frost**
- Distinguished Public Service Award
 - **Tim Lampkin**

Appendix B: Faculty Holding Endowed Positions, Distinguished Professors, and University Professors

Endowed Positions

Henry G. Hotz Endowed Chair
Kate Mamiseishvili

George M. and Boyce W. Billingsley Endowed Chair in Nursing
Carrie McDermott

21st Century Endowed Chair in Accountability and Transparency
Joshua B. McGee

21st Century Endowed Chair in Education Policy
Harry Patrinos

21st Century Endowed Chair in Education Policy
Jonathan Wai

21st Century Endowed Chair in Leadership
Robert Maranto

21st Century Endowed Chair in School Choice
Patrick J. Wolf

21st Century Endowed Chair in Teacher Quality
Gema Zamarro

Spencer D. Albright III Professorship in Rehabilitation
Brent T. Williams

Parks Family Endowed Professorship in Science and Technology Education
Bill McComas

A.L. Chilton Foundation/Patti Bell Brown/Bonnie Bell Harding Endowed Faculty Fellowship in Special Education
Suzanne Kucharczyk

David and Jane Gearhart Faculty Fellowship in Higher Education Leadership
Michael S. Hevel

Katie S. Thompson Nursing Faculty Fellow
Kelsey Gilmet

Distinguished Professors

Michael Daugherty, Distinguished Professor of STEM Education

Bill McComas, Distinguished Professor of Science Education

Patrick J. Wolf, Distinguished Professor of Education Reform

University Professors

Marcia Imbeau, University Professor of Childhood Education

John Pijanowski, University Professor of Educational Leadership

Appendix C: College Awards to Students and Departmental Awards to Students and Alumni

College Student Awards

- Read more [here](#).
- Henry G. and Stella Hotz Award for outstanding sophomore
 - **Sabrina Blackmon**
- Henry G. and Stella Hotz Award for outstanding junior
 - **John Money**
- Presidential Scholar
 - **Mia Bazy**
- First-ranked Senior Scholars:
 - **Lillian Alexander, Mary Clark Allen, Alexandria Anderson, Caroline Elise Bene, Jacklyn Beres, Brianna Blanding, MaryEllen Brown, Hannah Cavanaugh, Sidney Click, Lilianna Couch, Paige Dyson, Isabella Nicole Floyd, Madison Gilsinger, Lillian D. Griffith, Julia Grace Gustafson, Marisa Renee Hale, Addisyn Brianne Hartman, Lauren Hathorn, Colby Hill, Montana Jenkins, Emily Johnson, Macy Kehoe, Caroline Kendall, Karaline Kerzie, Isabella Knopf, Emma Bernice Kolker, Audrey Amalie Koster, Simeon Kyle, Abby M. McFadden, Kassidy McGuire, Chloe Marie Moore, Anna Morrow, Kaylee O'Brien, Mia Patella, Kadence Peel, Kiah Petzolt, Mallory Pike, Paige Schroeder, Catherine Schultz, Leah Simonton, Ryle M. Sisengrath, Avery Nicole Smith, Hope E. Stucky, Kenna Stutsman, Melaina Taylor, Annie Wendel, Jocelyn Williams**
- Senior Scholars:
 - **Eliana Alyse Albright, Lauren Bennett, Brianna Crowley, Avanley Danenhauer, Elise Dean, Emma Harper, Kami Hider, Sakshi Iyengar, Megan Michelle Lucero, Austin Mack, Cassidy Isabella McGuire, Jacob Moore, Britni Madison Murphee, Alison Nieukirk, Caelen Oswalt, Miranda Evelyn Rollins, Harper Armstrong Rorex, Riley Russo, Dylan Michael Simpson, Brandon Stewart, Olivia Stuckey, Emily Ward, Katherine Wood**

College Honors Symposium Awards

- **Isabella Floyd**, an exercise science major, won the Best Literature Review Project Award for her poster presentation “Early Exposure, Frequent Use, and Skin Cancer Risk: Evidence on Indoor Tanning.”
- **Mia Hastings**, a social studies education major, earned the Best Practice-Based Project Award for her presentation titled “Analyzing Educators’ Roles in Preparing Students for Civic Engagement in Arkansas Communities.”
- **Noah Seiter**, also a social studies education major, was presented the Best Research Project Award for his poster presentation “Belongingness and Motivation Among College Students.”

Departmental Student Awards

- Communication Disorders and Occupational Therapy
 - **Katelyn Schulterman, Gracie Pendergraft, Kayla D. Lugo**
- Counseling, Leadership and Research Methods
 - **Essie “Charlene” Jewell, Nicholas Ryburn, Nicholas Hess, Brigit Ritchie, Lizy Humphrey, David Arcana, Destiny Jai Cummings, Joseph D. Bryson, Ashley Enz, Nicole Bonge, Miriam Phwandaphwanda, Kathryn Lynn Lammers, Brittany Odom, Anaid Espinosa, Hannah King**

- Curriculum and Instruction
 - **Dawson Hurt, Hannah A. Lockhart, Brianna Crowley, Lauren Bussey, Maria Schueler, Karen Rocha, Hamid Ahmad Almalki, Michad Holliday, Jessie Schafer, Serena Veloso, Tanya J. Adorno, Anna Pittman, Caleb Womack, Natalia Anderson, Jordan Reid Carpenter, Eleanor Larkin Thacker, Nakasha Franklin, Jordan Scott, Kelly Brown**
- Education Reform
 - **Taylor Wilson, Al Mansor Helal “Shamim”**
- Eleanor Mann School of Nursing
 - **Graciela Saunders, Kami Smythe, Christine Cole-Thompson, Tristan Cowden, Olivia Ouimette, Natasha Sanchez, Michel Thames Villiger, Allison Davis**
- Health, Human Performance and Recreation
 - **Katherine Wood, Stephanie M. Cotariu, Kristin Michelle Jett, Haruki Fukuda, Beatrice Knunga, Rae-Anne Serville, Marilou Shreve, Caden Zimlich, Chelsea Hoffman, Basanta Dahal**

Departmental Alumni Awards

- Read more [here](#).
- Department of Communication Disorders and Occupational Therapy
 - **Lindsey Gabbard**
- Department of Counseling, Leadership and Research Methods
 - **Gigi Secuban**
- Department of Curriculum and Instruction
 - **Susan “Toni” Lockhart**
- Department of Education Reform
 - **Angela R. Watson**
- Eleanor Mann School of Nursing
 - **Samantha Crouch**
- Department of Health, Human Performance and Recreation
 - **Katie Babcock**

Appendix D: Departmental Reports

Department of Communication Disorders and Occupational Therapy

The 2025-2026 academic year marked the third year for the department, which combines allied health programs in communication sciences and disorders and occupational therapy. 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 (CSDI). An online post-master's certificate in Advanced School-Based Speech-Language pathology is also offered by the department. Across degree programs CDOT enrolled 207 undergraduate (juniors and seniors) and 57 graduate CSDI students across two cohorts and 79 total doctoral OTD students across three cohorts. The department also operates the Speech and Hearing Clinic, which supports student clinical education and is a provider of speech-language therapy and audiology to the local community.

Significant achievements and changes of department:

The following leadership roles were assumed or continued this year:

- Steven Wheeler, Ph.D., OTR/L continued in the role of Department Head
- Kandy Salter, OTD, OTR/L continued in the role of OTD Program Coordinator
- Rachel Glade, Ph.D., CCC-SLP continued in the role of CSDI Graduate Program Coordinator and COEHP Honors Director
- Andrew Bowers, Ph.D., CCC-SLP transitioned to the role of Post-Masters Certificate Program Coordinator
- Lexi Woods, MS, CCC-SLP continued in the role of CSDI Undergraduate Program Coordinator
- Jessica Danley, MS, CCC-SLP continued in the roles of Clinical Education Coordinator and Director of the University of Arkansas Speech and Hearing Clinic
- Brendan Cook, OTD, OTR/L was hired and began in the role of Academic Fieldwork Coordinator
- Jennifer Muriithi, OTD, OTR/L continued in the role of Doctoral Capstone Coordinator
- Lisa Bowers, Ph.D., CCC-SLP continued in the role of University of Arkansas Campus Director of Service Learning

New faculty and staff:

- The CSDI program added two new tenure-track faculty, Dr. Miguel Garcia Salas, Ph.D. and Dr. Zoë Thijs Ph.D.
- The OTD program added two new faculty, Dr. John Rider, Ph.D. (tenured), OTR/L and Dr. Brendan Cook, OTD, OTR/L (non-tenure track)
- The department added one new administrative support assistant III, Ms. Yusra Aboud

Program Reviews and Accreditation

- The Occupational Therapy Doctorate (OTD) program has maintained compliance with all ACOTE accreditation requirements in response to its annual report
- The CSDI program has maintained compliance with all CEA accreditation requirements in response to its annual report

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

- Dr. Rachel Glade served the role of Vice President of Academic Affairs for the American Speech-Language-Hearing Association (ASHA) Board of Directors
- Dr. Christine Holyfield served as editor of the *American Journal of Speech-Language Pathology*
- Dr. Lisa Bowers served as Chair of the IPE and Practice Committee for the Council of Academic Programs in Communication Sciences and Disorders (CAPSCD)
- Emeritus COEHP faculty member Dr. Barbara Shadden was the recipient of the American Speech-Language-Hearing Association Honors of the Association Award, the organization's highest distinction

- Dr. Kandy Salter served as editor of the ADED NewsBrake, the official publication of the Association for Driver Rehabilitation Specialists
- Ms. Jessica Danley was the recipient of the Outstanding Teaching Award for the College of Education and Health Professions
- Dr. Rachel Glade was inducted as a Fellow into the University of Arkansas Teaching Academy
- Ms. Cynthia Watson was appointed as the American Speech-Language-Hearing Association's State Ambassador for Arkansas
- The CSDI Program hosted a Spring 2026 professional development event for ASHA CEUs that was attended by over 200 students and community partners. The presenters were Dr. Kimberly Highfill and CSDI program alumnus Tamara Henschill
- Five CSDI program faculty – Dr. Rachel Glade, Dr. Zoë Thijs, Dr. Miguel Garcia-Salas, Dr. Lisa Bowers, and Dr. Andrew Bowers - led presentations at the 2025 American Speech-Language-Hearing Association Annual Conference
- Dr. Steven Wheeler received the Western University School of Occupational Therapy Alumni of Distinction Award
- Dr. John Rider was invited to serve as co-editor of *Willard and Spackman's Occupational Therapy*, a core occupational therapy educational textbook used by OT programs around the world
- Four OTD Program faculty, Dr. Johnny Rider, Dr. Kandy Salter, Ms. Shaina Meyer, and Dr. Steven Wheeler, presented at the American Occupational Therapy Conference.
- Ms. Jessica Danley received a continuing education award from the American Speech-Language and Hearing Association (ASHA)
- Dr. Lisa Bowers led a presentation on interprofessional education and supporting collaborative practice in service learning at the Council of Academic Programs in Communication Sciences and Disorders Annual Conference in Denver CO
- Dr. Jennifer Muriithi presented at the World Federation of Occupational Therapists Conference in Bangkok, Thailand
- Ms. Jessica Danley was among the presenters at the 2026 Arkansas Speech and Hearing Association Convention at the University of Central Arkansas

Achievements of students and alumni or former students:

- CDOT recipients of the 2025-26 COEHP Outstanding Student Award: CDIS Undergraduate Katelyn Schluterman; CDIS Master's Gracie Pendergraft; OT Doctorate Kayla Lugo
- CSDI Undergraduate Honors student Katelyn Schulterman (faculty mentor - Jessica Danley) presented on the University of Arkansas Speech and Hearing Clinic and CSDI program Voice Screening Program at the Arkansas Speech and Hearing Association Annual Conference
- Three OTD program students won first place in the Emerging Student Research Showcase of Excellence competition at the Arkansas Trauma Rehabilitation Symposium. The students were Carly Howe, Eden Snyder, and Bailey Davis. The research poster of four OTD students won third place in the same competition. The students were Katelyn White, Tessa Bowen, Zoe Wensel, and Mary Jane Van Horn.
- The year two OTD student cohort showcased their student research projects at the UAMS Northwest Research Day event in Spring 2026. The research group of Katelyn White, Tessa Bowen, Zoe Wensel, and Mary Jane Van Horn won third place in the student poster competition
- OTD Program students Isabella Tomboli and Isabeau Smith collaborated with OTD faculty Dr. Steven Wheeler and Dr. Kandy Salter on a presentation at the American Occupational Therapy Association Conference and Expo in Anaheim, CA
- CSDI Master's program student Leslie Williams co-presented her research collaboration with Dr. Andrew Research at the American Speech-Language and Hearing Association's national conference in Washington, DC

- Lyndsey Gabbard, a CSDI graduate program alumnus and director of a successful equine-based interprofessional program, received the CDOT Outstanding Alumni Award at the Spring 2026 COEHP Alumni Awards Ceremony
- Lori Frost, a CSDI undergraduate program alumnus was the recipient of the College of Education and Health Professions Distinguished Career in Health Award

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

CDOT Faculty sought both internal and external grant funding in 2025-2026. Select research funding included:

- Dr. Christine Holyfield served as PI for 1 research grant totaling \$4.875 million dollars over 5 years (Augmentative and Alternative Communication), as well as co-PI for a training grant totaling \$1.25 million dollars over 5 years
- Dr. Steven Wheeler served as PI on two subawards totaling \$38,000, focusing on community-based recovery for individuals with traumatic brain injury
- Dr. Glenda Hux received a University of Arkansas for Medical Sciences Translational Research Institute STARS award of \$10,000 to study the effects of prolonged stress.
- Dr. John Rider and Dr. Steven Wheeler were the recipients of an internal COEHP “We Care” award totaling \$6,500 to study the integration of virtual reality into the occupational therapy doctoral program curriculum

Select Peer-Reviewed Publications:

- Dr. Christine Holyfield was the first author on 3 published articles and served as co-author on 6 additional peer-reviewed publications, with an additional 5 articles currently in advance online status. Her area of scholarly expertise is Augmentative and Alternative Communication
- Dr. John Rider was the first author on 4 peer-reviewed manuscripts and co-authored 10 additional peer-reviewed articles on a variety of topics, including fear of falling avoidance behavior, neurological rehabilitation, parenting with a disability or chronic health condition, adaptive sports, and chronic pain
- Dr. Glenda Hux was the first author on 4 peer-reviewed manuscripts, including applications of her Integrated Neural Networks theory, which provides a frame of reference to support the mental health of caregivers
- Dr. Zoë Thijs was the first author on 1 peer-reviewed manuscript(s) and co-authored 3 additional peer-reviewed articles on topics including bilingual voice quality, and voice and swallowing in Parkinson’s disease
- Dr. Miguel Garcia-Salas was the first author on 2 peer-reviewed manuscripts and co-authored 1 additional peer-reviewed article on topics including a randomized controlled trial of a caregiver dialogic reading program, and a strengths-based analysis of shared book reading in highly mobile families
- Dr. Steven Wheeler co-authored manuscripts on substance-use disorder and on patient-centered trauma-informed care
- Dr. Andrew Bowers co-authored a manuscript exploring motor control and stuttering in adults.

Department of Counseling, Leadership and Research Methods

The Department of Counseling, Leadership, and Research Methods (CLRM) continued its commitment to advancing knowledge and preparing highly qualified diverse professionals in both health and education fields in the 2025-2026 academic year. The department consists of seven academic programs: Adult & Lifelong Learning (ADLL), Community College Leadership (CCLE), Counselor Education (CNED), Educational Leadership (EDLE), Educational Statistics and Research Methods (ESRM), Higher Education (HIED) and Human Resource Development (HRDE). CLRM awards 14 degrees (5 in person and 9 online): 1 undergraduate, 6 master's level, one educational specialist, and six doctoral level (3 PhD and 3 EdD). CLRM also offers one certificate in educational statistics and 3 licensure only programs. Our programs enrolled (results of 11th day report in Fall 2025) roughly 474 degree-seeking students, including mainly graduate students (i.e., 187 doctoral, 7 specialists, 248 master's, and 27 bachelor's students. Five students were enrolled in the EDLE building and district-level certificate/licensure programs.

During this academic year, CLRM had 30 full-time faculty members, with two retiring in the spring of 2026. In addition, one tenured faculty member will be leaving at the end of summer 2026, and one teaching faculty member left at the end of the spring semester. The department houses 14 centrally funded graduate assistants, one grant funded graduate assistant, and four staff members. During the past academic year, four faculty searches were successfully completed. In Fall 2026, two tenure-track assistant professors will join the Counselor Education program, one tenure-track faculty member will join the Adult and Lifelong Learning program, and one Professor of Practice will join the Educational Leadership program.

Dr. Kristin Higgins remains in her role as department head. During the fall 2025 semester, four new faculty joined the department. One tenure track assistant professor joined the Higher Education program and one tenure track assistant professor in the Adult and Lifelong Learning program, however, they left this position at the end of the fall semester. In addition, one teaching assistant professor joined the Adult and Lifelong Learning program and another teaching assistant professor joined the Educational Statistics and Research Methods program.

During the fall semester, the Higher Education program had a very successful and positive seven-year review. One significant change for the HIED program beginning next year will be removing the CCLE program as a stand-alone master's program and adding it as a concentration area within the HIED program. This community college track will be 100% online.

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 94 articles, 5 books, 1 book review and 7 book chapters. They also collectively presented 125 conference presentations at the international, national, and state level. The department generated \$2,64 million in external funding and had several large, funded grants carry over from the previous years. Additionally, several CLRM faculty were awarded WE CARE summer research grants (8 funded projects) as well as additional internal WE CARE grants- 8 TEAM UP awards, 2 student success awards, one programming award, 2 travel supports for prospective PhD students, one experiential learning funds, and one WE CARE about your priorities award. Several other significant faculty accomplishments occurred as well. Dr. Brent Williams (CNED) was awarded the University Alumni Service Award in fall of 2025 and most recently Dr. Kevin Brady (EDLE) was announced as the University Alumni Service Awardee to be celebrated in the fall of 2026. Dr. Lindsey Lundeen and Dr. Erin Popejoy (CNED) were awarded the Best Practice in Research Award from the American Counseling Association. Dr. Claretha Hughes (HRDE) was awarded the Wayne Pace Book of the year award from the Academy of Human

Resource Development. Dr. Daniel Sparks (HIED) was named the emerging education policy scholar from the American Enterprise Institute and Dr. LJ Shelton (HIED) was named the Outstanding faculty member for the NAPSA region IV-West. Dr. Kristi Perryman (CNED) won the Association of Play Therapy Research Award and was named chair elect for the association. Dr. Jen Cowhy (EDLE) was awarded four different prestigious awards from the American Education Research Association. The EDLE program was ranked among the best to advance careers by the Princeton review and Dr. Kevin Brady (EDLE) served as the chair of the faculty senate this past year. Two faculty members also received college awards- Dr. Ronna Turner (Faculty Career Award) and Dr. Julie Hill (Rising STAR award).

Department of Curriculum & Instruction

The Curriculum and Instruction Department (CIED) was comprised of 44 full-time faculty members (24 tenure track/21 non-tenure track), 25 staff members (4 CIED/18 Special Programs), 10 undergraduate degree programs, 11 graduate degree programs, 9 graduate certificates, and many non-degree educational pathways in fall 2025. Across degree programs CIED enrolled 772 undergraduate and 225 graduate students.

Significant achievements and changes of department:

- Curriculum Workgroup of faculty assessed curriculum courses across the department and identified two courses to be redesigned to meet the needs of students across programs at the undergraduate and graduate levels to be delivered online and in person. This realignment ensures high quality coursework for all students.
- Classroom Management/Behavior Support Workgroup of faculty analyzed data specific to preparation of teacher candidates and needs of K-12 students and reviewed CIED course offerings and field experiences for opportunities to improve on curriculum and application of evidence-based practices specific to supporting student engagement in learning
- A Math and Science Task Force of faculty (Laura Kent, Kim McComas, Stephen Burgin, Peggy Ward, Karmen Bell, Angela Elsass, Renee Speight, Christine Ralston) analyzed the needs of the state in key shortage areas of math and science instruction in middle and secondary levels to identify pathways for teacher preparation
- Early Childhood in CIED Workgroup of faculty (Laura Kent, Wyann Stanton, Liz Lorah, Christine Ralston) led by Laura Herold created new pathway for P-2 licensure within the current B-K pathway that would be situated in CIED.
- Childhood and Elementary Education program literacy courses were audited by TPI-US for use of high quality instructional materials
- Three certificates were deactivated: STEM Certificate or Proficiency, Educational Technology, Autism Microcertificate
- Elementary Education program of study was revised to better align with program goals and objectives for students
- One Educational Specialist concentration was deactivated: Educational Examiner
- Residency placements in 2025 expanded from 22 to 53 school buildings and from 5 school districts to 9 school districts
- Marcia Imbeau was appointed to a new role leading Faculty Mentorship and Awards for the Department
- CIED faculty participated in Cognitive Coaching training
- CIED faculty participated in a book study of three books: *Deep Kindness*, *10 to 25 The Science of Motivating Young People*, and *The Anxious Generation*

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

- Sheri Deaton was named [Career and Technical Education Postsecondary Professional of the Year](#) by the national Association for Career and Technical Education
- Leah Cheek (former CIED doctoral student and lecturer; STEM GC), Vinson Carter (STEM GC), Michael Daugherty (STEM GC), and Chris Goering (SEED) [were recognized](#) with the 1909 Conference's Outstanding Publication Award for their recent publication, "Connecting compassion: Empathy's role in STEM and literacy integration"

- James Sinclair (SPED) [was recognized](#) by the Council for Exceptional Children's Division for Research's Martin J. Kaufman Distinguished Early Career Research Award
- Sheida Raley (SPED) was named [American Association on Intellectual and Developmental Disabilities Fellow](#)
- Alissa Blair (TESL) and Cynthia Baeza (TESL) hosted the [18th Annual English as a Second Language Symposium](#) examining "Multilingual Voices in Action"
- Faculty were recognized by the Provost's office with [Pinnacle Medal in Science and Engineering](#) for securing more than \$3 million in external funding in 2025: Elizabeth Lorah (SPED), Sheida Raley (SPED), and Suzanne Kucharczyk (SPED)
- Sheri Deaton (CATE) began her appointment as Director of the [Bessie Moore Center for Economic Education](#)
- Vicki Collet (CHED/ELEL/GRAD) participated on a panel for the [Honors College Pulse Panel](#) entitled: "Can Americans read?" on literacy trends and policy
- Bill McComas (SEED) made the annual list of [top-cited faculty](#) across the University; he was also named by the [Stanford University/Elsevier list](#) for top 2 percent of researchers in the world

Achievements of students and alumni or former students:

1. CIED Outstanding Students:
 - a. Dawson Hurt, Career and Technical Education BSE
 - b. Hamid Almalki, Curriculum and Instruction MEd
 - c. Michad Holliday, Curriculum and Instruction, PhD
 - d. Tanya Adorno, Educational Technology MEd
 - e. Jessica Schafer, Educational Studies BSE MXED
 - f. Serena Veloso, Educational Studies BSE PARA
 - g. Hannah Lockhart, Childhood Education BSE Senior
 - h. Bri Crowley, Elementary Education BSE Intern
 - i. Lauren Bussey, MAT Intern
 - j. Karen Rocha, ELEVATE Intern
 - k. Natalia Anderson, Secondary Education BAT Social Studies
 - l. Anna Pittman, Secondary Education BAT English
 - m. Caleb Womack, Secondary Education BAT Foreign Language
 - n. Jordan Carpenter, Secondary Education MAT
 - o. Nakasha Franklin, Special Education MEd
 - p. Elenor Thacker, Special Education BSE
 - q. Kelly Brown, Teaching Students of Other Languages MEd
 - r. Lauren Bussey, STEM Education
 - s. Jordan Scott, STEM Education
2. [CIED Outstanding Alumni honor](#) was awarded to Susan "Toni" Lockhart, assistant principal at Sutton Elementary School with more than 30 years of experience as a classroom teacher, instructional coach, consultant, and school administrator. She was named Teacher of the Year in Elkins early in her career. In 2000, she became the first National Board Certified teacher in Arkansas and received the prestigious Milken Educator Award for excellence in teaching.

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

New External Funding:

CIED faculty submitted 12 external grant proposals as principal investigators representing a total of \$1.2 million and 15% of the College's proposals. In fiscal year 2025 CIED faculty were awarded or had continuations totaling \$2.6 million.

Publications:

CIED faculty produced 65 journal publications, 8 book chapters, and 3 books in 2025

Honors:

1. *National:*

- a. Sheri Deaton (CATE) was named [Career and Technical Education Postsecondary Professional of the Year](#) by the national Association for Career and Technical Education
- b. Leah Cheek (former CIED doctoral student and lecturer; STEM GC), Vinson Carter (STEM GC), Michael Daugherty (STEM GC), and Chris Goering (SEED) [were recognized](#) with the 1909 Conference's Outstanding Publication Award for their recent publication, "Connecting compassion: Empathy's role in STEM and literacy integration"
- c. James Sinclair (SPED) [was recognized](#) by the Council for Exceptional Children's Division for Research's Martin J. Kaufman Distinguished Early Career Research Award
- d. Sheida Raley (SPED) was named [American Association on Intellectual and Developmental Disabilities Fellow](#)
- e. Bill McComas (SEED) made the annual list of [top-cited faculty](#) across the University; he was also named by the [Stanford University/Elsevier list](#) for top 2 percent of researchers in the world

2. *University:*

- Rhett Hutchins (EDST) was elected to [Faculty Senate Vice-Chair](#)
- The [Teaching Faculty Support Center](#) recognized Cindy Covington (CHED/ELEL) with the Lori Libbert New Faculty Commendation and Natalie Edwards (CHED/ELEL), Wyann Stanton (CHED/ELEL) with the Faculty Commendation for Teaching Development
- Alissas Blair (TESL) was inducted as a [Teaching Academy Fellow](#)
- Angela Elsass (CHED/ELEL) was awarded the [Distinguished Research and Teaching Faculty Award by the Honors College](#)
- Faculty were recognized by the Provost's office with [Pinnacle Medal in Science and Engineering](#) for securing more than \$3 million in external funding in 2025: Elizabeth Lorah (SPED), Sheida Raley (SPED), and Suzanne Kucharczyk (SPED)

3. *College:*

- a. The following CIED faculty received [COEHP Outstanding Faculty Awards](#) based on their work in 2025
 - i. Vicki Collet (CHED/ELEL) – George Denny STAR Faculty Award
 - ii. Sheida Raley (SPED) – Empowerment Award
 - iii. Elizabeth Lorah (SPED) – Outstanding Service Award
- b. Chris Goering (SEED) was selected as the inaugural Dean's Fellow

4. *Departmental:*

- a. CIED faculty were honored by their departmental peers with the following awards: Faculty STAR Award – Alissa Blair, Faculty Collegiality Award – Angela Elsass, Bonnie King, Peggy Ward, Outstanding Service Award – Karmen Bell, Outstanding Teaching Award – Rhett Hutchins, Outstanding Research Award – James Sinclair, Faculty Career Award – Betsy Orr, Outstanding Mentor/Advising Award – Jason Endacott, Rising STAR Award – Renee Speight
- b. Four faculty were appointed to new leadership roles as program coordinators: Karmen Bell (CHED/ELEL), Stephen Burgin (SEED), Elizabeth Lorah (SPED), and Vicki Collet (GRAD). They

- joined Betsy Orr (CATE), Rhett Hutchins (EDST), Dennis Beck (ETEC), Mike Daugherty (STEM), and Jennifer Beasley (REDHub).
- c. Two faculty searches were successfully held for position in Childhood and Elementary Education and Educational Technology
 - d. Heather Young (CHED/ELEL) was on Off Campus Duty Assignment in Fall 2025
5. *Promotions:* The following promotions were approved in 2025
- a. Suzanne Kucharczyk (SPED) Associate to Full Professor
 - b. Christine Ralston (CHED/ELEL) Associate Teaching to Full Teaching Professor
 - c. Kim McComas (SEED) Associate Teaching to Full Teaching Professor
 - d. Sheida Raley (SPED) Assistant to Full Professor

New Faculty & Staff:

One new faculty joined CIED in 2025: Cynthia Baeza (IECP – TESL). Dorcas Akorlor and Lourdes Yanez joined the CIED administrative staff team. There were [five retirements](#): Kathleen Collins (SPED), Janet Penner Williams (TESL), Michael Daugherty (STEM GC), Cathy Wissehr (CHED/EDST), and Derrick Mears (ETEC).

Department of Education Reform

The Department of Education Reform celebrated its 20th anniversary during the 2025-2026 academic year with a major national conference, Education Reform Then and Now. The event provided a powerful platform to reflect on two decades of progress and to chart the future of student-centered reform. Held at the Crystal Bridges Museum of American Art in Bentonville, Arkansas, the two-day event brought together leading educators, policymakers, researchers, and advocates from across the nation. Speakers emphasized Arkansas's growing national leadership in evidence-based reform, underscoring how rigorous research, innovative policy, and collaborative action can drive meaningful improvement for students and communities.

Composed of 11 faculty (7 tenured), 4 staff, and 15 doctoral students, the department continued to produce unbiased, data-driven research findings and inform policymakers, schools, and the public to positively influence the future of education in Arkansas and beyond.

This report highlights the department's most significant achievements during the 2025-2026 academic year. Appendix A provides an overview of the accomplishments for the 2025 calendar year for each of the department's founding goals (the information presented in Appendix A aligns with the university's schedule for reporting faculty accomplishments). Appendix B contains the 2022 Strategic Plan.

Research and Grant Productivity: Members of the department published 25 refereed journal articles, 11 book chapters, 51 reports or working papers, and 50 policy briefs, blogs, and opinion essays in 2025. Publications received over 4,700 Google Scholar citations in the calendar year 2025 and early 2026. Some notable highlights include Dr. Patrick Wolf's 6 new grants totaling \$1.3 million, from the Walton Family Foundation, EdChoice, Stand Together Trust, The PRIME Center at Saint Louis University, and the WE CARE initiative, to support multiple of his projects, including a three-year effectiveness evaluation of the Arkansas Education Freedom Accounts program, and a project to develop strategies for boosting participation in and evaluating the effectiveness of the Arkansas Literacy Tutoring Grant Program. The Arkansas Teacher Corps (ATC) also received \$5.2 million in continued funding to support the recruitment and retention of teachers in partner districts.

Education Policy Influence: The department was actively engaged in informing policymakers regarding effective educational interventions:

- The Office for Education Policy (OEP) hosts an annual conference in Little Rock
- Dr. Sarah McKenzie, Executive Director of OEP, announces the performance awards annually for Arkansas public schools based on value-added measurements
- Drs. Zamarro and McGee have a deep and fruitful partnership with ADE and routinely produce research reports that influence teacher policy
- The Human Capital and Education Returns (HCER) Lab was established

Awards and Accolades: The year was marked by several outstanding faculty members receiving recognition and awards for noteworthy contributions to their disciplines:

- Five EDRE faculty members—Drs. Maranto, McGee, Patrinos, Wolf, and Zamarro—were named among the top 200 most influential education scholars in the 2025 Edu-Scholar Public Influence Rankings by *Education Week*. Only 10 universities placed more scholars than the University of Arkansas on that prestigious annual ranking, which is based on a variety of quantitative performance metrics.
- Dr. Harry Patrinos ranks among the top 5% of economists on the RePEc and number 1 in Arkansas, based on the impact of his publications and citations

- Education Reform ranked fifth in the country among departments focused on education evaluation and research, according to Education Analytics faculty productivity metrics.
- Faculty awards included:
 - Wai: Outstanding Mentor, Office of Nationally Competitive Awards, University of Arkansas, 2026; Career Connector Award, Office of Career Connections, University of Arkansas, 2026; International Applied Research Award, World Giftedness Center, Hamdan Bin Rashid Foundation for Medical and Educational Sciences, Dubai, UAE (\$25,000 prize)
 - McGee: College of Education and Health Professions 2026 Superior Service Award
 - Zamarro: Outstanding Reviewer, AERA Open, Service, Professional
 - Wolf: among the top 200 education professors in the Education Week EduScholars ranking for the reach and impact of his work, reaching his highest ranking yet of 21st. He was also ranked among the top 500 political scientists in the U.S. by Research.com
 - Patrinos: World Bank Research with Impact Award; WE CARE Round of Applause; Springer Nature Research Communities top post of 2025

Arkansas Teacher Corps (ATC): During the 2025-2026 school year, ATC supported a total of 107 fellows in 51 schools and 28 school districts. Additionally, in summer 2026, 38 aspiring educators joined ATC as part of its 14th cohort. Eighty-four percent of these future teachers are from low-income communities. Just over half are first-generation college graduates, and 57% are native Arkansans. The 13 previous ATC cohorts prepared 348 teachers to serve in 107 schools and 46 districts throughout central, eastern, and southern Arkansas. Because of this success, ATC was recognized by the UA College of Education and Health Professions with the 2025 Service to Arkansas award.

Student Recruitment and Achievements: The department recruited four first-year doctoral students for the fall of 2026, three of whom received competitive fellowships from the Graduate School. A total of 16 doctoral students are expected to be in residence in the Department of Education Reform starting in fall 2026. Three doctoral students completed their dissertations and secured such high-profile positions as Director of Research for the Indiana Department of Education (Daion Daniels), a Research Fellow at the Association of Christian Schools International (Alison Johnson), and as a Data Analyst for the Texas Education Agency (Taylor Wilson).

Eleanor Mann School of Nursing

The Eleanor Mann School of Nursing continued its commitment to advance health and quality of life for Arkansans and beyond through cultivation of innovative and transformative nurse clinicians, educators, scientists, leaders, and policymakers. The school consists of six academic programs, awards three degrees, and has 29 full-time faculty, 6 staff members, and 2 graduate assistants, and roughly 64 part-time lecturers & clinical education specialists. During the academic year 2025-2026, the Eleanor Mann School of Nursing (EMSON) had 661 students in undergraduate programs (n = 599) and graduate programs (n = 82).

Significant organizational changes:

The following leadership roles were assumed this year:

- Carrie McDermott, PhD, RN, ACNS-BC, FAAN Executive Director
- Michele Kilmer, DNP, DNP, APRN, CPNP-PC, Assistant Director for Graduate Programs

New faculty:

- Ashley Hicks, MSN, RN, CHSE
- Amy Williams, DNP, APRN, CPNP-PC

Significant program changes:

All programs have implemented the revised their curriculum to be consistent with the 2021 American Association of Colleges of Nursing (AACN) Core Competencies for Professional Nursing Education Essentials.

1. The prelicensure program maintained current admission (193) and graduation (189) rates. The program is continuing course development for the updated curriculum which started in Fall 2025 semester.
2. The RN to BSN enrollment (56) and graduation (50) rates. The program's updated curriculum was implemented in fall 2024 semester. EMSON is partnering with Washington Regional Medical Center (WRMC) through the ALIGN grant to address the nationwide nursing shortage and offer support to LPNs and RNs employed at WRMC to complete their BSN. The grant is currently supporting 15 students.
3. The LPN to BSN program enrollment (135) and graduation (98) has seen a decline in admissions (24) due to changes in admission criteria (GPA > 2.5, and CASPER and ATI TEAS Exams). Eligible students are limited to residents of Arkansas, Texas, Missouri, Kansas, and Alabama. The program's updated curriculum was implemented in Fall 2024 semester and the old curriculum courses will be phased out by the Summer 2027 semester.
4. The MSN in Education enrollment (27) has increased since the prior academic year. The updated curriculum was implemented in the fall 2025 semester.
5. The DNP program saw a decrease in admissions (15) in the Family Nurse Practitioner track. Due to the continuing decline of student enrollment and market demands for nurse practitioners in acute and critical care settings, the Acute Care Gerontology Nurse Practitioner (ACGNP) track in the Doctor of Nursing Practice (DNP) program which closed for enrollment in the Fall 2022 semester, was discontinued in Fall 2025 semester. The dual degree in nursing and business (DNP/Executive Master of Business Administration) admitted its first student fall 2025 and currently has two students enrolled.

Significant faculty and staff achievements:

Collectively, EMSON faculty published 7 peer reviewed journal articles and presented at 11 conferences at the international, national, regional, and state level. Alyssa Parsley was selected to be a guest on the Echo360 Podcast! EMSON was awarded a \$24,000.00 dollar grant from Delta Dental to address community dental care across the lifespan. EMSON faculty continue to manage previously awarded grants in the amount of just over 3 million dollars. Additionally, the EMSON faculty were awarded several WE CARE and other internal grants to support student facing projects. One project was for EMSON faculty and students to provide sports physicals to adolescents in rural areas of NWA in collaboration with HHPR faculty in a community project, another WE Care supported project was the Poverty Simulation, conducted in collaboration with HHPR students.

EMSON continued its partnership with Sigma Theta Tau to host the 1st Annual Patton Nursing Science Day, this evolution of the annual Nurse Science Day (NSD) was supported by a generous gift from Susan and Robert Patton to ensure the event's continued growth and impact. This year's NSD theme was "Nursing Discovery: Translating Evidence into Wellness" with a keynote address by Dr. Tim Cunningham, DrPH, RN, FAAN. There were 338 registered participants. Presenters included three faculty poster presentations, six undergraduate students poster presentations, six graduate student poster presentations, and one graduate student podium presentation. The event was approved for three contact hours.

Awards

Arkansas Leadership and Legacy Awards

- Tom Kippenbrock, EdD, RN, FAAN was recognized with the Arkansas Nursing Legacy Award
- DNP Student Allison Davis, BSN, RN, EMT-B was named one of Arkansas's 40 Nurse Leaders Under 40.

Daisy Awards

- Lilianna Couch was awarded the First Student Nurse Daisy Award

EMSON Faculty and Staff receiving COEHP Awards

- Hope Ballentine received the Outstanding Honors Faculty Award
- Joanna Evans received the Excellence in Service Award
- Dani McCool received the Distinguished Staff Leader Award

EMSON Student Awards

Online Bachelor of Science in Nursing program:

- Graciela Saunders received the Emerging Leader Award
- Kami Smythe received the Nursing Expert Award
- Christine Cole-Thompson received the Exemplary Capstone Project Award

Pre-Licensure On-Campus Bachelor of Science in Nursing program

- Tristan Cowden received the Betty Battenfield Award for Academic Achievement
- Olivia Ouimette received the Clinical Excellence in Nursing Award

MSD ED Program

- Natasha Sanchez received the Future Nursing Education Award

Doctor of Nursing Best Capstone Project:

- Michel Thames Villiger received the Outstanding Student Award
- Ally Davis received the Outstanding Doctor of Nursing Practice Student Award

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.
 - The Master Public Health (PBHLMPH) program experienced significant growth from fall 2025 to fall 2026. Currently, there are 32 PBHLMPH students, representing an increase of 78% in the past year.
 - The Exercise Science (EXSCBS) program remains the largest program in the HHPR department with 1,041 undergraduate students. There was a new scholarship awarded in 2025 to one undergraduate EXSC student.
 - The Outdoor Recreation and Sport Tourism (ORSTMS) master's program was approved by ADHE and will enroll students for the first time in fall 2026.
 - The Master's of Athletic Training (M.AT.) program has an outstanding 100% pass rate on the BOC exam for the third consecutive year. Additionally, the M.AT. program hosted the 20th 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.
 - Students of HHPR organized the Second Annual HHPR Innovation Showcase in spring 2026. The event hosted nearly 250 students, faculty, staff, and community partners. More than 40 posters and ~15 podium presentations were completed.
2. Achievements in teaching, research, and public service, especially those of national, regional, or statewide significance.
 - Zach McKenna's article entitled "Biomarkers of organ stress and injury following the Boston Marathon" was featured in APSselect. The American Physiological Society chooses outstanding scientific articles each month highlighting the most exceptional work.
 - Luzita Vela was inducted as a Fellow into the National Academies of Practice.
 - Kevin Murach was awarded two new grants in 2025 totaling nearly \$1 million, including the prestigious Research Scientist Development Award (K02). This grant is awarded to early career scientist who is committed to research.

3. Achievements of students and alumni or former students, especially those of national, regional, or statewide significance.
- Kurt Andrews, 2011 ATTR M.AT. graduate, received the 2026 COEHP Emerging Leader in Health Award.
 - Katie Babcock, 2016 ATTR M.AT., received the 2026 HHPR Alumni Award.

Outstanding HHPR Student Awards

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

Katie Wood – Exercise Science
Lucas Clifton – Physical Education and Health Beatrice Nkunga – Public Health
Caden Zimlich – Recreation and Sports Management

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

Haruki Fukuda – Athletic Training
Stephanie Cotariu – Exercise Science
Danielle Babiak – Physical Education and Health
Rae Anne Serville – Public Health
Chelsea Hoffman – Recreation and Sports Management

Outstanding Ph.D. Students:

Kristin Jett – Exercise Science
Marilou Shreve – Public Health

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

- Kayla Chapman
- Kendall Droesch
- Kendall Fisher
- Isabella Floyd
- Katerine Gann
- Mia Gonzalez
- Julia Gustafson
- Ezra Haddock
- Sarah Hain
- Manjoban Kaur
- Hope Kila
- Simeon Kyle
- Esiquil Lara
- Annaleise Morales
- Britni Murphee

- Kadence Peel
 - Sidney Polite
 - Eli Power
 - Sarah Jane Sims
 - Remi Sermons
 - Olivia Stuckey
 - Christian Thrailkill
 - Olivia Wesley
 - Aaron Wiencek
 - Katie Wood
4. The number of grants, dollars, publications, student growth, new faculty, new administrators, and awards/honors.
- Total (new and ongoing) Research grants \$4.4M (\$1.9M new grants) which includes:
 - 13 External Research Grants Awarded
 - Includes an NIH R01, R21, and K02, along with a sub-award from a DOD grant.
 - 97 Presentations in a variety of settings (state, regional, national, international)
 - 126 Peer-Reviewed Publications
 - Total number of HHPR students increased by 4%, from 2,223 to 2,319 total students. Relative to last academic year, at the undergraduate level, Public Health and Exercise Science had the greatest relative increase (9%); the PBHL MPH saw the greatest growth (78%) at the graduate level.
 - HHPR had two new tenure-track faculty begin in Fall 2025 (Anup K C, Ph.D. – PBHL; Zach McKenna, Ph.D. - EXSC). Additionally, five non-tenure track faculty were added to HHPR in Fall 2025 – Drs. Joni Williamson (RESM), Carla Smith (PHED), Ashlyn Jendro (EXSC), Megan Jones (EXSC), and Beth Weichold (PBHL). HHPR successfully completed a search for one tenure-track faculty member who will begin Fall 2026.

Awards

HHPR Department Awards:

- Outstanding Teaching – Cory Butts
- Outstanding Research – Megan Rosa-Caldwell
- Outstanding Service – Craig Schmitt
- Outstanding Advising/Mentoring – Elizabeth Lindly
- Overall Outstanding Faculty – Luzita Vela

Appendix E: Centers, Institutes, Offices and Labs Reports

Adventure Therapy Lab

The Adventure Therapy Lab (ATL) had an exciting and productive 2025-2026 school year. Regarding research, Dr. David Christian, ATL Director, in collaboration with CNED recent alumni and current students published 3 AT related articles, has 4 AT related articles under review or in the revise/resubmit process, and has multiple research projects in process. In addition, Dr. Christian and Assistant Director David Arcana (CNED doctoral student and graduate assistant) completed a book chapter on mental health in schools that is currently in press. During the 2025-2026 school year Dr. Christian continued to collaborate with Dr. Cian Brown (assistant professor of counseling at University of Oklahoma) and Drs. Michael Hoover and Taylor Weichman (instructors in the Outdoor Leadership minor) on research exploring how time spent in nature impacts college students cognitive functioning and mental health. As part of this project, the researchers have submitted one article for publication and are currently working on multiple other articles with the collected data.

Dr. Christian gave 2 refereed presentations on AT. One presentation focused on cultural humility and studying abroad in New Zealand and the other focused on using AT activities and experiential education in counselor education. Both were presented at the Therapeutic Adventure Professional Group (TAPG) conference in Pittsburgh, PA. In addition, Dr. Christian gave two keynote presentations, one at the Northeast Arkansas School Counselor Association's annual meeting in July 2025 and the other at the Northwest Arkansas School Counselor Association's annual meeting in October 2025.

Dr. Christian continued to provide AT supervision to 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 previous Assistant Director, Nicolas Bellegarde, completed his dissertation and graduated with his PhD in Counselor Education and Supervision. Dr. Christian continued his service on the Certified Clinical Adventure Therapist Credentialing Committee developing supervision standards and on the Outdoor Research Collaborative.

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 NWA during the 2025-2026 school year. In August, Dr. Christian and students from the Adventure Therapy Lab hosted a back to school professional development for teachers at Fairview Elementary School in Rogers Public Schools. This PD was hosted at the Illinois Watership Partnership. ATL students used the knowledge and skills to facilitate various adventure activities that fostered teamwork and community building. The activities were based on the schools values and were meant to help teachers develop fun ways to engage elementary students in meaningful learning.

Finally, Dr. Christian partnered with Dr. Merry Moiseichik in RESM to lead Adventure Therapy and Leadership in Aotearoa/New Zealand during the May 2026 intercession. Ten students traveled with Drs. Moiseichik and Christian, including 3 CNED students, 2 graduate level public health students, and 5 undergraduate students of various majors. During this program, students learned AT facilitation skills as well as basic technical skills related to camping, hiking, white water rafting, ropes course facilitation, and sea kayaking. Students also received 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 Reo Māori, spent two days and one night at a Marae (Māori sacred meeting place) learning additional Māori history through storytelling, games, and art/carving/weaving, and visited He Waka Tapu, a community agency that provides social and mental health services to Māori families. Students and faculty also learned about outdoor adventure education from University of Canterbury faculty and students. Finally, students spent 6 days learning about AT from Malcolm Creagh, an adventure therapist and consultant with Outdoor Insights. Students were immersed in learning about various technical, therapeutic, and meta- skills used in AT in Aotearoa/New Zealand.

The Adventure Therapy Lab is excited to announce that Dr. Cian Brown will be joining the CNED faculty in Fall 2026. Dr. Brown completed his doctoral degree at the University of Arkansas and was instrumental in the establishment of the Adventure Therapy Lab.

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

ARKANSAS A+

Arkansas A+ transforms education through arts integration and is committed to expanding high-quality programming for Arkansas schools, teachers, and students. In the last year, Arkansas A+:

- Served **over 469 educators** across **141 schools and partner organizations**, extending arts-integrated practices to impact approximately **45,000 Arkansas students**
- Offered **18 arts-integrated workshops** through **9 educational cooperatives**, reaching **190 teachers** from **126 schools**
- Launched Whole-School Transformation with **4 new A+ Schools / Cohorts** in July 2025, beginning their three-year implementation journey through intensive, multi-day summer institutes
- Built relationships with administrators across the state, resulting in **5 schools and 1 educational service cooperative cohort** set to begin transformation in July 2026

Arkansas A+ Expands the Whole School Network

In FY26, Arkansas A+ launched summer institutes with four schools / cohorts. Teachers in Hope School District Middle Schools, Arkansas Arts Academy High School, Watson Elementary School (Little Rock School District), and a South Central Service Cooperative cohort began learning how to integrate the arts across the curriculum. Combined with returning schools, Arkansas A+ offered 9 multi-day summer institutes statewide.

These new schools add to a growing network of **16 A+ Schools and Cohorts** and receive ongoing support during the summer and throughout the school year.

Fueling Growth through Grants

During the past year, Arkansas A+ secured \$549,430 in funding, including \$438,348 from The Windgate Foundation. Additional support included a generous gift from the David and Pam Parks family in honor of Peggy Parks and \$8,182 from the Arkansas Arts Council. Arkansas A+ was also featured as one of three College of Education and Health Professions programs highlighted during *One Day, One U of A*, the University's annual day of giving. Arkansas A+ exceeded their fundraising goal of \$2,500 during the campaign.

In addition to these awards, the Arkansas A+ team submitted eleven grant proposals totaling nearly \$385,000. Decisions are still pending on five of those proposals, representing a potential \$200,000 in additional funding. Arkansas A+ continues to actively pursue new funding opportunities to support and expand its work.

Strengthening Educational Service Cooperative Partnerships Statewide

Arkansas A+ continues to build and sustain strong partnerships with educational service cooperatives across the state. In FY26, Arkansas A+ facilitated 18 workshops providing hands-on, arts-integrated professional learning for educators. These ongoing relationships demonstrate Arkansas A+'s commitment

to deepening its reach and impact year after year, supporting creative teaching strategies that energize classrooms and boost student engagement.

Arkansas A+ Selects New Fellows to Support Growing Demand

Arkansas A+ leaders recently welcomed eight new A+ Fellows who began their training in March 2026. Arkansas A+ Fellows are the skilled educators and artists who facilitate A+ professional development with Arkansas teachers. This cohort brings the total to 29 fellows statewide, expanding Arkansas A+'s capacity to meet growing demand from schools and professional development partners. The new fellows represent a diverse range of roles, including ELA, social studies, special education, STEAM, and music teachers, as well as working artists, and they hail from Blevins, El Dorado, Magnolia, North Little Rock, and Siloam Springs.

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Arkansas Policy Lab

Bridging the Gap Between Research and Policy

Policymakers and practitioners often lack the data and evidence needed to make informed decisions. At the same time, researchers frequently express frustration that their work has limited real-world impact. Policy labs offer a promising solution to both challenges by fostering long-term partnerships between government and university researchers to collaboratively use data and evidence to address pressing needs.

The State of Arkansas faces complex challenges—particularly at the intersection of education and health—that require high-quality evidence and sustained collaboration to address. To meet this need, the Arkansas Policy Lab is being developed within the University of Arkansas’s College of Education and Health Professions (COEHP). The Lab’s mission is to help Arkansans achieve better quality-of-life outcomes by delivering actionable, data-driven, evidence-based insights that improve policy and practice.

Policy Lab Functions

To fulfill its mission, the Arkansas Policy Lab will:

- Build lasting partnerships with state agencies, nonprofit organizations, and other key stakeholders
- Identify priority challenges/opportunities at the intersection of education and health
- Develop and manage data infrastructure that links data across systems and makes it usable for research, analytics, and visualization
- Leverage faculty expertise to conduct rigorous, policy-relevant research
- Facilitate continuous improvement by using data and evidence to guide practice
- Translate research into action through policy briefs, presentations, and technical support

FY2026 Activities and Progress

In FY2026, the Arkansas Policy Lab (the Lab) has focused on expanding data infrastructure, strengthening strategic partnerships, advancing policy-relevant research, and building organizational capacity. Key activities include:

- **Expanding Data Infrastructure**

In collaboration with the Office for Education Policy (OEP), the Lab has focused on incorporating newly acquired data into its research infrastructure, organizing and documenting datasets, and creating research-ready files under the five-year data sharing agreement with the Arkansas Department of Education (ADE) established in FY2025. These efforts are creating a sustainable data resource that supports longitudinal research and policy analysis across the PK–20 education continuum.

- **Accessing Priority Datasets**

The Lab is expanding its portfolio of priority datasets to support research on key state policy issues. In FY2026, this includes leveraging Education Freedom Account (EFA) data and advancing partnerships to obtain higher education and workforce outcomes data, enabling more comprehensive analyses of educational pathways and long-term outcomes for Arkansans.

- **Deepening State Partnerships**

The Lab continues to strengthen its collaboration with the Arkansas Department of Education (ADE) through regular engagement with agency leadership and policy staff. In FY2026, the Lab established quarterly meetings with ADE leadership to review strategic priorities, discuss emerging opportunities/challenges, and share research findings. The partnership also includes ongoing work on

educator workforce research and strategy, including educator licensure, merit pay, and the Educator Preparation Program State Review, providing technical assistance and actionable evidence to inform policy decisions.

- **Evaluating and Improving New Programs**

In partnership with the Office of School Choice and Parental Empowerment, the Lab is investigating usage patterns and the impacts of Arkansas's Education Freedom Accounts (EFA) program. This research aims to generate critical insights into how families engage with the program and inform efforts to improve access and effectiveness.

- **Launching New Research Initiatives**

The Lab is collaborating with the University of Arkansas Department of Economics to develop a research initiative focused on improving outcomes for foster youth. This interdisciplinary effort will leverage administrative data and policy research to better understand educational pathways and identify opportunities to improve outcomes for one of Arkansas's most vulnerable populations.

- **Engaging in Statewide Policy Leadership**

Lab Director Josh McGee is serving as Chair of the Arkansas Education Funding Task Force and as a member of the School Leadership Task Force, contributing data-driven insights to guide statewide education policy reform.

- **Building Health Partnerships**

The Lab is working to establish a formal partnership with the Arkansas Center for Health Improvement (ACHI). This collaboration will enable secure access to health data and expand opportunities for research at the intersection of health and education.

- **Securing New Funding**

The Lab has submitted multiple grant proposals and successfully secured new funding to support its core operations and strategic growth.

- **Investing in Talent and Capacity**

To support its expanding portfolio of projects, the Lab is actively recruiting research faculty and staff, laying the foundation for a strong and sustainable team.

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Arkansas Transition Research Advocacy Community (AR-TRAC) Lab



2025-2026 was the Arkansas Transition Research Advocacy and Community (AR-TRAC) Lab's second year of operation. The Lab was created to serve as a collaborative hub for scholars, students, practitioners, and community members working to improve postsecondary outcomes for people with disabilities across Arkansas and beyond.

Significant achievements and changes including progress related to strategic priorities.

- Continued to have monthly meetings to make progress on our mission.
- Made consistent significant connections with Arkansas Transition Services – a statewide agency that supports transition for students, teachers, and families.
 - Coordinated a whole day brainstorming meeting with the ATS director, Bonnie Boaz
- Continued our relationship with Fayetteville High School, working directly with teachers to provide guidance on transition assessments and planning. Developed four assessment training videos for them.
- Initiated opportunities to build relationships with on campus programs such as EMPOWER.
- Submitted the Graduate Certificate in Transition for Accreditation Review with DCDT.

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

- Advising: Continued to support three doctoral scholars as part of ELEVATE and 4 doctoral scholars as part of the Leaders 4 Transition OSEP Leadership Grants
- Teaching: Provided a one-year doctoral leadership seminar with different TRAC Lab faculty teaching in Fall and Spring. The plan is to continue in the 2026-2027 year.
- Research: Successfully obtained multiple COEHP WE-CARE grant proposals focused on transition.
- Submitted LOI proposals to the Organization for Autism Research and the Blue and You Foundation.
- Service: Served on national professional boards in our specific fields (e.g., Division on Career Development and Transition, Division on Autism and Developmental Disabilities, American Association on Intellectual and Developmental Disabilities -AAIDD)

Achievements of students/members and alumni or former students/members, especially those of national, regional, or statewide significance.

- ELEVATE Scholar, Lindsay Fox, had a publication accepted alongside AR-TRAC faculty member Dr. Melissa Savage. L4T scholar received an AAIDD student research award. Other scholars continue to submit proposals and present at national and international conference.

The number of grants, publications, and awards/honors.

- Publications: 20 + accepted and/or published in 2025
- Conferences: Attended and presented at 5+ different national and international conferences
- Grants across: Submitted over 8 grants cumulatively (including letter of intents)
- Awards/honors: AR-TRAC lab faculty have received multiple department, college, and national awards and recognitions (James Sinclair – Outstanding Early Career Researcher Award; Sheida Raley – American Association on Intellectual and Developmental Disabilities [AAIDD] Fellow), Sheida Raley – AAIDD Sesqui Award; Melissa Savage Leadership CEC 2.0 Program Completion, Leadership Development Committee. Leadership Development Committee, Suzanne Kucharczyk – Inclusive Educator Award

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Augmentative and Alternative Communication (AAC) Research Laboratory

The Augmentative and Alternative Communication (AAC) research lab is dedicated to contributing research that improves communication outcomes for individuals with intellectual and/or developmental disabilities who do not have functional speech and are learning language. In the 2025-2026 academic year, the AAC lab received funding from the National Institute on Disability, Independent Living, and Rehabilitation Research for a large center grant – the Rehabilitation Engineering Research Center on Augmentative and Alternative Communication (RERC on AAC). Lab co-director Dr. Holyfield serves as PI and director of the RERC on AAC with lab co-director Dr. Lorah and lab faculty Dr. Raley serving as key personnel on the grant. The RERC on AAC is a multi-university center focused on user-driven innovation in AAC technology to improve language, literacy, communication, and self-determination outcomes for individuals with developmental disabilities who have limited speech. Additionally, the lab secured funding from the Women’s Giving Circle to offer the 3rd year of “AAC Camp: Adventures in Communication” for school-aged children with complex communication needs who either are AAC users or are candidates for an AAC. Together with non-AAC user peers, 20 children attended a three-week summer camp at our community partner, Leverett Elementary.

The AAC Research Lab remains committed to developing the next generation of researchers and practitioners dedicated to improving communication outcomes for individuals with intellectual and developmental disabilities. During the 2025–2026 academic year, the lab continued its work under a federally funded training grant (Holyfield, PI) to prepare speech-language pathologists to deliver high-quality AAC services in school settings. Through this grant, five graduate students in Communication Sciences and Disorders received specialized training. The lab also provided research and mentorship opportunities for five undergraduate honors students in Communication Sciences and Disorders. Beyond the training grant, the lab actively supported interdisciplinary scholarship by mentoring two doctoral students in Curriculum and Instruction (CIED), three graduate students in Special Education, and three undergraduate honors students who successfully completed their honors theses during the academic year.

The AAC Research Lab continues to maintain a strong emphasis on high-impact, collaborative research that advances evidence-based communication supports for individuals with complex communication needs. The lab's work spans the development, evaluation, and implementation of innovative AAC interventions and technologies while fostering interdisciplinary collaboration across education, speech-language pathology, engineering, and behavior analysis. During the 2025–2026 academic year, the three faculty members supporting the lab collectively produced more than 20 scholarly publications, reflecting the lab's sustained commitment to research excellence and knowledge dissemination. This robust scholarly output, coupled with ongoing external funding and active student involvement, demonstrates the lab's continued leadership in generating impactful research that informs practice, influences policy, and improves the lives of individuals who use AAC.

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Autism Support Program (ASP)

The University of Arkansas' Autism Support Program has completed its 14th year. There were 17 students enrolled in the spring semester, 2 of whom graduated in the spring of 2025 and another who graduated in December 2025. In the fall of 2025, we had 19 enrolled students. 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 2025. The responsibilities of the director 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.

During 2025, the ASP coordinated with the Offices of Career Connections to provide a course for current students called Career Launch to develop pre-employment skills, the director and colleagues provided training for staff in the testing centers to better accommodate students with autism spectrum disorders, the director presented to local vocational rehabilitation staff about autism and about our services, and the director met with staff from the Office of Equal Opportunity and Compliance to help them better understand autism in undergraduate populations.

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Boyer Center for Student Services

2025-2026 academic year marked the eighth year in the College with centralized undergraduate recruitment, advising, career counseling, and student services. The Boyer Center serves students from orientation through graduation. Offices are located in the CORD for on campus undergraduate advising and in GRAD for online student advising and administrative offices.

We welcomed 5 new staff to the advising team, replacing staff members who have left the unit and one promotion to Assistant Director of Advising. Our GA this year was Emma Robbins a Graduate Student in the RESM master's program. In the fall semester we welcomed Laura Windisch, Juniper Patel, and Ryland Arnold into the on-campus team. The spring semester saw us welcome Allison McBride and Erin Hughes to the advising team. 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 12,250 for the academic year.

Summer 2025 saw another large freshman class with just over 1,200 new students. This is about 100 more students from the previous year. Our advising team supported students on campus for the 6 weeks of orientation. We continued to hear good feedback from the orientation experience, and most concerns continue to focus on students being on their own, without their parents in the advising portion. Additionally, during orientation we were short staffed, but the team came together to support those students during NSO. We conducted Orientation in GEAR for the second summer, and operations ran smoothly with student workers providing additional support. Additionally, we partnered with 360 Advising Program and embedded an informational session for those students in that program while they waited for their 1-1 advising appointments.

This 2025-2026 academic year we continued to offer both virtual and in-person advising sessions. The virtual appointments provide flexibility for both students and advisors and will continue to keep offering these options. The virtual appointments are not only used for the online students but also during orientation and when students are not on campus between semesters. This option provides 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. Additionally, this year we did see a slight decline in the number of walk-in advising appointments and felt that could be due to the changes with advising holds, but we will continue to monitor those appointment options to make sure they are being used and valued.

Another area that we are working on bolstering is our academic initiatives. We had our fourth year of A-week, where we partnered with Student Affairs and held our “open house” for new students during that event. This was a great event where we had roughly 250 students drop in for an A-week event for an open-house event, which is steady from each previous year. We had faculty and students from each of our departments there. We also included our partnerships with Study Abroad and COEHP Honors to have a table during this event. Having a tradition of students signing a poster that is hung in the CORD has also been a great way to welcome each freshman class.

We continued the partnership with HHPR and the override process for HHPR classes. It is a collaborative process between the BCSS office and the HHPR department. This continues to be a moving target, but with the data the department has, we are better informed about program needs, and we look to continue honing this process. This year, we changed the process to have more transparency with

advisors and decisions, where HHPR Department head created a spreadsheet to be used in real time to make decisions more fluid and for advisors to have answers without pushing students to that department.

Other initiatives we continued this 2025-2026 academic year:

- Drop-in advising for Study Abroad
- Drop-in advising for Accelerated Master's programs
- Student Success Coaching for students on academic probation 127 students this year
- Nursing Application Meetings – 2 each fall and spring semesters
- Education Information Sessions – partnering with all teacher programs to promote the needs for applicants to submit on time, with test scores
- Help-A-Hog tabling event during Welcome Weeks
- Study Break tables in the library during finals weeks
- Pre-Professional workshops and tabling during Health Professions Weeks
- Mission 6 and Graduation Pathways committee work to help reach the 80% retention goals
- Retention Team – committee work with members of campus partners

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. However, those staff members who are part of our team are truly remarkable and demonstrate the 'We Care' mission.

Staff members who were recognized for We Care Round of Applause and Campus Awards:

- **Celeste Fishback** – Adrienne Gaines Professional Advisor of the Year – AAC 2025-2026
- **Paryn Browning** – Excellence in Mentorship Award 2026
- **Celeste Fishback** – June 2026: Leading NSO for summer 2026,
- **Abi Powlowski** – May 2026: Volunteering and supporting training for NSO with personalized binders
- **Denise Bignar** – May 2026: Helping students navigate complex processes and staying late to resolve urgent issues.
- **Matthew Fey** – May 2026: For creating an environment where students feel valued, supported, and encouraged, and for stepping in to help wherever needed.
- **Elizabeth McKinley** – May 2026: Approaching work with genuine passion and showing dedication to her team and students during the busyness of commencement season.
- **Ryland Arnold** – May 2026: Supporting students and peers during advance registration.
- **Nereyda Zuniga** – May 2026: Going above and beyond in helping a change of major student plan their academic pathway while staying on time.
- **Avery Hendrickson** – April 2026: Excellence in student and advising support during advance registration.
- **Abigail Kuchar** – January 2026: Supportive and caring culture with students and colleagues.
- **Erica Langley** – December 2025 & September 2025: Dedication to the well-being and academic success of current and prospective nursing students and going above and beyond in supporting nursing students with mental health and academic well-being.

- **Paryn Browning & Hailey Rissinger** – September 2025: Promoting a collaborative partnership with RESM program faculty by leading classroom visits for advising planning with RESM students

New Staff members, hired in BCSS:

- Promotion of Celeste Fishback to Assistant Director of Advising
- Laura Windisch – Assistant Director of Pre-Professional Advising & Graduate School Readiness
- Juniper Patel – Education Team
- Ryland Arnold – Health Team
- Allison McBride – Health Team
- Erin Hughes – Health Team
- GA – Emma Robbins

Awarded graduation numbers from 2025-2026:

- Summer 2025: 105 awarded
- Fall 2025: 320 awarded
- Spring 2026: 741 awarded

Total: 1,166

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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. The CRL began work in the Fall of 2013 and through the end of CY 2025 we have published 60 peer-reviewed original research articles (41 as lead), 8 review articles, and 4 editorials. Since our beginning, 6 PhD students have completed their dissertations in our laboratory and have all moved on to prestigious postdoctoral fellowships, with three transitioning into roles as Principal Investigators or having made this transition themselves. We have additionally trained 2 postdoctoral fellows. The CRL has been consistently funded through funding bodies including the Arkansas Bioscience Institute and the National Institutes of Health.

During the 2025 calendar year the CRL has had a number of accomplishments as a group and among our laboratory members. We have been a part of 8 accepted original research publications (4 as the lead laboratory) and 1 published review article, while former PhD student Dr. Regina Cabrera received the Doctoral Scholar Award from the American Kinesiology Association, Dr. Greene and trainees presented several abstracts at international conferences (American Physiology Summit). Additionally, Dr. Greene continues to serve as Chair of the University of Arkansas Institutional Animal Care & Use Committee, served on 2 NIH study section and 1 Veterans Affairs grant review panels, serves as Associate Editor at the *Journal of Cachexia, Sarcopenia and Muscle* and at *Sports Medicine and Health Sciences*, and on the Editorial Boards at the *Journal of Applied Physiology* and *American Journal of Physiology – Cell Physiology*. 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 2025-26, 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, creativity, literacy, and pro-social development.

The ARTeacher Fellowship, a flagship CCY initiative, continues to foster teacher excellence through arts integration. This year's Fellows, representing twenty-one different schools across the greater NW Arkansas region, engaged in arts-integrated teaching strategies ranging from classroom drama to podcasting to conceptual art. Among the program's highlights, Fellows Bailey Aguilar and Maria Conroy presented with CCY Director Hung Pham at the National Council of Teachers of English Annual Convention in Denver on implementing multimedia slam poetry and remixed maps in the classroom.

ARTeacher alum Hannah Mhoon was named Assistant Principal at Rogers Heritage High School. This marks the fifth ARTeacher Fellow who has attained Principal or Assistant Principal positions. In a recent podcast interview, Mhoon called the ARTeacher Fellowship among the "most powerful" professional learning opportunities in her career, saying: "[it] really shifted my paradigm on instruction, on curriculum, [and] assessment."

Finally, recent ARTeacher alum Jessica Culver was named the National Council for the Social Studies' Secondary Level Teacher of the Year, NCSS's highest annual honor for classroom educators.

The Center has also sought to innovate and reimagine its programming this year. With financial and organizational support from the University's School of Art and Division of Student Affairs, CCY has developed plans for a new iteration of its longstanding ARTful Teaching Conference. The reimaged conference will now include more in-service teachers (to accompany its traditional audience of pre-service teachers and education faculty) and move to the fall semester (to take advantage of the state's yearlong pre-service teacher internships). The new conference, centered on the theme of "joyful pedagogies" will feature acclaimed graphic novelist, former HS teacher, and Macarthur "Genius Grant" Fellow Gene Luen Yang. The conference is also supported by a grant from the Arkansas Arts Council.

Fruitful collaborations such as the ones above were a recurrent theme in 2025-26. Another partnership was with the UA Center for Advanced Spatial Technologies (CAST). As part of CAST's Rising Above in Arkansas project, Pham and ARTeachers Julie Griggs and Jenna Hull developed classroom lesson plans and teacher PD content using CAST's 3D mapping, digital reconstructions, and centralized archive of artifacts to create an immersive approach to the teaching of Japanese-American incarceration in Rowher and Jerome, AR during WWII. The material will be shared online and at scheduled professional development workshops hosted by educational cooperatives across the state.

Building on their previous collaboration co-teaching a Dean's Seminar course, Pham and Professor Erin Howie Hickey (HHPR) are working together on a School of Art Creativity and Wellness Faculty Fellowship project, for which Dr. Hickey is principal investigator. Pham serves as arts integration specialist for the proposed "The Art of Wellness" project focused on faculty supporting student well-being. Pham has consulted on the informational documents being developed for the project. He will also facilitate in-

person demonstrations of arts-based wellness strategies at scheduled student and faculty workshops in the fall.

Finally, in April CCY partnered with the UA Clinic for Literacy to host a teacher workshop led by award-winning educator and author Penny Kittle. Working with the Clinic's Executive Leader Professor Sean Connors (CIED), CCY provided organizational and financial support for the "Write Like a Teacher. Teach Like a Writer" workshop attended by forty educators from across NW Arkansas.

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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.

Research: In 2024-2025, CPHT affiliate members retained three external grants from the National Institutes of Health (NIH) and Denver Health and Hospital Authority (PI). These included 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). In addition, CPHT affiliates continued a grant sponsored by the Arkansas Attorney General's Office, Youth Voices in Action: Investigating Social Media Influencers' Messages about Smokeless Tobacco" (PI: Dobbs). Center members published 28 peer-reviewed papers and presented 12 research presentations at scientific conferences including the American Public Health Association, American Academy of Health Behavior, College on Problems of Drug Dependence, World Association for Sexual Health, and American College of Preventive Medicine. Center faculty were also invited to speak at the Department of Environmental and Global Health at the University of Florida and Street Drug Discussions based in London, UK. Additionally, Dr. Robert Davis, was accepted into fellowship at the Leadership Institute in the American Kinesiology Association and Dr. Mance Buttram was awarded a Southeastern Conference Faculty Travel Award to engage in collaboration with researchers at the University of Florida.

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 2025-2026, CPHT maintained a partnership Community Clinic, a federally qualified health center (FQHC) located in Springdale, Arkansas, and continued a research collaboration Education Accelerated by Science and Technology (EAST) Initiative. Dr. Page Dobbs and undergraduate students from her lab worked with youth research committee with multiple EAST schools across the state. Center faculty also participated in providing substance use surveillance reports to the Northwest Arkansas Tobacco and Drug Free Coalition and the Broward County Coalition on Behavioral Health and Drug Prevention.

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Clinic for Literacy (UACL)

The Clinic for Literacy sponsored a variety of literacy-related programs and initiatives during the 2025–2026 academic year. The Clinic’s mission is to support literacy access and achievement for all Arkansans through joyous, equitable, and research-based programming within schools and communities. In keeping with this mission, a central goal of the Clinic’s executive board this year was to expand programming for practicing teachers while continuing to support pre-service educators at the University of Arkansas. The board also sought to further advance the College of Education and Health Professions’ strategic priorities, particularly through service to schools, educators, and communities across Arkansas. Through public outreach, professional development opportunities, community partnerships, and grant-funded initiatives, the Clinic promoted literacy learning and engagement among children, teachers, and pre-service educators.

Reading and Activities Table at the Jean Tyson Child Development Center Fall Event

In fall 2025, the Clinic for Literacy partnered with the Jean Tyson Child Development Center during its Fall/Halloween event on the Old Main Lawn. Students enrolled in EDST 33303 and EDST 31103/42103 staffed a literacy-focused reading table and an arts-based activity table for approximately two hours. Seven teacher education students participated in the event, providing opportunities for young children and their families to engage with books, storytelling, and creative literacy activities. More than 60 children from the Jean Tyson Child Development Center visited the tables throughout the event. In addition to promoting early literacy engagement, the event provided pre-service teachers with valuable experience interacting with young readers in a community setting.

World Read Aloud Day Livestream with Matt de la Peña

On February 4, 2026, the Clinic organized its first-ever livestreamed read-aloud event in celebration of World Read Aloud Day. The program brought together elementary teachers and students from across Arkansas to celebrate the joy of reading aloud and reading together.

Acclaimed children’s and young adult author Matt de la Peña served as the featured guest. During the event, he read his Newbery Medal-winning picture book *Last Stop on Market Street* to approximately 600 students in grades K–3. Following the reading, students and teachers had the opportunity to hear directly from the author about the importance of stories, reading, and writing.

To further support classroom literacy instruction, Mr. de la Peña drew the names of ten participating teachers, each of whom received an autographed copy of the book for their classroom library. The event represented a significant expansion of the Clinic’s statewide outreach efforts and demonstrated the potential of virtual programming to connect Arkansas students with nationally recognized authors. Given its success, the Clinic leadership team hopes to establish the World Read Aloud Day livestream as an annual event.

Teachers as Writers Workshop with Penny Kittle

In April 2026, the Clinic hosted a writing workshop for grades 4–12 teachers and pre-service teachers. The workshop was facilitated by Penny Kittle, a nationally and internationally recognized educator, author, and advocate for writing-centered instruction. Held on a Saturday morning in the Arkansas Union, the workshop attracted 31 practicing teachers and 4 pre-service teachers. Participants engaged in

a three-hour professional learning experience focused on strengthening writing instruction through authentic writing practices.

Workshop attendees explored a variety of instructional approaches designed to support student writing development. Topics included using writer's notebooks to collect and develop ideas, modeling writing to help students understand the flexibility of structure and style, and conducting writing conferences that differentiate instruction and scaffold students' development as writers. Participants also had opportunities to write themselves, reflect on their instructional practices, and consider ways to foster stronger writing communities in their classrooms.

The workshop marked an important step in the Clinic's efforts to expand professional development offerings for in-service teachers and to strengthen connections between the College of Education and Health Professions and practicing educators.

Walmart Foundation Summer Camp Grant Proposal

During spring 2026, the Clinic collaborated with other programs within the College of Education and Health Professions in applying for funding through the Walmart Foundation to support summer educational programming.

As part of this effort, Lexi Woodward, the Clinic's graduate student representative, partnered with educators in the Springdale School District to design an arts-based summer camp focused on supporting literacy development among Marshallese students. The proposed program integrated literacy learning with creative and culturally responsive arts experiences intended to engage students while building reading, writing, and communication skills. Although the proposal was ultimately not funded, the planning process strengthened partnerships between the Clinic and local educators and generated ideas for future community-based literacy programming. The project also provided valuable leadership and program-development experience for graduate students involved in the initiative.

Looking Ahead

The 2025–2026 academic year was characterized by efforts to broaden the Clinic's impact beyond the university by supporting children, teachers, and schools across Arkansas. Through community engagement events, statewide literacy programming, professional development opportunities, and collaborative grant initiatives, the Clinic continued to advance its mission of promoting literacy learning and literacy engagement throughout the state. Building on the successes of this year, the Clinic leadership team looks forward to expanding its partnerships and programming in 2026–2027.

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COEHP Honors

The COEHP Honors Program enjoyed continued success during 2025-2026. In the fall 2025 semester, **129 new freshmen – including three Honors College Fellows** – joined the Program, bringing the population to 557 students. In addition, **107 current students joined the Program** throughout the academic year.

A record **95 students graduated** with COEHP Honors distinction in fall 2025 and spring 2026. COEHP Honors Commencement ceremonies were held in the fall and spring to recognize the graduates and to award their honors regalia, consisting of stoles, cords, and medallions.

COEHP Honors students and faculty mentors received grant funding totaling **\$173,750** during the 2025-2026 academic year, with **\$135,750** awarded to students¹ and **\$38,000** awarded to faculty:

- SURF Grants – 3 students, \$5,000 (\$3,000 to faculty mentors)
- Honors College Research Grants – 31 students, \$38,750 (\$30,000 to faculty mentors)
- Honors College Study Abroad Grants – 25 students, \$90,000
- Honors College Conference/Workshop Travel Grants – 2 students, \$2,000
- Honors College Equipment & Technology Grant – 1 faculty member, \$5,000

A newly redesigned Sophomore Success Meeting was held in April to inform students about the honors thesis/project process and grant opportunities. The Meeting featured an interactive panel discussion with current seniors and recent alumni from each undergraduate department.

Students and faculty attended the 15th Annual COEHP Honors Symposium to view presentations of completed theses/projects. Faculty and select doctoral students judged each presentation, leading to the recognition of the top three student presenters:

- **Best Research Project Award: Noah Seiter, Social Studies Education**
 - “Belongingness and Motivation Among College Students”
- **Best Practice-Based Project Award: Mia Hastings, Social Studies Education**
 - “Analyzing Educators’ Roles in Preparing Students for Civic Engagement in Arkansas Communities”
- **Best Literature Review Project Award: Isabella Floyd, Exercise Science**
 - “Early Exposure, Frequent Use, and Skin Cancer Risk: Evidence on Indoor Tanning”

For the 9th consecutive year, the COEHP Honors Program solicited nominations from students for the **COEHP Outstanding Honors Faculty Award**. The winner was **Dr. Hope Ballentine, Teaching Associate Professor of Nursing**. Dr. Ballentine was nominated by Nursing student Michaela Wood and was recognized at the College’s end-of-year meeting.

In cooperation with the Associate Dean for Academic & Student Affairs, a **new four-year academic advising model** was developed to enhance student success, retention, and belonging; students will now be advised by the Program’s Associate Director from matriculation through graduation. Due to the stringent clinical/licensure requirements of Nursing, Honors Nursing students will continue to transition

¹ Note: Due to a significant increase in number of applicants for all grant types, the Honors College reduced the amount awarded to each successful grant applicant in order to ensure continued access for the greatest number of students possible.

to the Nursing Program Success Coordinator for advising. This new advising model will be introduced in stages, beginning in fall 2026.

¹*Note: Due to a significant increase in number of applicants for all grant types, the Honors College reduced the amount awarded to each successful grant applicant to ensure continued access for the greatest number of students possible.*

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CURRENTS

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

Expanding Service to Arkansas Through Transformative Educational Experiences and Meaningful Partnerships

UA CURRENTS advances workforce and leadership development by delivering high-impact training, coaching, and outreach efforts in Arkansas.

Leadership Development & Training Impact

UA CURRENTS equips rehabilitation leaders in Arkansas and the region with customized training, technical assistance and research driven solutions that strengthen teams, elevate outcomes, and expand opportunities for people with disabilities. In 2025-2026, UA CURRENTS trained, mentored, and coached 234 individuals through 65 unique training sessions. Those training sessions served 155 professionals from Arkansas, including 12 students with blindness and low vision in the Jump Start camp, and 24 University of Arkansas students and staff. UA CURRENTS' high-impact leadership development academies equipped 104 rehabilitation professionals to develop projects focused on developing innovative solutions addressing the vocational rehabilitation priorities of staff recruitment and retention, outreach and engagement, and streamlining services.

Engagement & Capacity Building

Dr. Freeman served as a conference presenter at the virtual Fall 2025 National Rehabilitation Conference. UA CURRENTS provided comprehensive professional event and conference coordination services, from initial planning to on-site execution, for the North Carolina Rehabilitation Association (NCRA) and the National Coalition of State Agencies for the Blind (NCSAB). Those events served 529 rehabilitation professionals. UA CURRENTS also provided strategic planning and website maintenance for NCSAB, sustaining continuing education and professional collaboration for vocational rehabilitation professionals.

Outreach, Advocacy, and Collaboration

UA CURRENTS successfully expanded its grant portfolio through a strategic partnership with The George Washington University Center for Rehabilitation Counseling Research and Education on the CIT-VR PATH initiative, advancing efforts to strengthen disability service providers and enhance collaboration with state vocational rehabilitation agencies. The project improves employment outcomes for individuals with disabilities. Dr. Freeman also collaborated with COEHP communications to develop and launch UA CURRENTS' new website <https://uacurrents.uark.edu/>.

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Early Care and Education Projects (ECEP)

Our Mission: We educate, connect, and equip early childhood professionals.

Our Vision: Enhancing the quality of care and education for young children throughout Arkansas.

FY26 ECEP BY THE NUMBERS

- 6,019+ early childhood professionals trained
- 242+ professional development trainings delivered
- 28+ training offerings across face-to-face, online, and self-paced formats
- 97.7% of responding participants rated training as excellent or good; 99.7% reported increased knowledge and skills; 99.6% reported practical classroom or child care application (FY25 evaluation data)
- \$3.9M total FY26 grants and contracts managed
- \$2.25M FY27 funding secured to date, including a \$2.1M+ statewide professional development contract renewable for five years

FY26 Overview

FY26 was a year of resilience and transition for [ECEP](#). Despite organizational changes and funding challenges, ECEP sustained statewide service delivery and continued strengthening Arkansas's early childhood workforce through professional development, coaching, technical assistance, and strategic partnerships.

A major milestone was the award of a new statewide professional development contract, positioning ECEP for continued impact in FY27 and beyond. Through innovation, collaboration, and a strong commitment to mission, ECEP remained focused on **educating, connecting, and equipping** early childhood professionals across the state.

Professional Development and Impact

As of June 1, ECEP reached more than 6,019 early childhood professionals through 242 professional development trainings offered in face-to-face, online, and self-paced formats. The organization maintained a portfolio of more than 28 evidence-based training offerings designed for early childhood educators working with children ages 0 to 8.

Partnerships with two-year colleges expanded access through embedded coursework. ECEP also provided targeted support to family child care providers through the Family Child Care Network, including training, regional coaching, technical assistance, and licensing support.

Evaluation results from FY25 indicate consistent quality and relevance, with nearly all respondents reporting increased knowledge and practical application. FY26 evaluation results will be finalized following the close of the fiscal year.

People, Scholarship, and Recognition

ECEP team members contributed to statewide, regional, and national conferences and collaborative efforts throughout FY26, including presentations at the 2025 National Association for Family Child Care Conference in Dallas by Kathy Pillow-Price and Jackie Couture. Staff also contributed through invited and appointed service on state and national work groups focused on early childhood standards, quality improvement, shared services, advisory roles, and professional development systems.

FY26 also included notable staff development and recognition, including Jackie Couture's master's degree in Adult Education, Kimberly Russell's master's degree in Educational Technology, and Savanna Gragg's Ph.D. in Curriculum and Instruction, with her doctoral dissertation, *Learning at lunch: A qualitative examination of lunchtime discourse in preschool classrooms*, accepted. Kathy Pillow-Price completed the UARK Leaders Cohort 6 and received two University of Arkansas research awards for securing external funding.

Funding and Sustainability

ECEP managed approximately \$3.9 million in grants and contracts during FY26, supporting early childhood professional development, coaching, and technical assistance statewide. This included a \$408,963 award from Walton Personal Philanthropy to study the impact of [LENA](#) on [CLASS®](#) implementation in Arkansas.

As of June 2026, approximately \$2.25 million has been secured for FY27, including a statewide professional development contract valued at more than \$2.1 million, with a five-year renewal option.

During FY26, ECEP also relocated its offices to 2231 W MLK Jr. Blvd. while maintaining uninterrupted service to partners and participants across Arkansas. The unit enters FY27 with strong funding, strategic partnerships, and expanded training capacity to continue strengthening the early childhood workforce.

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Education Renewal Zone (ERZ)

The Office of Education Renewal Zones pursues four primary goals that serve as the foundation for its work and guide its strategic direction and priorities.

1. Bridge the gap between two-year college partners, educator preparation programs, education service cooperatives and public-school districts by focusing on high-quality collaborative educator preparation.
2. Provide High-Quality Professional Development (HQPD) opportunities for pre-service and in-service educators to engage with High-Quality Instructional Materials (HQIM).
3. Collaborate with districts, cooperatives, and higher education institutions to provide high-quality professional growth opportunities for pre-service and in-service teachers and EPP faculty. Master and Lead Professional Educator Designations Coaching training for experienced mentor teachers and IHE intern supervisors.
4. Provide districts, schools and EPPs with exposure to and training on evidence-based practices backed by student-focused research and demonstrate improvement in student growth and achievement.

During the 2025-2026 school year, these goals were met through the following performance measures. These goals have also been extended for the upcoming year. During the 2026-2027 school year. The Office of ERZ has partnered with ADE DESE, EPP programs, and school districts to support the registered apprenticeship opportunity. The Office of ERZ partnered with an additional seven EPP programs by providing Communities of Practice support for pre-service candidates to be Day 1 Ready. The Office of the ERZs in conjunction with Education First created, facilitated and coordinated training for Arkansas Traditional EPPs. EPP programs that participated in training developed a strategic plan to embed HQIM processes into their coursework starting fall 2026 for candidates working on a K-6 license. The Education Renewal Zone also continued their relationship with the Arkansas Department of Education Division of Elementary and Secondary Education to assist with the tutoring programs as outlined in the LEARNS Act. ERZ approved over 1500 individual literacy tutors to provide services to identified students across the state. The Education Renewal Zone has received funding to continue their work for the 2026-2027 school year.

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Exercise Science Research Center

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

The ESRC supports 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, 2024. It 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; Tyrone Washington, Ph.D., CSCS; Cory Butts, Ph.D.; Megan Rosa-Caldwell, Ph.D. Anqi Deng, Ph.D.; Zachary McKenna, Ph.D.; and Ashlyn Jendro, Ph.D.

Research.

Per reported data from our faculty, ESRC faculty and their teams had 59 peer-reviewed scientific publications in 2025 including many in field-leading journals (for example *Medicine and Science in Sports and Exercise*, *American Journal of Physiology Series*, *Journal of Physiology*, *Journal of Applied Biomechanics*). Notably, these publications demonstrate collaboration among our faculty with multiple ESRC faculty on many of these publications. Our faculty and their teams reported no less than 91 presentations of various formats (accepted abstract presentations; invited seminars on campus and externally; invited presentations at regional, national, and international conferences). Our faculty presented across the United States and abroad (Stockholm, Sweden). Finally, our faculty were part of over \$7 million in new or continuing research funding, not including participation of multiple faculty in the Arkansas Integrative Metabolic Research Center COBRE Center). Our faculty additionally reported receipt of 9 awards in recognition of their outstanding works from departmental to international levels. 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 primarily conducted utilizing the resources of ESRC (numbers are 2025 totals):

- EXSC 3533 - Laboratory Techniques (with associated Honors sections, 13 sections for 191 students)
- EXSC 55903 – Practicum in Laboratory Instrumentation (1 section for 9 students)

Additional courses utilize ESRC facilities but are primarily lecture courses supplementing instruction with ESRC equipment and teaching spaces. During the Summer of 2025 our primary teaching laboratory, HPER 321J, was renovated to better serve these and other courses.

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 is that students and trainees in the ESRC received a reported 27 awards in 2025 from the department and university (i.e., SURF grants) at the international level. One student received the American Kinesiology Association Doctoral Scholar Award.

Service.

The ESRC provides numerous service activities to the University and the 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 exercise testing for Rogers Firefighters.

Point of Contact: Nic Greene – exercise@uark.edu

Interprofessional Education Council (IPEC)

The IPEC is composed of eight 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.

Program	Representative	Title
Athletic Training	Luzita Vela, PhD, LAT, ATC	Teaching Associate Professor
Communication Sciences & Disorders	Lisa Bowers	Associate Professor
Counselor Education & Supervision	David Christian	Associate Professor
Education	Bonnie King, Ed.D.	Teaching Assistant Professor
Education	Heather Young, PhD	Associate Professor
Occupational Therapy	Glenda Hux	Assistant Professor
Nursing	Shari Cartwright, MSN, RN	Clinical Instructor of Nursing
Public Health	Mance Buttram, PhD	Associate Professor

2025–2026 Key Activities and Initiatives

- 1. Branding and Media:** As part of ongoing efforts to improve visibility and engagement, the IPEC prioritized updates to its digital presence.
 - The creation of an IPEC website and SharePoint site were initiated and led by Mary Keith with the expected roll-out of Fall 2026
 - Efforts focused on improving accessibility, organization of resources, and communication of IPE opportunities to faculty, students, and staff
 - These updates support broader dissemination of IPEC initiatives and alignment with institutional communication strategies
- 2. Creating Opportunities to Develop IPEC Core Competencies”** The IPEC continued to expand opportunities for students, faculty, and the workforce to develop competencies aligned with the IPEC Core Competencies for Interprofessional Practice.

WeCare Team Up Grant

- The IPEC in collaboration with several invited faculty members (Eliabeth Lindley and Julie Hills) was awarded a We Care Team Up Grant for a proposal titled *Advancing COEHP Interprofessional Education through Standards Crosswalk and Shared Lexicon Development and Dissemination* (\$15,125.00) to support development of a program crosswalk and shared interprofessional lexicon for COEHP.
- The initiative aims to improve consistency in terminology and expectations across COEHP programs in regard to interprofessional education, service and research.
- Two working meetings have been completed to date but subgroup work assigned to submit an IRB for data collection and the development of templates for the crosswalk and lexicon
- The group plans to disseminate outcomes through a presentation at the National Academies of Practice (NAP) Conference in March 2027

CLASS Session (March 10, 2026)

- An interactive CLASS session on interprofessional collaboration was held on March 10, 2026, and co-facilitated by the Faculty Council and IPEC.
- Approximately 45 participants attended, representing faculty and staff across the college
- Feedback from the session is being analyzed to inform next steps

Ongoing work includes:

- Use of a quasi-Delphi approach to refine themes emerging from the session
- Integration of findings with previous CLASS session outcomes
- Expansion of participation to include Staff Council representation
- Identification of shared themes and priorities related to IPE/IPP development

I4HE Academy (April 17, 2026) The IPEC continued its leadership and participation in the I4HE. The I4HE Academy continues to provide a high-impact, team-based learning experience focused on interdisciplinary problem-solving and design thinking.

- The 2026 I4HE event occurred on April 17, 2026, with Mary Keith serving as the lead organizer
- A new case and accompanying brief were developed to support the event
- IPEC members contributed through:
 - Case development and review
 - Event facilitation and engagement
 - Serving as judges for student team presentations

Activities in Progress for 2026–2027

The IPEC has identified several priority areas to guide continued growth and impact in the upcoming academic year.

Expansion of I4HE and Development of an IPE Day

- Exploration of an expanded I4HE proposal model or development of a dedicated Interprofessional Education (IPE) Day
- Goal: Increase participation, visibility, and structured opportunities for interprofessional engagement across programs

Expanding and Supporting the IPE/IPP Community

- Continued efforts to strengthen the interprofessional community within COEHP
- Focus on increasing engagement across faculty, staff, and students
- Emphasis on sustainability and scalability of IPE initiatives

Recognition of IPE Efforts in Annual Review and T&P

Description: The IPEC is working to develop formal language that recognizes Interprofessional Education (IPE) and Interprofessional Practice (IPP) as meaningful contributions within faculty evaluation systems.

Proposed Actions:

- Develop language that can be incorporated into annual review processes and tenure and promotion (T&P) guidelines
- Advocate for formal recognition of IPE/IPP efforts as teaching, service, and/or scholarship contributions

Needs and Next Steps:

- Engage in discussions with Faculty Council and college leadership
- Build consensus on how IPE/IPP aligns with institutional priorities
- Identify models or examples of recognition from peer institutions

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Office for Education Policy

During the 2025–2026 year, the Office for Education Policy (OEP) at the University of Arkansas continued to advance its mission of producing rigorous, policy-relevant research to inform education decision-making across Arkansas and beyond. OEP expanded its research and dissemination efforts in alignment with its strategic priorities, with a particular focus on early childhood education, early literacy, educator workforce trends, school accountability, and the implementation of major state policies, including the Arkansas LEARNS Act.

OEP produced a substantial body of work, including 9 Arkansas Education Reports, 8 policy briefs, and a range of technical and survey-based analyses. These publications addressed key topics such as teacher retention, dyslexia intervention participation, early childhood access and quality, school accountability, and early implementation of Arkansas LEARNS. In addition, OEP maintained a strong public-facing presence through *The View from the OEP* blog, publishing 28 blog posts that translated research findings into accessible insights for educators, policymakers, and the broader public. OEP also expanded its digital dissemination through 14 videos, providing clear, user-friendly explanations of research findings, data tools, and policy implications.

A major highlight of the year was OEP’s annual conference held in Little Rock in November, which convened over 250 policymakers, educators, researchers, and stakeholders from across the state. The conference served as a key platform for sharing research findings, discussing pressing education policy issues, and fostering collaboration among state and local leaders. The event reinforced OEP’s role as a central hub for evidence-based policy dialogue in Arkansas.

OEP’s work received broad visibility through media engagement, with coverage and mentions in outlets including the *Arkansas Democrat-Gazette*, *Talk Business & Politics*, *KUAF Public Radio*, and *Education Week*. OEP researchers also contributed to the broader academic and policy community through conference presentations and invited talks at state and national venues, including participation in the American Educational Research Association (AERA) Annual Meeting.

The office continued to secure and manage multiple grants and contracts supporting statewide data analysis, early childhood research, and evaluation of education initiatives. These externally funded projects enabled OEP to maintain its data infrastructure, conduct large-scale analyses using student-level administrative data, and provide timely, actionable insights to policymakers and practitioners.

Overall, the Office for Education Policy demonstrated strong productivity and impact during the 2025–2026 year. Through high-quality research, strategic dissemination, and sustained engagement with stakeholders, OEP continues to serve as a key resource for informing education policy and practice in Arkansas and contributing to broader regional and national conversations.

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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 ongoing 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. This year, UofA researchers from the Office of Sport Concussion Research provided guidance to the Sports Medicine Advisory Committee (SMAC) of the Arkansas Activities Association (AAA), collaborating to update state-level concussion care practices to reflect the most recent Concussion in Sport Group (CISG) consensus statements and NATA bridge statements. This ongoing partnership supports the alignment of Arkansas interscholastic athletic policies with current evidence-based recommendations for concussion recognition, management, and return-to-participation protocols.

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 5,000 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 6,000 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 2025-2026:

Grants:

- We have completed a multi-site funded study by the Chuck Noll Foundation with the University of Pittsburgh, Magee Women's Hospital, and Inova Healthcare. This study focused on investigating the effects of mild traumatic brain injury on women's health outcomes. We have submitted an NIH R01 application in June 2026 to continue this work with more sophisticated measures (e.g., MRI).

Publications and Presentations:

- 10 manuscripts were published in several high impact sports medicine journals. These publications showcase several new findings in concussion including: long-term health-related quality of life outcomes following a new model of concussion care, sensitivity/specificity of a newly proposed in-office assessment for concussion, and exercise intolerance findings in patients with concussion.
- 10 professional presentations were made by members and collaborators of the Office for Sport Concussion Research.

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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, it has no physical space or location dedicated for its use. OSA faculty published 18 peer-reviewed manuscripts and presented 15 abstracts regionally, nationally, and internationally. OSA faculty also continued to work on two grants in 2023 totaling more than \$3.4M. OSA also continued a Registered Student Organization – Hogs End ALZ – this organization has grown from six initial students to a membership of more than 30 to date. Hogs End ALZ met monthly in 2024 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 free functional fitness testing and cognitive assessments to its 400 residents. To date, approximately 150 residents have been tested, with results provided to them to share with their healthcare provider.

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Office for Women and Children's Health

Founded in 2023, the Office of Women and Children's Health is housed at the Eleanor Mann School of nursing. The goals of the office are 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.

This academic year, three graduate nursing students and five nursing and public health undergraduate honor students participated in women and pediatric outreach and research. During our 3rd year the office has had two state poster presentations and has had one oral international presentation accepted with. Dr. Shreve received an external grant to support collaborations.

Pediatric outreach included updating pediatric providers on addressing obesity in childhood at the local, state, and national level. 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, and Hartland Forward. Outreach activities include oral health assessment with public schools. Student grant awards include one funded honor grant and two SURF grants that were not funded. The office currently is expanding oral health screening and education to preschool and school aged students across the state of Arkansas.

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Office of Innovation for Education (OIE)

During the 2025–2026 academic and fiscal year, the Office of Innovation for Education (OIE) continued to support educators and learners across Arkansas through research, analytics, innovation, and statewide partnerships. Organized into two collaborative teams—Research & Analytics and Learning Design & Innovation—OIE provided strategic support aligned to the priorities of the Arkansas Department of Education (ADE).

The Research & Analytics team supported statewide accountability, reporting, statistical modeling, and data visualization efforts, including A–F accountability model development, LEARNS initiative evaluation support, Perkins pathway analytics, and ATLAS data integration. The Learning Design & Innovation team worked directly with schools and districts to support innovation, coaching, strategic planning, and professional learning. During the year, OIE supported 91 districts statewide and delivered more than 150 days of professional learning and coaching.

A major highlight of the year was OIE receiving the 2026 Service to Arkansas Award in recognition of its impact through innovative services, data analysis, and transformative partnerships. OIE also secured three grants totaling approximately \$1.9 million to expand research and statewide educational initiatives.

The office also celebrated several individual honors, including Dr. Eubanks being named a Dean’s Fellow for Fall 2026, Dr. Beshears-Duncan receiving the Excellence in Mentorship Award, and Ms. Williams receiving the Excellence in Service Award. Additionally, Dr. Jiang and Dr. Beshears-Duncan were selected for the inaugural EXCEL-AR cohort recognizing success in securing external funding.

Collectively, these accomplishments reflect OIE’s continued commitment to innovation, educational excellence, and meaningful service to Arkansas schools and communities.

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Office of Play Therapy Research and Training

The Office of Play Therapy Research and Training is in its 11th 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 renewed approval for 3 years in 2026.

Expand service to Arkansas: 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 play therapy conference training and coursework offered students and professionals from the community an opportunity to obtain their national certification as Registered Play Therapists. The Office of play sponsored 159 continuing education hours for therapists, teachers and other community members in all regions of the state. The 11th annual conference was held June 20-21st, 2026, in Fayetteville, with over 100 people attending from all regions of Arkansas as well as North Dakota and Egypt. A one day fall virtual conference was also conducted in October of 2025 to make trainings more accessible on the topic of Autism, due to the need in Arkansas. Over 100 play therapy sessions were conducted by the director, masters and Ph.D. students in the counseling lab with children from the northwest AR community. The estimated costs for these pro bono services is \$15,000. Kristi Perryman, the director of the office, was recently elected by the APT governing board as chair and is currently serving in that role. She also continues to serve on the editorial board for the Association for Play Therapy. Dr. Perryman's teaching time was bought out through the Arkansas Department of Human Services and serves as the mental health specialist for the state pilot program, serving children and adolescents around the state and conducting play therapy training. She serves pilot counties in the state (Horatio, Warren, Batesville, Harrison), recruiting therapists and psychologists and training and supervising mental health professionals. She assists with training the grant team and consults weekly regarding crisis intervention and therapeutic services for children and families in these areas. Dr. Perryman also trains and mentors professionals around the state in play therapy.

Advance Impactful Research: Seven peer reviewed publications were published by Dr. Perryman as co-author with current and alumni. Dr. Perryman also authored two chapters in play therapy books. Four international play therapy presentations were conducted, one national and a local. Six current students and alumni attended the International Play Therapy conference and a dinner hosted by the office of play therapy research and training. Dr. Perryman was the recipient of the 2025 Association for Play Therapy Research Award along with her co-authors at the Association for Play Therapy International Conference. Alumni, TJ Schoonover also received a research award. Four Ph.D. play students presented their research at the conference. A new Ph.D. play student was recently presented a scholarship to attend the 2026 conference with all expenses paid.

Caring Culture: Dr. Perryman also submitted two impactful research grants through WE CARE to recruit prospective play therapy students and bring them to campus. One of these grants was approved and the student received a DAF and will begin fall 2026 as a play therapy GA for the newly hired play therapy faculty in the program. An additional Ph.D. international play therapy student was recruited at the international play therapy conference and will also begin fall 2026. Five master's students and five Ph.D.

students attended the U of A annual conference for free as volunteers to support their RPT credentials. The Office of Play also gave financial assistance to the Ph.D. students attending the International Conference in 2025.

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Osher Lifelong Learning Institute (OLLI)

The Osher Lifelong Learning Institute (OLLI) at the University of Arkansas experienced strong growth, innovation, and impact during fiscal year 2025–2026. Key accomplishments included significant increases in membership and enrollment, expanded partnerships within the College of Education and Health Professions (COEHP), successful fundraising initiatives, and targeted investments to enhance learning environments and accessibility. Together, these outcomes advanced OLLI’s mission of lifelong learning, community engagement, and service.

Membership Growth and Enrollment

OLLI achieved notable gains in both overall membership and program participation during the reporting period. Membership increased by approximately **8%**, while course enrollment rose by **10%** compared to the previous year. These results reflect sustained demand for high-quality lifelong learning opportunities and the effectiveness of OLLI’s outreach, retention, and program development strategies.

Partnerships and Faculty Engagement

OLLI strengthened its collaboration with COEHP through programming designed to support and engage **new faculty**. These initiatives connected faculty members with lifelong learners, fostered interdisciplinary dialogue, and promoted public engagement aligned with college and university strategic priorities. The partnership reinforced OLLI’s role as a valuable resource for faculty development and community-based teaching and service.

Program Innovation and Public Service

New and innovative programming expanded OLLI’s community impact during the year. The **inaugural OLLI Trivia Night**, held in February 2026, sold out and drew strong participation, demonstrating member interest in socially engaging, informal learning opportunities. The event emphasized collaboration, critical thinking, and community building—core elements of lifelong learning—while establishing a successful model for future engagement events. Additionally, OLLI created new partnerships with the Bentonville Public Library and the Adult Recreation Center to offer OLLI programs in Benton County. This expansion is an opportunity to continue to widen OLLI’s reach and impact.

Fundraising and Resource Development

OLLI led a successful fundraising effort during the university’s **One Day, One U of A** campaign, raising over **\$8,000** to support the launch of the **Lifesaving Skills for Everyday Heroes** First Aid and CPR program. This initiative provides practical, age-appropriate training for older adults and advances OLLI’s commitment to community health and public service.

In addition, OLLI received a **significant charitable gift** designated to support improvements to classrooms and transportation resources. These funds enhance accessibility, instructional quality, and the overall member experience, while strengthening OLLI’s capacity for sustainable growth.

Impact and Institutional Contribution

Through membership growth, strategic partnerships, innovative programming, and effective stewardship of resources, OLLI demonstrated measurable impact in teaching, public service, and community engagement at the local and regional levels. The Institute continues to exemplify COEHP’s commitment

to outreach and lifelong learning and remains well-positioned to expand its reach and impact in future years.

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

Partners- Arkansas' University Center for Excellence in Developmental Disabilities Education, Research, & Service (UCEDD)

Partners had sixteen (16) grants and contracts during the past fiscal year totaling \$12,549,321 with 29 full-time and two (2) part-time employees conducting outreach activities across the state. Activities included **preservice training** of 30 graduate and post-doctoral students across 12 health and allied health disciplines; 75 **community training** events for 4522 participants; 34 **technical assistance** events benefitting 1599 individuals; **model services** to 201 young children with autism; **diagnostic evaluations** for 38 children suspected of having prenatal exposure to drugs/alcohol; **training/mentoring** for 26 primary care practices to build capacity for diagnostic services to be provided closer to home for Arkansans; 15 **products developed and disseminated** to 49,250 people; and **conference presentations/posters** accepted at 8 regional conferences.

The DHS Prevention Pilot program continued in Harrison, Batesville, Warren and Horatio, to stabilize families and prevent loss of placement for children/youth with “challenging behaviors”. 87 children/youth were served during this period with such success that DHS has requested the services continue through December of 2027. The model is relationship-based and seeks to connect these children/youth with mentors/coaches in their community to walk alongside them, engaging in positive experiences to balance the trauma and ACES they have experienced.

The Positive Behavior Support (PBS) project continued with 55 trainees during this period. 40 successfully completed initial certification and an additional 5 were recertified. This certification is recognized by the state Medicaid agency as the credential required to write PBS plans for individuals served in the CES Waiver.

The Autism Waiver program received 1075 applications with 201 young children actively served. Progress ranged from 18 to 1366 new skills acquired, with an average of 320. Parents are extremely pleased with the services and progress of their children. The waiting list for these services continues to grow and the state developmental disabilities agency has pledged to expand the number of children who can be served.

The 3rd Annual Self-Determination Conference: My Life, My Way was held during this period in Jonesboro, Arkansas, for adults with intellectual and developmental disabilities (I/DD). 32 individuals participated along with their parents, staff, and other allies. This is a collaborative activity with Disability Rights Arkansas and the Governor’s Council on Developmental Disabilities and was the first year that individuals who attended a previous conference returned to participate as co-trainers for conference sessions. This outcome speaks to the success of the project in building regional teams of people with disabilities who can advocate for themselves and others. Their self-confidence and pride was evident in their interactions.

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

Razorback Educator Development Hub

The Razorback Educator Development Hub (R.E.D. Hub) serves faculty, students, and school partners by supporting educator preparation programs across three colleges, coordinating high-quality clinical experiences, facilitating licensure processes, and promoting continuous improvement. During the 2025–2026 academic year, the Hub supported 370 teacher candidates across 14 educator preparation programs while strengthening partnerships and preparing programs for upcoming accreditation and residency initiatives.

Key Accomplishments

- 231 teacher candidates admitted across 14 programs
- 445 internship placements coordinated
- 613 observation and practicum placements secured
- 184 program completers recommended for licensure
- 180 in-service teachers approved for endorsements
- 451 fingerprinting appointments completed
- 82 candidates supported through 240 Tutoring
- 64 Swivl cameras and iPad checkouts provided to support video observations

The R.E.D. Hub collected and analyzed data to support continuous improvement and accreditation efforts. Faculty received biannual reports aligned with accreditation standards, and the office hosted a Teacher Education Summit in August. Throughout the year, faculty and staff collaborated to prepare for a national Teacher Preparation Inspection–US (TPI-US) site visit and continued gathering evidence for the Council for the Accreditation of Educator Preparation (CAEP) review scheduled for 2027. Faculty also engaged in statewide Communities of Practice focused on strengthening coursework aligned with the Science of Reading.

The Hub is staffed by the Coordinator of Teacher Education, Director of Licensure, Coordinator of Clinical Partnerships, and an administrative assistant. In May 2026, the Director of Field Placement position was restructured and renamed Coordinator of Clinical Partnerships, a role now held by Dr. Bonnie King.

Director of Licensure Carmen Martin recommended 184 of 206 completers for teaching licensure, approved 180 endorsement completers, and coordinated 451 fingerprinting appointments. Before transitioning to a new position in February 2026, Director of Field Placement JL Jennings coordinated 445 internship placements and 613 observation and practicum experiences while launching the inaugural Razorback Launch career readiness event. Coordinator of Teacher Education Dr. Jennifer Beasley supported the successful national site visit focused on High-Quality Instructional Materials and Science of Reading implementation, facilitated continuous improvement reporting, chaired the Teacher Candidate Professional Review Committee, and represented the university through monthly participation in the Education Deans and Directors Council. In June 2026, the elementary program was recognized by the National Council on Teacher Quality for exceeding the standards in reading preparation.

Partnership development remained a priority throughout the year. More than 64 school partners and faculty members participated in fall and spring partnership meetings focused on implementing yearlong residencies. Feedback from school partners, candidates, and faculty continues to guide improvements in

mentor teacher and clinical supervisor support. These efforts will remain central as yearlong residencies begin in 2026–2027.

The 2025–2026 academic year marked significant progress for the Razorback Educator Development Hub. Through collaborative partnerships, comprehensive candidate support services, successful accreditation efforts, and preparation for yearlong residencies, the Hub strengthened its commitment to preparing highly qualified educators. As the university moves into the 2026–2027 academic year, the R.E.D. Hub remains focused on innovation, continuous improvement, and building strong partnerships that support educator preparation across Arkansas and beyond.

Point of Contact: Jennifer Beasley - jgbeasle@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 among school-aged youth.

This year, the School Wellness Lab provided two Adult Mental Health First Aid certification courses. The first course was provided via Zoom and resulted in 7 members of the campus community earning their MHFA certification. The second training was provided in-person to COEHP BCSS advisors. This training was supported by the College and resulted in the certification of 14 staff and faculty.

In Fall 2025, we hosted an interdisciplinary collaboration session centered around youth, wellness, and K-12 schools in Arkansas with faculty from across campus. The purpose of the session was to: a) meet faculty from across campus who engage in research and/or service related to youth, well-being, and/or education; b) learn about current research efforts which inform the development of healthier schools and communities; and c) consider how we might better leverage our collective capacity to support Arkansas youth, families, schools, and communities.

The School Wellness Lab also submitted an internal grant proposal for the 2026 Blue & You Foundation Behavioral Health Grant. The proposal aimed to provide Mental Health First Aid certification training for front line workers employed in rural Arkansas communities. The proposal was not funded, but we plan to revise and resubmit during future funding cycles.

Finally, Dr. Lasater published one journal article and one book chapter on wellness-related issues in K-12 schools, and she has an additional book chapter in-press. Dr. Popejoy delivered four presentations at national conferences related to help-seeking and best practices in treatment for non-suicidal self-injury and suicidal behaviors among youth and adults.

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

Speech and Hearing Clinic

Clinic Services: During the 2025-2026 academic year, the [University of Arkansas Speech and Hearing Clinic](#) (UASHC) provided speech-language and audiology services to students, staff, faculty, and community members. Speech therapy services included literacy, language, social communication, and articulation diagnostics and intervention. Audiology provided hearing screenings, hearing aid evaluations, and hearing aid fittings to both pediatric and adult clients.

Community Impact: Between June 2025 and May 2026, the following patient services were provided by clinical faculty members of the Communication Sciences and Disorders (CSDI) program:

- Over 140 audiology appointments were held at the UASHC.
- Over 400 hours of speech-language assessment and intervention were held at the UASHC.

Clinical Education and Training:

Two clinical faculty supervised 36 undergraduate students during clinical service delivery, contributing more than 1,560 direct supervised clinical contact hours, eligible hours applicable toward future graduate practicum requirements and/or speech-language pathology assistant (SLPA) certification pathways. Five clinical faculty supervised 36 graduate students during clinical service delivery and simulation experiences, providing more than 300 supervised clinical hours that supported accreditation, state licensure, national certification requirements. Clinical faculty also led pediatric screening initiatives in partnership with Fayetteville Public Schools, The New School, Pathfinders, and the Jean Tyson Child Development Center. Through these experiences, undergraduate and graduate students administered over 100 speech-language preschool screenings, 40 adult voice screenings, and over 1185 school-aged hearing screenings.

Clinic Highlights

The clinic launched its new early intervention space, the Guiding Research Opportunities with Translational Habilitation (GROWTH) Lab, led by clinical instructor Cynthia Watson, a speech-language pathologist with more than 30 years of experience in early childhood development and pediatric language intervention. As part of the initiative, *Sue E's Sprouts* began weekly programming during the fall semester to support speech and language development in children ages 18 to 36 months.

The clinic also hosted its second Community Voice Screening Program, serving more than 40 adult participants. Led by Clinic Director Jessica Danley, CSDI graduate students conducted complimentary voice screenings and provided vocal wellness education as an experiential learning opportunity. Danley was also recognized with the College of Education and Health Professions Outstanding Teaching Award for her commitment to student learning and innovative instruction.

Clinical faculty member Stephanie Hicks, a Certified Academic Language Therapist (CALT), earned an additional certification in dyslexia intervention. Through these dual qualifications, Hicks is now positioned to expand the impact of evidence-based dyslexia intervention across educational and community settings.

Dr. Taryn Loyd, audiologist and clinical faculty member, secured internal funding from the College of Education and Health Professions to support community outreach and marketing initiatives focused on hearing health education and public awareness throughout the region.

Research Lab and Courtesy Space

The clinic continues to support research, teaching, and service activities through the Electroencephalography (EEG) Lab, Augmentative and Alternative Communication (AAC) Lab, Language and Literacy Lab, and Voice and Swallow Labs. The clinic also provided courtesy operating spaces for the Center for Autism Access, Office of Service Learning, and Applied Behavior Analysis Family Service and Research Clinic.

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

Violence, Crisis, and Trauma Research Lab

The Violence, Crisis, and Trauma Research (VCTR) Lab was founded in 2025 by Drs. Erin Popejoy and Lindsay Lundeen, Counselor Education and Supervision. The mission of the lab is to engage in research, training, and service that informs the counseling field, and other related professions, of current trends in violence, crisis, and trauma.

This year, the VCTR Lab established a community relationship with a local Brainspotting practitioner and a nationally-known Brainspotting trainer, to host a Brainspotting Phase 1 training at the University May 15-17, 2026. This training was open to the community, and supported by a WeCare Experiential Learning grant for \$2,000 to cover paid spots for 4 graduate students, and to provide breakfast and snacks to attendees. The training hosted 23 participants, from northwest, central, and northeast Arkansas, and Oklahoma, and will be repeated as an annual event. This training supported the mission of the VCTR Lab by advancing niche training in a trauma treatment modality that can be used to support individuals across Arkansas experiencing mental health challenges related to trauma.

The VCTR Lab also submitted an internal application for the Blue and You behavioral health grant to implement the STRIDE Initiative (Safer Tools and Resources for Injury De-escalation and Engagement), which would supply stakeholders in each Arkansas county with self-injury harm reduction kits to disperse to individuals engaging in self-directed violence (SDV). STRIDE offers a flexible, scalable framework that directly advances health equity through bridging the gap in behavioral healthcare access for individuals facing geographic and financial barriers to traditional crisis service. The kits offer safer alternatives to reduce injurious behaviors. We requested \$100,000 in funding for this 2-year project. This application was selected internally to move forward, and we will formally submit when the cycle opens in July 2026.

Additionally, Dr Popejoy onboarded in her Senior Associate Editor position with *Trauma Counseling and Resilience* and will begin her position as Editor-in-Chief starting July 1, 2026. Dr Popejoy attended the Association for Counselor Education and Supervision national conference in October 2025 to present on nonsuicidal self-injury, and the American Counseling Association national conference in April 2026 to make 2 presentations on suicide intervention and harm reduction in nonsuicidal self-injury. Dr Lundeen was listed as co-presenter and contributed presentation content on all presentations for both conferences but could not be present due to medical leave.

Dr. Lundeen was elected to serve on the board of the Association for Assessment and Research in Counseling as the Member at Large, Publications. She will begin this position on July 1, 2026. Dr Lundeen published 3 articles related to self-directed violence, including one in the flagship journal of counselor education, the *Journal of Counselor Education and Supervision*. She was invited to provide a workshop on self-directed violence with Project TeamUP at the University of San Diego. Dr. Lundeen's research was featured in a Press Release by the American Counseling Association, in the American Counseling Association's flagship magazine, *Counseling Today*, as an expert topic featured in the Arkansas Democrat Gazette, and in a radio interview on KUAF 91.3 *Ozarks at Large*.

Points of Contact – Erin Popejoy (erinkern@uark.edu) and Lindsay A. Lundeen (llundeen@uark.edu)

Appendix F: 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

Chief of Staff – Kay Brusca

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 – Harry Patrinos

Eleanor Mann School of Nursing – Carrie McDermott

Health, Human Performance and Recreation – Michelle Gray

Communication Disorders and Occupational Therapy – Steve Wheeler

Counseling, Leadership, and Research Methods – Kristin Higgins

College-Level Directors

Financial Affairs – Brandi Maples

Honors – Rachel Glade

Human Resources – Glennia Hunt

Program Coordinators

CDOT

Occupational Therapy - Kandy Salter

Communication Sciences and Disorders - Rachel Glade

CIED

Career and Technical Education – Betsy Orr

Curriculum and Instruction – Vicki Collet

Educational Studies – Rhett Hutchins

Educational Technology – Dennis Beck

Elementary/Childhood Education – Karmen Bell

Secondary Education – Stephen Burgin

Special Education – Liz Lorah

STEM Education – Michael Daugherty

CLRM

Adult and Lifelong Learning – Niki Avery

Counselor Education – Erin Popejoy
Community College Leadership – Michael Hevel
Educational Leadership – John Pijanowski
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

EDRE

Patrick J. Wolf

EMSON

BSN pre-licensure – Kelsey Gilmet
MSN & DNP – Michele Kilmer
RN/LPN to BSN – Fernanda Zayas

HHPR

Athletic Training – Luzita Vela
Exercise Science – Cory Butts
Physical Education – Jack Kern
Public Health – Bart Hammig
Recreation and Sport Management – Craig Schmitt

COEHP Committee Memberships

2025-2026

Unit/Departmental Personnel Committees

CIED

Chris Goering (chair)
Marcia Imbeau
Bill McComas
Betsy Orr
Jason Endacott
Vinson Carter
Christine Ralston
Angela Elsass
Rhett Hutchins

HHPR

Mance Buttram (chair)
Bart Hammig

Brendon McDermott
Bob Davis
Nic Greene
Luzita Vela

Nursing

Tom Kippenbrock
Marilou Shreve
Jan Emory
Kelly Vowell Johnson
Peggy Lee

CLRM

Kenda Grover
David Christian
Kevin Brady
Wen-Juo Lo
Brent Williams (chair)
Jim Maddox

CDOT

John Rider
Kimberly Frazier
Christine Holyfield
Lisa Bowers
Andy Bowers

EDRE

Bob Maranto
Gema Rodriguez
Pat Wolf (chair)
Josh McGee
Albert Cheng
Jonathan Wai

College Personnel Committee

Tenure Track

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

CIED	Liz Lorah
EDRE	Bob Maranto
HHPR	Brendon McDermott (chair)
NURS	Tom Kippenbrock
CLRM	Xinya Liang
CDOT	Kimberly Frazier

Non-Tenure Track

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

CLRM	Christy Smith
HHPR	Elizabeth Parke

Faculty Council

Chair	Craig Schmitt
Chair-Elect	Christine Ralston

At large	Christine Ralston
At Large	Bill McComas
At large	Liz Lorah
At Large	Elizabeth Parke

CIED	Jennifer Beasley
EDRE	Patrick Wolf
HHPR	Elizabeth Lindley
NURS	Carmel Kruse
CDOT	Jessica Danley
CLRM	Julie Hill

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).

Dennis Beck
Jason Endacott
Alissa Blair
Christine Ralston
Vicki Collet

Staff Council

Kristen Scott (chair)
Crystal Evans
Sean Rhomberg
Kristen Hartung
Sophia Putnamullen
Carmen Burasco
Anaid Espinosa
Brittany Packard – ex-officio
Kay Brusca — ex-officio

OCDA Faculty Selection Committee

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

CIED	Karynecia Conner
EDRE	Hannah Denker
NURS	Diana Dunbar
HHPR	Mance Buttram
CLRM	Yuanlu Niu
CDOT	Zoe Thijs

College Course and Program Committee (CCPC)

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

Hope Ballentine, Chair
Lexi Woodward, Grad Student Rep
Hope Ballentine, NURS Graduate
Diana Dunbar, NURS Undergraduate
Kim McComas, CIED undergraduate
Sean Connors, CIED Graduate
Ches Jones, HHPR Undergraduate
Amanda Sullivan, HHPR Graduate
Miguel Garcia-Salas, CDOT Graduate
Lexi Catterlin Woods, CDOT Undergraduate
Mandel Samuels, CLRM Undergraduate
Jihong Zhang, CLRM Graduate
Bob Maranto, EDRE Graduate

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
Cory Butts

Graduate Council

Ex-Officio	Matt Ganio
College Representative	Sheida Raley
Grad Faculty Representative	Kenda Grover

Honors Council

Director	Rachel Glade
NURS	Kelsey Gilmet

NURS	Amy Williams
HHPR	Mance Buttram
HHPR	R.J. Elbin
CIED	Renee Speight
CIED	Christine Ralston
CDOT	Kimberly Highfill
CDOT	Kandy Salter
CLRM	David Christian
CLRM	Julie Hill
EDRE	Albert Cheng
EDRE	Sarah McKenzie

International Affairs Committee

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

Ex-Officio	Michael Hevel
HHPR	Bart Hammig
CIED	Vacant
CLRM	David Christian
EDRE	Jonathan Wai
EMSON	Marilou Shreve
CDOT	Stephanie Hicks

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	Chris Estepp, Chair
Special Education	Melissa Savage
Music Education	Daniel Abrahams, Vice Chair
Educational Leadership	Michael Hensley
Health and Physical Education	Carla Smith
Art Education	Rachel Zollinger
Career and Technical Education	Sheri Deaton
Childhood Education	Bonnie King
Secondary Education	Chris Goering

Birth-Kindergarten	Laura Herold
Deputy Superintendent, Springdale, <i>ex officio</i>	Marcia Smith
Assistant Principal, Leverett Elementary School, <i>ex officio</i>	Robert Fitzgerald
Family and Consumer Sciences Teacher, Springdale Schools, <i>ex officio</i>	Allyson Bailey
Director of Field Placement, <i>ex officio</i>	JL Jennings
UA Licensure Officer, <i>ex officio</i>	Carmen Martin
Coordinator of Teacher Education, <i>ex officio</i>	Jennifer Beasley
Director of Academic Advising & Student Success, <i>ex officio</i>	Celeste Fishback
Graduate Student Representative, <i>ex officio</i>	Lexi Woodward
Undergraduate Representative, <i>ex officio</i>	Brittany Stengel

Degree Programs by Department

The College offers 18 bachelor's degree programs, 4 minors, 19 master's degree programs, 2 educational specialist degrees, 11 doctoral degree programs, 1 post-bachelor's program, and 11 certificate programs. The College, in cooperation with the Global Campus, offers 28 programs in online formats.

<https://coe.hp.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 Educational Leadership*

MEd in Higher Education

MHRD in Human Resource Development*

MS in Counseling

Clinical Mental Health Counseling Concentration

Rehabilitation Counseling Concentration

School Counseling Concentration

EdS in Educational Leadership*

Edd in Adult and Lifelong Learning*
Edd in Educational Leadership*
Edd in Human Resource 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
Post Master's Certificate in Building-Level Administration K-12*
Post Master's Certificate in District-Level Administration*
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
 English as a Second Language
 Gifted and Talented
 Reading
 STEM
MAT in Teacher Education
 Multiple Level Education Concentration
 Secondary Education Concentration
MEd in Curriculum and Instruction
MEd in Educational Technology*
MEd in Special Education*
MEd in Teaching English to Speakers of Other Languages*
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
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*
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*
DNP/eMBA program

**Offered in an on-line format.*

Student Enrollment Detail

Table 1. Number of undergraduate and graduate students by department as of fall 2025

Row Labels	CDOT	CIED	CLRM	EDRE	HHPR	NURS	Non-Degree	Grand Total
Undergraduate	361	772	27		2121	1533	103	4917
Graduate	141	225	447	16	194	65	149	1237
Grand Total	502	997	474	16	2315	1598	252	6154

Faculty Data

Table 2. Full-time faculty in each department as reported by institutional research, fall 2025

	Tenured	Tenure-Track	Non-Tenure Track	Total
CIED	20	7	24	51
EDRE	7	0	0	7
EMSON	5	1	26	32
HHPR	13	7	17	37
CLRM	13	9	6	28
CDOT	6	4	9	19
Total	64	28	82	174

Table 3. Full-Time Faculty by Rank as reported by institutional research, fall 2025

	Dist.	Univ.	Full	Assoc.	Assist.	Inst.	Total
CIED	2	1	5	20	17	5	50
EDRE	1	0	3	3	0	0	7
EMSON	0	0	2	5	5	20	32
HHPR	0	0	8	9	16	4	37
CLRM	0	1	3	11	13	1	29
CDOT	0	0	2	5	8	4	19
Total	3	2	23	53	59	34	174