As Director, I welcome you to the first online newsletter produced by the College of Charleston’s Office of Professional Development in Education (OPDE). Our educational environments are filled with challenges that impact the lives of students, teachers, and administrators. In this age of accountability, leaders must continue to seek opportunities for positive change and find ways to help others grow professionally. As a leader, the OPDE is available to assist you to meet the needs of teachers and staff by facilitating their professional growth through quality educational experiences. Dennis Sparks, in the spring 2005 Journal of the National Staff Development Council (NSDC), states, “Profound changes in schools, begins with profound change in leaders that radiate out to others and into the system.” While the OPDE can not radiate out to the nation as the NSDC does, we can and will continue our efforts to assist local and regional staff and others in their quest to offer the best professional development opportunities available.

**OPDE STAFF**

**Dr. Andrew H. Lewis**’ professional areas of interest are Adapted Physical Education and Sport Pedagogy. His educational degrees include a BS from Albany State University, MS from the University of Tennessee, and a Ph.D. from The Ohio State University. In addition to his teaching responsibilities, he has also served in several administration positions.

**Earline (Kandy) Lincoln White** has worked with graduate level contracted courses at the College of Charleston since 1985. She obtained a BS from Voorhees College in Organizational Management and is a certified grants specialist through Research Associates and the National Grant Writers Association. In her position as Associate Director for Records and Budget, she manages the financial, contractual, and student services aspects of the Office of Professional Development in Education.

**Elizabeth R. Grantham** is a retired elementary school principal and has over 30 years experience as a teacher, curriculum coordinator, and principal in South Carolina schools. She has a BS from Winthrop University in Elementary Education and a M.Ed. from South Carolina State University in Secondary Guidance and Supervision and Administration. She has been working for 4 years in the OPDE on a part-time basis as Assistant for Administration and Public Relations.

**Tia Brown**, Administrative Assistant in the OPDE, provides clerical support in the area of database maintenance, contracts, billing, and registration preparation.

**Melissa Santilli** is the OPDE graduate assistant. She is pursuing a M.A.T. in Elementary Education in the Graduate School at the College of Charleston.
$GOOD NEWS!$

INCENTIVE PLAN EXTENDED

The incentive plan approved by the College of Charleston’s Board of Trustees in July 2003 that was scheduled to end in Summer 2005 has been extended for school districts or initiating agencies. To take advantage of the incentive plan, school districts would need to be prepared to address the criteria stated below.

Teach three courses that are managed by the College of Charleston OPDE. A fourth course (to be offered immediately, if possible) will be facilitated without a per participant fee assessed if the following conditions are met:

a. All courses to be counted toward the incentive must be ones for which the educational funding agency pays a per participant rate.
b. All courses to be credited in the incentive plan must have a minimum enrollment of 15 students or average 45 students over three fee payment courses in one session/semester.
c. If an instructor salary is assessed to the free course, the responsibility of the salary will rest with the contracting school, district, or agency. The College of Charleston will absorb the ($30.00, $45.00, or $60.00) per participant cost only. Maximum enrollment may not exceed 25 students per class in free incentive courses.
d. The school district or agency must use the incentive course(s) immediately (during that given session/semester or the next) or within 18 months of having earned the free course, but no later than new date.

THE REVIEW PROCESS
HOW AN EDPD SYLLABUS IS APPROVED

- Initiator submits a syllabus to OPDE electronically or by hardcopy.
- OPDE reviews the syllabus and gives recommendations of changes or additions if needed.
  - Most syllabi need these revisions because these are recent additions that the School of Education (SOE) requires:
    - A relationship between the SOE’s Conceptual Framework and theme of making the teaching and learning connection needs to be evident as well as how the mission of the school district or agency relates to the course.
    - All objectives need to be correlated to the College of Charleston’s Teaching and Learning Standards.
    - Scientific research-based evidence of strategies or techniques must be presented.
    - Technology must be evident.
    - Rubrics for each assessment must be included.
- Revisions are made and re-submitted to OPDE electronically.
- Syllabi are submitted electronically to the SOE Administrative Council for approval on the 1st and 3rd Thursday of most months.
- OPDE informs the initiator regarding course status on the 2nd and 4th Thursdays of most months.
- OPDE sends a letter to the initiator with appropriate forms.
COURSE HIGHLIGHTS:

EDPD 805-G: Developing an Understanding of the Impact of Socioeconomics on Student Achievement

*Provides teachers with a foundation for understanding children who come from poverty, middle class, and wealth and how socioeconomic status impacts student achievement. This knowledge base is used to plan for classroom and school environments that maximize student achievement. This course relates to the College of Charleston’s mission of providing quality professional development courses and the conceptual framework and theme of making the teaching and learning connection by giving teachers a background knowledge of the culture of their students and the environments from which they come. The course also improves the expertise of teachers which, in turn, impacts students’ achievement.

PARTICIPANTS’ REFLECTIONS:

EDPD 805-G: Developing an Understanding of the Impact of Socioeconomics on Student Achievement

*What a fantastic course! Ruby Payne has great ideas and the information was presented in a wonderful manner. It made me pay closer attention to my students’ home relationships and how that affects their school relationships.

*I thoroughly enjoyed learning the content presented in this course. I will be able to use this knowledge in my classroom.

*I hope to apply what I’ve learned to an even greater extent next year. I have enjoyed the subject matter of this course.

*Provided fundamental change in the way I view families of poverty. Thank you.

*This course helped me have a better knowledge of the students I teach.

FREQUENTLY ASKED QUESTIONS:

What is the cost for EDPD courses?

We charge in two different ways:

3 hour credit: $60
2 hour credit: $45
1 hour credit: $30

OR

$3500 for 3 hour credit
$3125 for 2 hour credit
$2750 for 1 hour credit

and you pay the adjunct.

How long does it take for a course to be approved?

We submit electronically to the Administrative Council for their approval on the 1st and 3rd Thursdays of each month for approval on the 2nd and 4th Thursdays of each month. There is a turn around of 1-3 weeks depending on when we receive your syllabi.

OUR PARTNERS:

Anderson County School District Two
Aiken County School District
Beaufort County School District
Berkeley County School District
Calhoun County School District
Charleston County School District
Chesterfield County School District
Dorchester County School District
Dillon County School District One and Three
Dorchester School District Two
Florence County School District One
First Baptist Church School
Greenville County School District
Lee County School District
Lexington County School District One, Two, and Three
School District of Newberry County
Orangeburg County Consolidated School District Three and Four
Porter Gaud School
Richland County School District Two
Sumter County School District Seventeen
York County School District Two and Four
Williamsburg County School District

South Carolina Department of Education (Office of Adult and Community Education)
South Carolina Department of Special Needs—Autism Division
ABOUT THE SCHOOL OF EDUCATION:

The School of Education at the College of Charleston offers nationally accredited teacher and athletic training education programs. Our teacher education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE), and our athletic training program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Initial teacher certification programs and specialized concentrations in the physical education and health arena are available at the undergraduate level. Additionally, we offer several graduate initial teacher education programs (M.A.T.) as well as advanced (M.Ed.) programs. Our M.Ed. Programs in Early Childhood, Elementary, Languages, Science and Math, and Special Education are designed for currently certified teachers.

Mission: We develop educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.

Vision: We will be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. These opportunities are created by professionals who can make the teaching—learning connection.

OPDE CONTACT INFORMATION:

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