Bi-Annual Report

2006-2008
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As you read our Bi-annual Report, 2006-08, I hope you are as pleased as I am with the activities and accomplishments presented. During this time frame we moved into and dedicated our new facilities at 86 Wentworth Street, including our Jeremy Warren Vann Teacher Education Center. We moved in March of 2007 and dedicated the building in April of 2007. During the dedication, we announced the change of the name of our school to the School of Education, Health, and Human Performance (EHHP) and changed the name of the Department of Physical Education and Health to the Department of Health and Human Performance (HHP). In December of 2008, we dedicated our Gangi Courtyard in recognition of the significant contributions and gift from the Albert Sottile Foundation, and thanked Mr. Sottile’s granddaughters, Mrs. Mary Ellen Long Way and Mrs. Joyce Long Darby and their generous support for us. In May of 2008, we dedicated our Alumni Center and unveiled “Fasti Sociales” an art form designed by David Puls, honoring 426 alumni in Education, Health, and Human Performance.

In the spring and summer of 2008, we reorganized the two former departments of Elementary, Early Childhood and Middle Grades, and Foundations, Secondary, and Special Education into the Department of Teacher Education (TEDU). Dr. Meta Van Sickle was named Department Chair, and Dr. Robert Perkins was named Associate Department Chair.

From outstanding alumni to dedicated and accomplished faculty, staff, and students, the School of Education, Health and Human Performance is a dynamic place to be. We invite you to visit us on campus as well as at our Website (http://ehhp.cofc.edu) to learn more about us because these are very exciting times in the School of Education.

Frances C. Welch, Ph.D.
Dean
Highlights of Activities and Accomplishments

Communication

Four editions of the School’s newsletter, *Connections*, and numerous Dean’s Updates were prepared to provide a positive communication link with faculty, others across campus, P-12 colleagues, and friends.

Curriculum

Our new MAT in the Performing Arts with the first concentration in Choral Music was implemented. Dr. Bonnie Springer served as the program director.

We closed our existing M. Ed. degrees in Early Childhood, Elementary, Middle Grades and Special Education due to very low enrollments and worked with students in those programs toward their degree completion. We worked on the redesign of a new M. Ed. in Teaching, Learning and Advocacy.

External funding

We established our Advocates for Education donor society and hosted our first Jeremy’s Gala on campus at the Blacklock House. Both proved very successful.

Faculty and Staff

We engaged in significant searches for faculty and staff members as well as tenure, promotion and post-tenure reviews. Reports are located throughout the departmental reports as well as reports for the Early Childhood Development Center and the Center for Partnerships to Improve Education.

We established positions for an EHHP Budget and Finance Coordinator, an administrative assistant for the Early Childhood Development Center, a graduate assistant to support Athletic Training, clinical supervision stipends for Athletic Training, a Foundation Officer and a Data Specialist and Information Manager.

Dr. Candy Jaruszewicz was named Director for the Early Childhood Development Center. Associate Dean, Dr. Bob Fowler retired, and Dr. Sara Calhoun Davis assumed the responsibilities of Associate Dean.

Professional Development

A variety of professional development activities were provided for faculty. The School of Education, Health, and Human Performance continues to have a higher percentage of faculty members as completers of the Faculty Technology Institute than any other academic school on campus.

Many faculty members and the dean participated in workshops sponsored by various professional associations and the SC Department of Education.

Professional development activities of individual faculty are numerous and range from attending and presenting internationally to attending and participating in conferences at regional, state, and local levels.

Celebrations and Recognitions

A recognition celebration for our award winning students and interns completing clinical practice was held at the
end of each Fall Semester and each Spring Semester. We continued to recognize the Inspiring P-12 Teachers with a check and award to the teacher and to their school.

**Reports**

In addition to required reporting for the campus, the School of Education, Health, and Human Performance, in cooperation with Institutional Research and Business Affairs, completed major reports each year:

- The Professional Education Data System report for the American Association of Colleges for Teacher Education (AACTE) and the National Council for the Accreditation of Teacher Education (NCATE)

- The Title II report was submitted each year and our pass rate continued to improve with the latest report showing an overall pass rate for our completers at 99%.

**Scholarship**

Our Teacher-Scholar Committee continued to encourage undergraduate research. Faculty wrote and published numerous books, chapters, and articles in refereed journals. Faculty members also presented at local, state, national and international conferences and conventions and served as journal editors and grant reviewers for professional associations.
Introduction

The Department of Early Childhood, Elementary, and Middle Grades Education encompasses undergraduate programs that address the three levels of certification identified by the state of South Carolina and provide resources to the candidates of the three levels that support the development of quality candidates for all three levels of certification. In addition, the department supports graduate programs (MAT) in early childhood and elementary levels. A collaborative middle level MAT program is currently being developed with The Citadel.

All our programs and the unit are NCATE accredited. They have been designed to incorporate the best practices supported by research, and blend theory with effective practices. While many of our graduates do teach in the tri-county area, our graduates can be found across the United States and in many foreign countries.

Faculty members in the Department of Early Childhood, Elementary and Middle Grades Education (EDEE) continue to maintain high standards and achieve teaching ratings above the college average. Most of the faculty members teach in at least two of the certification areas and many teach each across all three certification programs. This organization has supported more collaboration and supports the structure found in many elementary and middle level schools. It has allowed the faculty to discuss students and support them as they progress through the program. On occasion, “students of concern” have benefited from a collaborative faculty effort to support their growth and development, to ensure they were ready for clinical practice. This approach has helped faculty and students ensure students really met the benchmarks defined in each semester.

In addition to teaching, faculty members have continued a strong record in service, research, and professional development. This includes the publication of textbooks, book chapters, refereed articles, and presentations at local, state, national, and international conferences. Faculty members also participate in committee work within the department, the School of Education, Health, and Human Performance, the College, the community, and beyond. They support diverse organizations and use their expertise to better education for all students of different ages and backgrounds.

During the past two years, we have conducted several searches focusing on early childhood and supportive classroom environments. We filled faculty lines with excellent tenure-track professors in both positions. One early childhood position remains open as well as others that are open due to sabbaticals or leaves. We have found excellent visiting professors, who provide rich backgrounds of experiences for our students. We have been very fortunate to have an excellent base of educators in the Tri-county areas ready and willing to work with us.

Over the past two years we have monitored our assessment data to evaluate our progress. Based on the 2004-05 data, we identified middle school science and social studies as two areas that needed some attention. Both areas are assessed in multiple strands that are impossible to address in one methods class in their program. They also have different course background from general education, so targeting one solution is not feasible. Faculty members identified materials from the different areas and placed them in the Curriculum Lab. Students were encouraged to look at the Praxis II tests and do a personal analysis of their strengths and weaknesses. Faculty also arranged tutoring sessions with members from the C of C Skills Lab, using the materials. We do not have the results from 2007-08 to measure our first concentrated efforts to address these two areas. Results from 2006-07 do indicate that social studies remained a low area, and we hope to see a significant change in the 2007-08 results. We also realize that analyzing data and making adjustments is an ongoing process.

The department has curriculum committees for the three levels of certification both on the graduate and undergraduate levels. Committees meet to address specific concerns and to make recommendations to the
general department members. New MAT programs in both early childhood and elementary education were implemented. During the 2006-08 time frame, committees have made many recommendations such as to change the admissions criteria for the MAT degrees. This not only resulted in a more comprehensive set of admission criteria, it also aligned the required scores for the MAT and the GRE. Another change was the decision to drop the assessment course on the undergraduate level and include and Introduction to Early Childhood course (EDEE 363) and an Elementary Education course (EDEE 374) to the two programs. This decision provided an introductory course, specific to each level, in each second semester.

Other activities involving faculty members have included providing leadership for the Memminger Partnership. Dr. Jinny Bartel and Dr. Brian Lanahan worked closely with the principal and faculty members to provide a range of activities from a summer workshop for parents and students to a family history project. Faculty members have continued to develop educational activities for the Powder Magazine and each year students have been awarded scholarships for outstanding projects. Two faculty members have continued their work with the New Literacies grant and have provided staff development and mentoring to teachers in Charleston County School District. This grant has not only provided a valuable resource to local teachers and students, it also has provided a rich source of research data for publications.

**Goals and Objectives**

EDEE goals were based on the College and School Strategic Goals. Many of these have been ongoing and have been focused on maintaining very high quality programs for all students.

**Table 2: EDEE Goals and Action Steps**

**DEPARTMENT FIVE YEAR ACTION PLAN (2003-2008)**

<table>
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<th>DEPARTMENTAL GOALS</th>
<th>EVIDENCE</th>
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<td>3</td>
<td><strong>Goal 1:</strong> To provide optimal educational opportunities for undergraduate and graduate students enrolled in courses and programs in the School of Education.</td>
<td>1.1 The undergraduate curriculum was reviewed and the faculty felt that a specialized course in early childhood and one in elementary education should be added to meet the NCATE requirements and to strengthen the program. The decision was made to remove the assessment course from all three programs and add EDEE 363 (Intro to Early Childhood) and EDEE 374 (Balancing Students and Curriculum) to</td>
</tr>
<tr>
<td>4</td>
<td>1.1 Continue curriculum development for three levels of certification on the undergraduate level.</td>
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<td>6</td>
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<td>10</td>
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|   | Goal 2: To recruit and retain quality students, faculty, and staff for all programs. | 1.3 Conduct a needs assessment and revise the MAT and M Ed programs  
1.2 The MAT programs were revised and work continued on an evaluation of the effectiveness of each program as well as admission requirements. Revisions were made to the admissions requirements.  
1.5 Enrollment numbers were monitored each semester. Special attention was given to the critical needs area of early childhood and a shift in the enrollment numbers by program became apparent. Special attention was paid to the grad programs and enrollment numbers increased in the MAT programs.  
1.6 Develop departmental performance assessment for each level of the professional program.  
1.7 Conduct faculty search. | 2.1 EDEE evaluations pointed out that clinical interns were expected to use Smart boards in their classrooms. Funds were used to purchase boards for all EDEE teaching classrooms. Faculty members were invited to attend a three day workshop on the effective use of Smart boards. Performance assessment information was shared in a notebook form (Summer 2007) and faculty identified areas of strength and weakness. Plans to address the weak areas were developed and implemented during the 2007-8 academic year. SPA reports were started for the five programs housed in EDEE. All assessment data is clearly identified and has been shared with Chris Scott.  
2.2 Plan faculty development to learn about new technology, performance assessments, NCATE 2000, and Title II.  
2.3 Continue to recruit talented and diverse students for programs in education,  
2.3 Departmental searches continued to look for diverse professors in designated areas. |
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<td>3</td>
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<td></td>
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<tr>
<td>4</td>
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especially for critical areas.

2.5 Continue to provide opportunities for faculty members to develop professionally by departmental budget, acknowledging research, grants, school relationship with beginning partnership projects, and other recognized faculty members; faculty grants, and institutional forms of scholarship common to teacher educators as justification for release time.

We were able to increase our male faculty ratio.

2.5 Faculty members were encouraged to seek grants (New Literacies), participate in school partnerships (Memminger), and seek sabbaticals. Three faculty members were granted sabbaticals and two were granted leaves for the 2008-9 year. An additional faculty member was granted a leave to participate in a Fulbright Scholarship.

1 3

Goal 3: To be a presence in the community.

3.1 Promote a partnership between EDEE and the active cooperation such as field experiences and clinical practice.

3.6 Redesign and implement all field experiences

3.1 Faculty continue to be a strong and positive presence in the schools. They are acknowledged for their expertise and strong professionalism.

3.6 The field experiences are under constant refinement. During the development of assessments to meet all NCATE/SPA requirements, the decision was made to include long range planning in the program specific course during second semester. Adding the program course also allowed other refinements in field courses.

During June 2008, the dean announced that EDEE and EDFS would be combined into a new department. New goals have been developed for the combined department.

Enrollment Data and Program Completers

The following table shows the enrollment patterns for the undergraduate and graduate programs in EDEE for the past two years. A significant impact on the enrollment distribution was the inclusion of early childhood in the critical needs category. This has made it attractive financially for many students. EDEE also had a drop in enrollment overall and the greatest impact was in the elementary program. The enrollment numbers in the MAT programs show the opposite pattern. Looking at enrollment numbers for longer periods of time, shows fluctuation in enrollment numbers on the undergraduate numbers, and recent growth in the MAT programs.
Table 3: EDEE Undergraduate Enrollment Trends

<table>
<thead>
<tr>
<th>COHORT</th>
<th>2006-2007</th>
<th>2007-2008</th>
<th>EDEE TOTAL</th>
<th>% CHANGE FROM PRIOR YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood</td>
<td>429</td>
<td>438</td>
<td>867</td>
<td>2.05%</td>
</tr>
<tr>
<td>Elementary</td>
<td>520</td>
<td>324</td>
<td>844</td>
<td>-37.69%</td>
</tr>
<tr>
<td>Middle</td>
<td>128</td>
<td>125</td>
<td>253</td>
<td>2.34%</td>
</tr>
<tr>
<td>Early Childhood MAT</td>
<td>165</td>
<td>111</td>
<td>276</td>
<td>-32.73%</td>
</tr>
<tr>
<td>Elementary MAT</td>
<td>139</td>
<td>216</td>
<td>355</td>
<td>35.65%</td>
</tr>
<tr>
<td>Early Childhood M Ed</td>
<td>16</td>
<td>6</td>
<td>22</td>
<td>Phase Out</td>
</tr>
<tr>
<td>Elementary M Ed</td>
<td>8</td>
<td>4</td>
<td>12</td>
<td>Phase Out</td>
</tr>
<tr>
<td>Total</td>
<td>1405</td>
<td>1224</td>
<td>2629</td>
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Assessment Data and Reports

PRAXIS II is the final step for our teacher candidates upon completing our program and for recommendation for certification. The following chart shows the pass rates for candidates seeking initial certification.

**PRAXIS II Pass Rates**

<table>
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<tbody>
<tr>
<td>0021 Ed of Young Children</td>
<td>54/100%</td>
<td>Data not available</td>
</tr>
<tr>
<td>0522 PLT K-6</td>
<td>133/98%</td>
<td></td>
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<th></th>
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<tbody>
<tr>
<td>0012 Ele Content</td>
<td>54/100%</td>
<td></td>
</tr>
<tr>
<td>0011 Ele CIA</td>
<td>54/100%</td>
<td></td>
</tr>
<tr>
<td>0522 PLT K-6</td>
<td>133/99%</td>
<td></td>
</tr>
</tbody>
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<tr>
<th>Middle Level</th>
<th>2006-2007</th>
<th>2007-2008</th>
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<tbody>
<tr>
<td>0523 PLT 5-9</td>
<td>18/95%</td>
<td></td>
</tr>
<tr>
<td>0069 Math</td>
<td>5/100%</td>
<td></td>
</tr>
<tr>
<td>0049 LA</td>
<td>10/100%</td>
<td></td>
</tr>
<tr>
<td>0439 Science</td>
<td>5/100%</td>
<td></td>
</tr>
<tr>
<td>0089 SS</td>
<td>8/67%</td>
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On the early childhood level, candidates are required to take a general knowledge test for grades K-6, even though the program and the certification requirements only span PreK-3. They also are required to take a specific test on early childhood.

Elementary candidates are required to pass three assessments, one that is the same PLT that is also required for early childhood. In addition, elementary students are required to take an assessment in the core four content areas and one in curriculum, assessment and instruction.

**Academic Advising**

All faculty members have advisees in the areas of their expertise. Many faculty members have from 40-60 advisees and provide a high level of support to the students. In the past MAT students were advised by the MAT director and required little advising past the initial meeting. Faculty requested greater involvement and plans have been made to distribute graduate advisee among the faculty.

**Recruitment activities**

Recruitment to improve diversity was completed for students, staff and faculty. First, search committees for new faculty made extra efforts to recruit highly qualified minority faculty. Members of the search committee make special effort to contact candidates and connect with them before they ever come to campus. The faculty interact with all candidates and assess the match of the position and the candidate. Faculty takes a very strong support role with students. The chair meets with perspective students and parents several times a year. Faculty members and the chair attend recruitment meetings on campus. They sponsor clubs for students and try to ensure that all students are engaged in some activity and feel connected to the School of Education, Health, and Human Performance.

**Summary**

EDEE has had a very successful two year period. We have maintained strong programs and have worked collaboratively to produce quality graduates. We have used assessment data to monitor our progress and have made changes in our programs to make them even stronger. We have increased enrollment in our graduate programs and have worked to stay connected to our students.

**Professional Development**

**Books**

**Linda C. Edwards**


**Christine R. Finnan**

Mary E. Jones


Sara D. Powell


Articles in Refereed Journals

Jinny B. Bartel


Christine R. Finnan


Linda H. Fitzharris


Mary E. Jones


Martha L. Nabors


Diana Treahy


Other Articles, Chapters in Books, Publications of a Special Nature

Linda C. Edwards


Christine R. Finnan


Cherie M. Larson

Larson, C. M.. Professionalism in professional development?. *South Carolina Journal of Education*.

William Veal


Ann H. Wallace

Other Editorial/Review Activities

Jinny B. Bartel


Linda C. Edwards


Margaret C. Hagood


Editorial Board Member, "Reading Research Quarterly," International Reading Association. (June 2003 - Present).


Editor, "Handbook of Research on teaching literacy through the communicative and visual arts," International Reading Association. (July 2005 - August 2006).

Genny H. Hay


Mary E. Jones


Martha L. Nabors


Diana Treahy


Ann H. Wallace

Invited Manuscript Reviewer, "Beyond Counting the Days of School: Children Build Understanding of Place Value as they Decompose Number," Teaching Children Mathematics. (February 2007).


"Sixth Grade Mathematics Teachers' Intentions in Asking Probing and Guiding Questions,," NCTM (Ed). (May 2006).

Conferences and Workshops Attended/Panels Chaired/Other Professional Activity

Jinny B. Bartel

Description: Learning how to create and illustrate stories digitally.


Christine R. Finnan


Margaret C. Hagood


Description: Vice-President of Board of Directors of Children's Museum of the Lowcountry, Charleston, SC

Board Member, "Miles ECDC," Charleston, SC. (2006 - Present).


Board Member, "Miles ECDC." (2004 - Present).


Genny H. Hay


Cherie M. Larson


Martha L. Nabors

"Committee Member." (August 2008 - May 2009).
Description: SMFT Steering Committee
Kappa Delta Pi Chapter Counselor
Teaching Fellows Advisory Committee
Departments Sargent of Arms
Faculty Senator


**Diana Treahy**

Attended Conference, "South Carolina Middle School Association Regional Conference," SCMSA, Myrtle Beach, SC. (March 2008).

Attended Conference, "International Conference in Education," Pepperdine University, Honolulu, HI. (January 2007).

**Invited Lectures/Readings**

**Jinny B. Bartel**


**Linda C. Edwards**


**Christine R. Finnan**

Christine R. Finnan, American Association of Teaching and Curriculum, "What Do I Do with that Big Boy in the Back of the Class? Preparing and Supporting Teachers to Engage Over-age Students," American Association of Teaching and Curriculum, Cleveland, OH. (October 5, 2007).


Christine R. Finnan, American Association of Teaching and Curriculum, "Where Are the Advocates for Upper Elementary Students?: Implications for an Overlooked Age Group," American Association of Teaching and Curriculum, Charlotte, NC. (October 12, 2006).

Linda H. Fitzharris

Linda H. Fitzharris, A+ Summer Institute, ""Integrating the Arts in the Curriculum", "Curriculum Integration Coordinator for the Kenan Institute for the Arts.

Linda H. Fitzharris, A+ Summer Institute, ""Using Assessment to Improve Instruction", "Curriculum Integration Coordinator for the Kenan Institute for the Arts.

Linda H. Fitzharris, Berkeley County School District, ""Applying Effective Instructional Strategies to a Comprehensive Curriculum"."

Linda H. Fitzharris, Educators for Improving Test Scores (EFITS), ""A Painless Approach to Aligning Curriculum and Assessment"."

Linda H. Fitzharris, Ellington Elementary School, ""Mapping the Curriculum"."

Linda H. Fitzharris, International Conference on Standards and Assessments, ""National Standards and Assessment: Will They Matter?"."


Linda H. Fitzharris, Stone Academy, ""Designing an Effective Writing Curriculum", "Greenville County School District.

Linda H. Fitzharris, Stone Academy, ""Designing and Aligning Curriculum for Effective Instruction", "Greenville County School District.

Linda H. Fitzharris, Wilson County School System Reading Workshops, ""Effective Teaching of Language Arts, K-8"."


Mary E. Jones, Linda H. Fitzharris, Allison B. Crawford, 34th SCIRA Conference, "Literacy Improvement: Evaluating Teachers' Literacy Knowledge to Differentiate Future Staff Development," Myrtle Beach, SC. (February 16, 2007).

Margaret C. Hagood

Margaret C. Hagood, PreConvention Institute at the International Reading Conference Pre-Conference Institute, "Institute 7: New Literacies Practices: Learning from Youth in Out-of-School and In-School Contexts," Atlanta, GA. (May 2008).

Margaret C. Hagood, National Reading Conference, "New Literacies Strategies Implementation on Teachers’ and Students’ Literacy Performance in Underperforming Middle Schools: Findings from Year 1," Austin, TX. (December 2007).

Margaret C. Hagood, National Reading Conference, "New methods for analyzing multimodal data. Discussant remarks in symposium, Multimodal data analysis in language and literacy education," Austin, TX. (December 2007).


Margaret C. Hagood, National Reading Conference, "Working with new literacies in schools. Discussant remarks in symposium, The TICA project: Teaching internet comprehension to adolescents who are at risk to become dropouts," Austin, TX.. (December 2007).

Margaret C. Hagood, Annual Conference of the South Carolina Middle School Association., "New Literacies in the Middle Grades.," Myrtle Beach, SC.. (November 2007).

Margaret C. Hagood, Center for Partnerships at the College of Charleston, "Using MovieTrailers in Literacy Classrooms," Charleston, SC. (November 2007).

Margaret C. Hagood, National Council of Teachers of English, "Bridging the Known to the New: Building Upon Reading and Writing Workshop Methods to Implement New Literacies Teaching Strategies in Middle School Language Arts and Social Studies Classrooms," New York, NY. (November 2007).


Margaret C. Hagood, Channel 5 Local News, "Is Technology Making Students Dumber," Charleston, SC. (August 2007).

Pauline Egelson, Margaret C. Hagood, Mary Provost, Emily Skinner, Center for Partnerships to Improve Education School Improvement Conference, "New Literacies in the Middle Grades," Charleston SC. (April 2007).

Margaret C. Hagood, Annual conference of the South Carolina Middle School Association, "New literacies in middle grades," Myrtle Beach, SC. (March 2007).

Margaret C. Hagood, "Teaching young children about stranger safety using children’s literature," Miles Early Childhood Development Center. (March 2007).

Pauline Egelson, Margaret C. Hagood, Mary Provost, Emily Skinner, Charleston County School District Middle School Leadership Conference, "New Literacies in the Middle Grades," Charleston SC. (January 2007).

Mary Provost, Pauline Egelson, Emily Skinner, Margaret C. Hagood, Blue Ribbon Schools Blueprint for Excellence Conference, "The Center for Excellence for the Advancement of New Literacies in the Middle Grades," North Charleston, SC. (December 2, 2006).

Emily Skinner, Pauline Egelson, Margaret C. Hagood, Mary Provost, National Middle School Association Annual Conference, "New Literacy Teaching Strategies; Drawing Upon Adolescents Cultural Resources as Scaffolds for Academic Learning," Nashville, TN. (November 2006).


Margaret C. Hagood, South Carolina Middle School Association Conference, "Research on teaching New Literacies in Charleston County Middle Schools," Myrtle Beach, SC. (March 4, 2006).

Rénard Harris

Renard Harris, NCSS, NCSS, Kansas City.

Renard Harris, South Carolina, SCATE, Myrtle Beach, SC.

Genny H. Hay

Genevieve H. Hay, We are all Special Education Teachers, "Inclusion for Classroom Teachers," College of Charleston Teaching Fellows, College of Charleston. (February 6, 2008).


Mary E. Jones Ph. D.


Mary E. Jones, Linda H. Fitzharris, Allison B. Crawford, 34th SCIRA Conference, "Literacy Improvement: Evaluating Teachers' Literacy Knowledge to Differentiate Future Staff Development," Myrtle Beach, SC. (February 16, 2007).

Brian Lanahan


Martha L. Nabors


Martha L. Nabors, South Carolina Science Councils Annual Conference, ""Sweet" successes in science that matters," South Carolina Science Council, Myrtle Beach, SC. (November 2006).

Michele L. Phillips


Emily Skinner


Pauline Egelson, Margaret C. Hagood, Mary Provost, Emily Skinner, Center for Partnerships to Improve Education School Improvement Conference, "New Literacies in the Middle Grades," Charleston SC. (April 2007).
Pauline Egelson, Margaret C. Hagood, Mary Provost, Emily Skinner, Charleston County School District Middle School Leadership Conference, "New Literacies in the Middle Grades," Charleston SC. (January 2007).

Mary Provost, Pauline Egelson, Emily Skinner, Margaret C. Hagood, Blue Ribbon Schools Blueprint for Excellence Conference, "The Center for Excellence for the Advancement of New Literacies in the Middle Grades," North Charleston, SC. (December 2, 2006).

Emily Skinner, Pauline Egelson, Margaret C. Hagood, Mary Provost, National Middle School Association Annual Conference, "New Literacy Teaching Strategies; Drawing Upon Adolescents Cultural Resources as Scaffolds for Academic Learning," Nashville, TN. (November 2006).

Diana Treahy


William Veal


William Veal, B. Patton, J. Tunks, D. Brown, Annual Conference of the American Association for Teaching and Curriculum, "Using technology to eliminate the distance factor in the classroom: My teacher is where?," American Association for Teaching and Curriculum, Cleveland, Ohio. (October 5, 2007).


William Veal, A.C. Thaxton, Annual Conference of the American Association for Teaching and Curriculum, "The State of Distance and Science Education in Rural Low Income Schools in South Carolina," American Association for Teaching and Curriculum, Charlotte, North Carolina. (October 9, 2006).


Ann H. Wallace

Ann H. Wallace, Mary J. White, Ryan Stone, NCTM Annual Conference, "Using the Sand and Water Table to Help Promote Mathematical Thinking," NCTM, Atlanta, GA. (March 2007).


Grants Received

Jinny B. Bartel

Bartel, Virginia (Principal), "Teacher Quality Enhancement (Standards & Assessment) (State)," State governmental agency, requested $24,500.00, awarded $24,500.00. (June 30, 2001 - March 18, 2008).

Bartel, Virginia B., "Increasing Parental Involvement," Sponsored by Center for Partnerships, College of Charleston, requested $50,000.00, awarded $50,000.00. (April 2007 - January 2008).

Matthew Clark

Clark, Matthew R (Co-Investigator), Jeter, Deborah W. (Co-Investigator), Agrest, Sofia (Co-Investigator), Florence, Hope M. (Co-Investigator), "FAR-Ahead: Improving Middle-School Students’ Mathematical Performance with Targeted Instruction on Fractions and Ratios," Center for Partnerships to Improve Education, requested $27,341.00, awarded $27,341.00. (January 1, 2007 - December 31, 2007).

Christine R. Finnan

Finnan, Christine R (Principal), "Accelerated Schools-FY07/08," Sponsored by SC Department of Education (EIA), State governmental agency, requested $200,000.00, awarded $200,000.00. (July 1, 2007 - June 30, 2008).

Finnan, Christine R (Principal), "Study of Accelerated Schools," State governmental agency, requested $50,000.00, awarded $50,000.00. (May 15, 2007 - May 15, 2008).

Finnan, Christine R (Principal), "University of Connecticut Service Agreement," State of Connecticut, requested $50,000.00, awarded $50,000.00. (May 5, 2007 - May 4, 2008).

Finnan, Christine R (Principal), "Accelerated Schools Project - EIA," State governmental agency, requested $200,000.00, awarded $200,000.00. (July 1, 2006 - June 30, 2007).

Finnan, Christine R (Principal), "Accelerated Schools-FY06/07," State governmental agency, requested $200,000.00, awarded $200,000.00. (July 1, 2006 - June 30, 2007).
Margaret C. Hagood

Provost, Mary (Other), Egelson, Pauline (Other), Hagood, Margaret C. (Other), Skinner, Emily (Other), "Center for the Advancement of New Literacies in Middle Grades," State governmental agency, requested $150,000.00, awarded $150,000.00.

Rénard Harris

Harris, Renard (Principal), "Interpretive case study of the Friendfield Slave Village," Sponsored by Belle W. Baruch Foundation, Private, requested $2,500.00, awarded $2,500.00. (July 1, 2007 - November 30, 2007).

Sara D. Powell

Powell, Sara Davis (Principal), "Edwin A. Harleston Exhibition," Local governmental agency, requested $1,000.00, awarded $250.00. (January 1, 2006 - August 31, 2006).

Emily Skinner

Provost, Mary (Other), Egelson, Pauline (Other), Hagood, Margaret C. (Other), Skinner, Emily (Other), "Center for the Advancement of New Literacies in Middle Grades," State governmental agency, requested $150,000.00, awarded $150,000.00.

Skinner, Emily (Co-Investigator), "Center of Excellence for the Advancement of New Literacies in Middle Grades," State governmental agency, requested $650,000.00, awarded $650,000.00. (January 2005 - Present).

Diana Treahy

Treahy, Diana L. (Principal), "Center for Learning and Teaching Faculty Development Research Grant," Sponsored by CFD (formerly CETL), College of Charleston, requested $1,000.00, awarded $1,000.00. (January 2007).

William Veal

Veal, William (Co-Investigator), Cozart, Angela M (Co-Investigator), "Faculty Development Grant," Sponsored by CFD (formerly CETL), College of Charleston, requested $1,000.00, awarded $1,000.00. (April 11, 2007 - August 11, 2007).

Ann H. Wallace

Wallace, Ann Howard, "Center for Faculty Development," Sponsored by CFD (formerly CETL), College of Charleston, requested $400.00, awarded $400.00.

Research and Development Funds

Finnan, Christine R, "Accelerated Schools (2005-2006)," State governmental agency, requested $125,000.00, awarded $125,000.00. (July 1, 2005 - June 30, 2006).
Mary E. Jones

Jones, Mary E. (Principal), "College of Charleston Research Grant." (May 1984 - Present).


Diana Treahy


Treahy, Diana L. (Principal), "Research and Development Grant," Sponsored by Faculty R&D, College of Charleston, awarded $1,373.16. (March 2008).

Treahy, Diana L. (Principal), "Research and Development Grant," Sponsored by EDEE Department, College of Charleston, requested $1,000.00, awarded $1,000.00. (January 2007).

William Veal

Veal, William (Principal), "Faculty Technology Institute," Sponsored by CFD (formerly CETL), College of Charleston, requested $500.00, awarded $500.00. (March 7, 2007 - March 10, 2007).

Veal, William (Co-Investigator), Taylor, Dawne M (Co-Investigator), "CETL Research Grant," Sponsored by CFD (formerly CETL), College of Charleston, requested $1,000.00, awarded $1,000.00. (May 1, 2006 - August 30, 2006).

Veal, William (Co-Investigator), Curtin-Thaxton, Alice (Principal), "Distance Education in Rural South Carolina," Sponsored by CFD (formerly CETL), College of Charleston, requested $1,520.00, awarded $1,520.00. (January 2006 - June 2006).

Veal, William (Principal), Mebane, Dorothy (Co-Investigator), Randolph, Keri (Co-Investigator), "Online Science Methods for Lateral Entry Science Teachers," Sponsored by CFD (formerly CETL), College of Charleston, requested $1,200.00, awarded $1,200.00. (January 2006 - May 2006).

Veal, William (Principal), "CETL Teaching Grant," Sponsored by CFD (formerly CETL), College of Charleston, requested $1,000.00, awarded $1,000.00. (January 1, 2006 - May 30, 2006).

Veal, William (Principal), "Faculty Technology Institute," Sponsored by CFD (formerly CETL), College of Charleston, requested $500.00, awarded $500.00. (March 6, 2006 - March 10, 2006).

Ann H. Wallace

Wallace, Ann Howard, "Academic Year Research Award," Sponsored by AYRA, College of Charleston, requested $180.00, awarded $180.00.

Wallace, Ann Howard, "Center for Effective Teaching and Learning," Sponsored by CFD (formerly CETL), College of Charleston, requested $800.00, awarded $800.00.

Wallace, Ann Howard, "Research and Development," requested $1,200.00, awarded $500.00.
Wallace, Ann Howard, "School of Education - Faculty/Undergraduate Research Grant," Sponsored by School of Education, College of Charleston, requested $225.00, awarded $225.00.

Wallace, Ann Howard, "School of Education - Faculty/Undergraduate Research Grant," Sponsored by School of Education, College of Charleston, requested $380.00, awarded $380.00.

Wallace, Ann Howard, "SOE Student Award Grant," Sponsored by School of Education, College of Charleston, requested $1,200.00, awarded $400.00.

Service

Department

**Linda C. Edwards**

EDEE Search Committee, Committee Member. (August 2006 - May 2007).

Early Childhood Education M.Ed. Thesis Committee, Committee Chair, Board Member. (August 2001 - May 2007).

Master of Arts in Teaching Committee, Committee Member. (August 2004 - May 2006).

NCATE Committees, Committee Member. (August 2002 - May 2006).

Curriculum/MAT Committee, Curriculum/M.Ed. Committee, Subcommittee on Department Assessment Plan, Semester III Undergraduate Early Childhood Education Program Committee

Miles Early Childhood Center Scholarship Committee, Committee Member. (August 2000 - May 2006).

**Christine R. Finnan**

Curriculum Assessment Committee, Committee Member, Member. (August 2007 - Present).

Scholarships, Committee Member, Member. (August 2007 - Present).

**Cherie M. Larson**

Center for Partnership and Learning Research Committee, Committee Member. (September 1, 2005 - Present).

Library Liaison, Committee Member, Member. (August 5, 2004 - Present).

**Martha L. Nabors**


EDEE Search Committee, Committee Chair. (August 2004 - May 2008).

Sunshine Fund Coordinator, Committee Chair. (August 2002 - May 2008).

NAEYC Assessment Sub-committee, Committee Member. (August 2005 - May 2007).
SOE Assessment Committee, Committee Member. (August 2005 - May 2006).

**Diana Treahy**

Collegiate Middle Level Association, Student Org Advisor (Professional Org), Other. (August 2006 - Present).

SC Middle School Association Institutional Member, Member. (August 2007 - May 2008).

SPA Committee, Member. (August 2007 - May 2008).

Curriculum Assessment Committee, Member. (August 2006 - December 2007).

**College**

**Christine R. Finnan**

Institutional Review Board, Committee Member, Member. (August 2007 - Present).

**Linda H. Fitzharris**

C of C Annual Foundation Drive, Foundation Drive Representative.

Senate Nominations Committee, C of C, Member.

**Margaret C. Hagood**

Academic Planning Committee, Committee Member. (January 2007 - January 2008).

**Rénard Harris**

Upward Bound, Guest Speaker

**Mary E. Jones**

Memminger Partnership Committee, member, Member. (August 2006 - May 2008).

Dept. of Elementary and Early Childhood Education, Committee Chair, Other. (August 1997 - May 2008).

**Martha L. Nabors**

College of Charleston's P-12 Teacher Award Committee, Committee Member. (August 2005 - May 2008).


College of Charleston's Tenure, Promotion, and Third-year Review Alternate, Committee Member. (August 2006 - May 2007).
Diana Treahy

Unit Assessment Committee, College Representative, Member. (August 2006 - August 2007).

Ann H. Wallace

College of Charleston, Undergraduate Research and Creative Activities, Member. (August 2004 -2007).

Community

Jinny B. Bartel

Early Childhood Development Coordinating Committee, Member.

Memminger-School of Education Partnership, Committee Chair, Other. (April 2003 - June 2008).

Linda C. Edwards

Miles Early Childhood Development Center Advisory Committee, Committee Member. (August 2000 - May 2006).

Christine R. Finnan

Palmetto Priority Schools Partners, College Representative, Member. (September 17, 2007 - Present).


Sea Islands Partners for Youth, Advisory Board, Board Member. (September 2006 - Present).

Governing Board, Accelerated Schools PLUS, Committee Member, Member. (September 2003 - June 2007).

Unit Assessment Committee, Committee Chair, Other Officer. (August 2001 - June 2006).

Margaret C. Hagood

EHHP Research Development Committee / Nathan Miles ECDC Faculty Liason / M.Ed & Ed.S. Planning Committee, Committee Member. (January 2007 - 2008).

Genny H. Hay

Unit Assessment Committee, Committee Member. (August 2006 - June 2008).

EDEE Search Committee, Committee Member, Member. (August 2007 - May 2008).

Elementary and Early Childhood Search Committee, Committee Chair. (August 2002 - May 2007).

HOSTS Program, Student Recruiter, Other. (September 15, 2001 - April 19, 2006).
Mary E. Jones

First Buist Book Symposium, Conference Panel, Other. (September 6, 2007).

Beaufort SCIRA, Committee Chair, Other Officer. (June 2006 - August 2007).


Mayor's Mentor Program, volunteer, Other. (August 1995 - August 2007).

Speaker's Bureau Directory, volunteer, Other. (August 1982 - August 2007).
Volunteer for the Speakers Bureau Directory, The Office of Children's Services with the Mayor's Commission on Children, Charleston, SC.

Brian Lanahan

Charleston County First Steps, Board Member. (January 2007 - Present).

Martha L. Nabors


Math and Science for Teachers Masters' Program Steering committee, Committee Member. (August 2002 - May 2008).

Teaching Fellows Interviewer and Advisory Board, Committee Member. (August 2002 - May 2008).

Ed. S. Planning Committee, Committee Member. (August 2006 - May 2007).

Diana Treahy

326/687 Articulation Curriculum Committee, Committee Member, Member. (August 2006 - Present).

Charleston County School District, College Representative. (August 2006 - Present).
Advisor for E-Mentoring Project with schools in Charleston County School District, Charleston, South Carolina.

Profession

Jinny B. Bartel

Memminger School of Education Partnership, Committee Chair. (February 2003 - December 2007).

Linda H. Fitzharris

Curriculum Committee, Member.

Administrative Council, School of Education, Health and Human Performance, Member. (January 2004 - Present).
American Association for the Advancement of Science. (January 1980 - Present).

**Margaret C. Hagood**


Annual meeting of the National Reading Conference, Program Reviewer. (1998 - Present).

Senate representative for EDEE, College Representative. (January 2006 - 2008).

College-wide: Assessment Committee, Committee Member, Member. (January 2005 - 2008).

College Wide Institutional Review Board, Advisory Board, Board Member. (2006 - 2007).

EDEE Research & Development Committee, Committee Member, Member. (2006 - 2007).

Scholarship Committee, Committee Member, Member. (2006 - 2007).

School of Education - ECDC Faculty Liason. (2006 - 2007).

Technology Advisory Committee, Committee Member, Member. (2006 - 2007).

Nathan Miles Advisory - School of Education, Advisory Board, Board Member. (2005 - 2007).

Academic Computing Search Committee, Committee Member, Member. (2005 - 2006).

EDEE Research & Development Committee, Committee Member, Member. (2005 - 2006).

Recruitment Committee (Social Studies Position), Committee Member, Member. (2005 - 2006).

SOE: Memminger Partnership Committee, Committee Member, Member. (2005 - 2006).

**Rénard Harris**

Accelerated Schools, Guest Speaker.

**Genny H. Hay**


**Mary E. Jones**

Buist Academy Reading Project, Conference Panel, Member. (January 2007 - December 2007).

Panel Member for Buist Academy Reading Project, 2007

Beaufort SCIRA, Membership Chair, Member. (August 2006 - May 2007).

Membership Chair for Beaufort SCIRA, 2006-2007
Brian Lanahan

Center for Educator Recruitment, Retention, & Advancement, Interviewer. (January 12, 2008).

Diana Treahey


Carmel School District, College Representative, Member. (January 2006 - August 2006). Response to Intervention Committee

Ann H. Wallace

Lowcountry Hall of Science and Math Advisory Council, Advisory Board.

Math for Teachers Committee.

Consulting

Linda H. Fitzharris


Arts Infusion Consultant, Spoleto Festival Charleston SC. (May 2006).

Lowcountry Arts Education Partnership, Spoleto Festival 2006

Margaret C. Hagood


Genny H. Hay


Mary E. Jones


Revised textbook

Diana Treahy

Reviewed mathematics education textbook

Honors and Awards

Jinny B. Bartel

Consultant, Walt Disney.
Fire Safety video, "Stop, Drop, and Roll."

Dean's Merit Fellowship, The University of Michigan.

Education Award for Scholarship and Service, The University of North Carolina - Charlotte.

Order of the Old Well for Scholarship and Service, The University of North Carolina - Chapel Hill.

Order of Valkyries for Scholarship, Leadership, and Service, The University of North Carolina - Chapel Hill.

Student Representative, School of Education, The University of Michigan.

Linda C. Edwards


Margaret C. Hagood

Junior Teacher Scholar Award, College of Charleston, School of Education, Teacher - Scholar, $500.00. (2006).

Rénard Harris


Genny H. Hay

Selected for technology training, College of Charleston Technology Institute, $500.00. (March 3, 2008).

Mary E. Jones

SOE Newsletter Article, School of Education, Teaching. (January 2008).

Book Symposium Panelist, Buist Academy, Service, Community. (September 6, 2007).

Martha L. Nabors

The Tau Tau Chapter of Kappa Delta Pi Chapter Program Award, Kappa Delta Pi, Education Honor Society, Service, Community. (November 2, 2007).


Grant for Reading is Fun Week, Kappa Delta Pi, National Headquarters, Service, Community. (April 2006).

Superior rating for post-tenure review, Teaching. (March 2006).


William Veal


President, American Association of Teaching and Curriculum. (October 2006).

Ann H. Wallace

Teacher-Scholar Award, School of Education, Teacher - Scholar, $500.00. (May 11, 2007).

School of Education Student Award Grant, School of Education, Service, Professional, $400.00. (September 2006).

Travel Grant, Center for Faculty Development, Service, Professional, $400.00. (September 2006).

Research and Development, College of Charleston, Research, $550.00. (March 2006).

Grants and Contracts

Mary E. Jones

Jones, Mary E. (Principal), "College of Charleston Research Grant." (May 1984 - Present).


Diana Treahy


Treahy, Diana L. (Principal), "Research and Development Grant," Sponsored by Faculty R&D, College of Charleston, awarded $1,373.16. (March 2008).

Treahy, Diana L. (Principal), "Research and Development Grant," Sponsored by EDEE Department, College of Charleston, requested $1,000.00, awarded $1,000.00. (January 2007).
William Veal

Veal, William (Principal), "Faculty Technology Institute," Sponsored by CFD (formerly CETL), College of Charleston, requested $500.00, awarded $500.00. (March 7, 2007 - March 10, 2007).

Veal, William (Co-Investigator), Taylor, Dawne M (Co-Investigator), "CETL Research Grant," Sponsored by CFD (formerly CETL), College of Charleston, requested $1,000.00, awarded $1,000.00. (May 1, 2006 - August 30, 2006).

Veal, William (Co-Investigator), Curtin-Thaxton, Alice (Principal), "Distance Education in Rural South Carolina," Sponsored by CFD (formerly CETL), College of Charleston, requested $1,520.00, awarded $1,520.00. (January 2006 - June 2006).

Veal, William (Principal), Mebane, Dorothy (Co-Investigator), Randolph, Keri (Co-Investigator), "Online Science Methods for Lateral Entry Science Teachers," Sponsored by CFD (formerly CETL), College of Charleston, requested $1,200.00, awarded $1,200.00. (January 2006 - May 2006).

Veal, William (Principal), "CETL Teaching Grant," Sponsored by CFD (formerly CETL), College of Charleston, requested $1,000.00, awarded $1,000.00. (January 1, 2006 - May 30, 2006).

Veal, William (Co-Investigator), Curtin-Thaxton, Alice (Co-Investigator), "Student and Faculty Research & Teaching Grant," Sponsored by CFD (formerly CETL), College of Charleston, requested $1,000.00, awarded $1,000.00. (January 1, 2006 - May 30, 2006).

Veal, William (Principal), "Faculty Technology Institute," Sponsored by CFD (formerly CETL), College of Charleston, requested $500.00, awarded $500.00. (March 6, 2006 - March 10, 2006).

Ann H. Wallace

Wallace, Ann Howard, "Academic Year Research Award," Sponsored by AYRA, College of Charleston, requested $180.00, awarded $180.00.

Wallace, Ann Howard, "Center for Effective Teaching and Learning," Sponsored by CFD (formerly CETL), College of Charleston, requested $800.00, awarded $800.00.

Wallace, Ann Howard, "Research and Development," requested $1,200.00, awarded $500.00.

Wallace, Ann Howard, "School of Education - Faculty/Undergraduate Research Grant," Sponsored by School of Education, College of Charleston, requested $225.00, awarded $225.00.

Wallace, Ann Howard, "School of Education - Faculty/Undergraduate Research Grant," Sponsored by School of Education, College of Charleston, requested $380.00, awarded $380.00.

Wallace, Ann Howard, "SOE Student Award Grant," Sponsored by School of Education, College of Charleston, requested $1,200.00, awarded $400.00.

Presentations/Lectures Given
Genny H. Hay


Ann H. Wallace

"Using the Sand and Water Table to Help Promote Mathematical Thinking" - R. Stone (SPRING 2007, Graduate, Early Childhood Education).

Publications

Genny H. Hay


"Assuring the Safety of Severely Food Allergic Children in School" - J. T. Moore (Graduate, Elementary Education).
Introduction

The Master of Arts in Teaching Program in Early Childhood Education, which provides initial certification for students possessing baccalaureate degrees in fields other than education, prepares candidates to teach pre-kindergarten through third grade in South Carolina public elementary schools.

In the academic year 2006-07, fourteen (14) candidates completed the capstone experience, Clinical Practice – eight (8) in the fall semester and six (6) in spring semester. As of fall 2007, there were twenty-six (26) declared majors, eight (8) of whom were new to our program. Nine (9) candidates successfully completed the capstone experience, Clinical Practice in the 2007-2008 academic year, two (2) in the fall, and seven (7) in the spring. All were recommended to the South Carolina Department of Education for certification to teach pre-kindergarten through third grade.

Mission

Our mission is to prepare teachers who will facilitate the learning and development of all students in their pre-K through grade 3 classrooms based on a foundation in well-established educational philosophies and theories of individuals such as Dewey, Montessori, Froebel, Piaget, Erikson, Vygotsky, Gardner and others. Since learning occurs as children construct meaning from their experiences in a developmentally and culturally appropriate, interactive environment, we expect our candidates to reflect on and analyze different teaching approaches from both theoretical and practical perspectives (Piaget, 1995; Vygotsky, 1978) so that they can make instructional decisions that respect the individual needs and interests of young children.

This view is based on the premises that: (a) teachers must be knowledgeable about child development before they can implement programs based on child development principles; (b) experiences with children provide the basis for appropriate practices and pedagogical knowledge; (c) a developmentally appropriate program requires preparation that is specifically designed for teaching young children through an individualized, concrete, experiential approach; (d) the development of a professional code of ethics, sensitivity to and respect for children and the socio-cultural contexts in which they live enables teachers to evolve and reach their professional potential; and (e) education in the social, political, family, and community environment fosters teacher growth, child advocacy, and prepares the teacher to serve as a advocate and productive member of the early childhood profession.

Accomplishments

Our nationally recognized early childhood program, reaccredited in 2004 by NCATE, our national accrediting agency, was officially approved by the College of Charleston Faculty Senate on September 13, 2005 and commence in fall 2006. Thus, the first candidates to graduate from the newly revised program were those graduating in May, 2008.

The primary changes to the program involve clustering courses into focus areas linked to the conceptual framework of the School of Education, Health, and Human Performance. Each area has a field experience designed to integrate and apply knowledge and skills linked to course content. An additional field experience has been added as well as a course in early childhood assessment to better prepare our candidates in authentically and meaningfully linking curriculum, instruction, and evaluation. The focus areas are Development of the Learner and the Relationship to Content Learning, Pedagogy and Content Knowledge, Creating an Effective Climate for
Learning, and Culminating Experiences. Courses added were Assessment in Early Childhood Education and an additional field experience which increased the number of field experiences from two to three before students begin clinical practice.

A graduate student in our program was hired into an assistantship to help recruit new students. Part of this process included an examination of programs across the country and subsequent changes to the process of admissions. Faculty members in the Department approved changes to our admissions criteria which will become effective spring, 2009. Primary changes involve the addition of the Miller Analogies Test and a group interview. Advising has been done by the program director, but since enrollments have increased, effective fall semester, 2008, a faculty member will be assigned to each candidate to act as an advisor. Part of this role will be to make sure the candidate successfully follows the program of study established with the program director.

Students in the MAT early childhood program continue to distinguish themselves. Anna Ward received the Outstanding Student in Early Childhood Education Award in the fall, 2006 and in the spring, 2007 Courtney Smith and David Smith received the same award. David Smith also received the Ken Bower Award. Debbie Price received a Volpe Award. Outstanding Student Awards in the fall of 2007 went to Ryan Stone who also received the Ken Bower Award. And in the spring, 2008, the Outstanding Student Award in Early Childhood Education was received by Kristin Sigalas. In terms of scholarships, Peachey Trudell received the Alice Smith Bulwinkle Memorial Scholarship.

**Praxis II**

100% of the students in the Master of Arts in Teaching Early Childhood Education Program passed the Early Childhood Education, Praxis II exam in both the 2006-07 and 2007-08 academic years; 100% in each academic year also passed the Early Childhood Education Praxis II exam. 93.75% of these students passed the PLT, Grades K-6 Praxis II exam in the 2006-2007 academic year and 92.86% in the 2007-08 academic year. Overall, our program effectively prepared this group of candidates with knowledge and skills necessary for entry level into the early childhood profession.

**Goals**

The primary goals for the upcoming 2008-09 academic year are:
- to easily transition to the new admissions criteria
- to easily transition to a new program director
- to continue work on the assessment plan
- to plan, if possible, for a more substantial role of dispositions
- to continue discussion of more meaningful “gates” between focus areas.
Introduction

The Master of Arts in Teaching Program in Elementary Education, which provides initial certification for students possessing baccalaureate degrees in fields other than education, prepares candidates to teach second through sixth grade in South Carolina public elementary schools.

In the academic year 2006-07, nineteen (19) candidates completed the capstone experience, Clinical Practice – four (4) in the fall semester and fifteen (15) in spring semester. Thirteen (13) candidates successfully completed the capstone experience, Clinical Practice, in the 2007-08 academic year, five (5) in the fall, and eight (8) in the spring. All were recommended to the South Carolina Department of Education for certification to teach pre-kindergarten through third grade. Thus the total number of program completers for this reporting period was thirty-two (32).

Mission

The primary goal of the Department of Early Childhood, Elementary, and Middle Grades Education in which the MAT programs are housed is the preparation of highly effective teachers to meet the educational needs of children and youth. The first candidates to graduate from the revised Elementary MAT program were in the spring of 2008. The revised program includes a course in classroom assessment and a new classroom management course focusing specifically on elementary classroom environments. In order to afford lengthier and more significant field placement experiences, these field studies are now individual courses, rather than add-ons to content area coursework. As separate courses, each is linked to a current program content course, providing opportunities for meaningful field connections to program content.

Accomplishments

Enrollments since the last reporting have increased. For spring and fall 2006, respectively, there were 47 and 43 students enrolled; the total for spring 2007 was 40.

A graduate student in our program was hired into an assistantship to help recruit new students. Part of this process included an examination of programs across the country and subsequent changes to the process of admissions. Faculty members in the department approved changes to our admissions criteria which will become effective spring, 2009. Primary changes involve the addition of the Miller Analogies Test and a group interview. Advising has been done by the program director, but since enrollments have increased, effective fall semester, 2008, a faculty member will be assigned to each candidate to act as an advisor. Part of this role will be to make sure the candidate successfully follows the program of study established with the program director. Thirty-four (34) elementary M.A.T. students were enrolled in the fall, 2007.

Faculty and program courses continue to reflect a commitment to the School of Education, Health, and Human Performance Conceptual Framework, which articulates a dedication to model and support growth of our students in three areas of teacher competency: understanding and valuing the learner, knowing what and how to teach and assess and how to create a learning environment, and understanding self as a professional.

Other goals addressed were recruitment and refining of advising. In regard to the former, over five hundred cover letters and brochures were sent to public and private colleges in North Carolina, Georgia, and South Carolina. Results of that effort to date have been minimal although there is a slight increase in number of students
admitted for fall 2006. In terms of advising, the program director now personally advises all candidates and prospective candidates for the program.

Students in the MAT Elementary Program continue to distinguish themselves. The Outstanding Student Award in this program was received by Sara Tyler and Paul Visser in the fall, 2006 and Michael Carey and Angela Hulsey in the spring of 2007. Mary Stansell received the Outstanding Student in Elementary Education Award in the fall of 2007; Amy McDowell received the Award in the spring, 2008. Scholarship recipients were numerous. In the fall, 2006, Paul Visser and Amy Winstead received Nathan E. Miles Scholarships; Abigail Sullivan received the Jeremy Vann Scholarship. In the fall, 2007, scholarship recipients were Alisha Adkins, Pamela Jones, and Amy McDowell, the Colonial Dames Powder Magazine Scholarship, Kimberly Rhett received the Goizetta Reach to Teach Scholarship. Heather Russell received a Jeremy Vann Scholarship and Tracey Jackson, the Matthew Scott Ciganovic Memorial Scholarship. Anna Hatchett, Tracey Jackson, and LaTarsha Ukazim received Nathan E. Miles Scholarships and Kristine Jacinsiki was awarded the Volpe Graduate Assistantship.

**Praxis II**

100% of the students in the MAT Elementary program passed the Curriculum, Instruction, and Assessment exam of Praxis II in both the 2006-07 and 2007-08 academic years as well as 100% in both years for the Education of Young Children Exam. 100% of these students also passed the PLT, Grades K-6 portion of the Praxis II exam in the 2006-2007 academic year and 86.36% passed it in the 2007-08 academic year. Overall, our program effectively prepared this group of candidates with knowledge and skills necessary for entry level into the elementary profession. The following students also received the Praxis II Score of Excellence: Alisha Adkins, Pamela McLean, and Heather Russell.

**Goals**

The primary goals for the upcoming 2008-2009 academic year are:
- to easily transition to the new admissions criteria
- to easily transition to a new program director
- to continue work on the assessment plan
- to plan, if possible, for a more substantial role of dispositions
- to continue discussion of more meaningful “gates” between focus areas.
Introduction

The foci of this report are: 1) EDFS undergraduate program(s) coursework, and 2) graduate program(s) with information is provided by the respective Program Directors: Bonnie McCarty, Special Education M.Ed., and Michael Skinner, Special Education MAT.

All our programs and the unit are NCATE accredited. Our programs are rigorous in both the content areas and in pedagogy. We strive to serve our local public schools both through production of excellent new teachers, deepening the content and pedagogy of in-service teachers and through service to the public schools.

Faculty members were productive in all three areas of evaluation. Our faculty members’ course evaluations continue to be at or above the college average. Peer review of the instruction in courses corroborates the student evaluation scores. Faculty members have undertaken new challenges in formatting classes in new ways to reach larger numbers of students. To these ends, we now have graduate courses on-line in ESOL, Gifted and Talented and SPED programs.

We filled faculty lines with excellent tenure track and visiting lines. Each new faculty member was supplied with the resources needed to effectively teach, conduct research, provide service, and engage in meaningful scholarship and professional development. Most faculty members request state of the art computers with appropriate research and publication software including Powerpoint, Word and Excel. All faculty members are connected to IT services and support staff to ensure timely communication(s), teaching material production, written research for publication, and contact with agencies (e.g. CCSD) to whom we supply many services.

Many of both our undergraduate and graduate students choose to teach in schools across the region. Our students are highly sought after each year. Principals and school recruiters from the region, state and nation actively seek applications from our graduates. Our graduates select the content and geographic area in which they wish to teach.

The Department of Foundations, Secondary and Special Education, in support of the School of Education, Health and Human Performance’s mission, prepares competent special education and secondary education teachers, provides foundation and technology studies to candidates in all initial and advanced education degree programs, and offers studies in English as a Second Language and Gifted and Talented. Our work is grounded in the School of Education, Health, and Human Performance Conceptual Framework.

Steering committee information

Within EDFS, we have a variety of committees that help to formulate curriculum for the foundation courses, special education, and secondary programs. Each committee meets independently and provides curricular direction.

Foundations

Our foundation course committees are based on the courses that are the basis for teachers and are included in the education programs. Faculty members on these committees include representatives from EDEE and PEHD to ensure appropriate, timely and accurate information is presented in the courses. It is the intent of the programs to ensure rigorous courses that help shape the quality of our graduates.
The EDFS 201/652 committee reviews curriculum in our introduction to education courses. This is often the first class that students take in their educational program of study. In all undergraduate programs, data are collected in EDFS 201 for our first Unit Assessment Point.

The EDFS 303/654 committee determines curriculum for the human growth and development courses. Typically, this is the second education course taken, usually in the first semester of the junior year for undergraduates. This course is essential for the passage of the PRAXIS PLT test that all teachers must pass for certification in SC.

The EDFS 326/687 committee reviews the materials for the educational technology. Undergraduates typically take this course in the first semester junior year. Technology changes quickly and people who teach this course must frequently learn to use and then to teach new software and hardware applications.

The EDFS 330/725 committee is responsible for the curriculum in the initial classroom and behavior management courses for undergraduates in special and secondary education programs. This course also contains information that the state mandates with regard to EEDA.

Special Education

Special education faculty members meet monthly to discuss and plan changes in the program. The Program Directors, Meta Van Sickle, Bonnie McCarty and Michael Skinner, meet to plan upcoming meetings, form the agenda and copy materials to be used at program meetings.

The M.Ed. in Special Education was closed due to persistent enrollment problems.

A Special Education Advisory committee aids in planning the curriculum for our special education programs. A sample membership list from the area school systems and the community are represented as shown in Table 1.

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dianne Irvin</td>
<td>Director, Special Education (CCSD)</td>
</tr>
<tr>
<td>Kathleen Magliacane</td>
<td>Director, Special Education (Berkeley County)</td>
</tr>
<tr>
<td>Kay Humphries</td>
<td>Office of Special Services (Dorchester 2)</td>
</tr>
<tr>
<td>Monica Katarsis</td>
<td>Special Education Coordinator (Dorchester 4)</td>
</tr>
<tr>
<td>Cindy Sarvis</td>
<td>Director, Special Education (Colleton County)</td>
</tr>
<tr>
<td>Lori Gaillard</td>
<td>Inclusion Coach (James B. Edwards Elementary)</td>
</tr>
<tr>
<td>Kathy Lewis</td>
<td>Behavior Specialist (CCSD – 3 &amp; 9)</td>
</tr>
<tr>
<td>Paula Byers</td>
<td>Director, Advocacy Coalition for People with Disabilities</td>
</tr>
<tr>
<td>Marsha Koczyla</td>
<td>Special Education Teacher (Mary Ford Elementary)</td>
</tr>
<tr>
<td>Terry Fisher</td>
<td>C. of C. Special Education (MAT Student)</td>
</tr>
<tr>
<td>Amelia Beatty</td>
<td>C. of C. Special Education (Undergraduate Student)</td>
</tr>
<tr>
<td>Bonnie McCarty</td>
<td>Professor of Special Education &amp; Director, M.Ed. Program (C. of C.)</td>
</tr>
<tr>
<td>Bob Perkins</td>
<td>Professor &amp; Chair of EDFS (C. of C.)</td>
</tr>
<tr>
<td>Mike Skinner</td>
<td>Professor of Special Education &amp; Director, M.A.T. Program (C. of C.)</td>
</tr>
<tr>
<td>Denis Keyes</td>
<td>Professor of Special Education (C. of C.)</td>
</tr>
</tbody>
</table>

Secondary Education
Secondary education students all major in departments other than EDFS, thus coordination and communication are essential. Primary advising occurs with secondary education faculty members associated with the content area departments. Meta Van Sickle serves as the program director in duties but has no title or compensation. EDFS faculty members advise and provide liaison services to the content area departments: Meta Van Sickle, Sciences; mutindi ndunda, Mathematics; Angela Cozart, English; Bob Perkins, Social Sciences (History, Political Science and Sociology) and Shawn Morrison, French Department, for foreign languages.

A second critical mechanism for communication is the Teacher Education Council. It consists of department chairs and faculty members from all the education and content area departments along with students from the involved programs. The proposed cognate major in Secondary Education passed all: College, SDE and CHE committees. At this time the SACS report for the program is being completed and submitted. With SACS approval, we plan to offer the secondary cognate major in education in Fall, 2009.

Grant Programs

Through three grants received by faculty, specific courses and programs have been delivered through a variety of mediums. Each of these grants was completed during the timeframe for this report. Each successfully submitted and received approval on their final reports.

Meta Van Sickle has partnered with faculty at MUSC and CofC and teachers from Charleston County School District to provide science education classes through face-to-face and K-12 classroom experiences. Dr. D. Owens and Dr. Van Sickle are submitting a proposal to NSF to begin a CofC only program.

Angela Cozart and mutindi ndunda developed an ESOL program through a grant that uses online courses through WebCT. These courses are delivered across the state. These courses implement a “hybrid” model of course delivery in that an initial and a follow up face-to-face class are required but all other sessions are online. Both Angela and mutindi teach courses and are supplemented with adjunct faculty to meet all the needs. These courses are now part of our regular programs and can be a concentration for the LALE M.Ed. or a stand-alone certificate.

Julie Swanson has developed a CD-ROM delivery for coursework leading to endorsement in Gifted and Talented education. Along with adjunct faculty, Julie teaches these courses. Julie is submitting for continued funding through the SDE again this year.

Michael Skinner coordinated with the SDE on Project CREATE. This program leads to enrollments in special education coursework.

Diane Cudahy continues to work with the SDE supported Teaching Fellows Program. This program is for entering freshmen that are committed to teaching.

Thomas Murray received a grant to assist course development and international travel for CofC students to Vietnam. A second grant was received that allowed for the production of a comprehensive history of Burke High School: 100 years.

Robert Perkins now directs the Diverse Pathways in Teacher Preparation grant. This grant was originally directed by Tom Hallberg.

Mary Provost was a co-author and Co-PI of the Center for the Advancement of New Literacies in Middle Grades in collaboration with Margaret Hagood and Emily Skinner. This grant is administered through the CPIE.
Competitions and Special Events

The College SCCEC team competitions resulted in:

<table>
<thead>
<tr>
<th>Competition</th>
<th>Year</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Bowl</td>
<td>2007</td>
<td>1st</td>
</tr>
<tr>
<td>College Bowl</td>
<td>2008</td>
<td>2nd</td>
</tr>
</tbody>
</table>

Goals and Objectives

EDFS goals were based on the College and School Strategic Goals. Table 2 presents the goals, objectives and action steps for the new TEDU rather than a second review of accomplishments during the 2006-2007 academic years.

Table 2: EDFS Goals and Action Steps

The Dean has reorganized the EHHP and thus the following goals are the new goals for the new TEDU department. The first change is that there will now be a chair and an associate chair. The second major change will be a new committee structure. To this end, the following charts describe the new committees with attending goals. Each goal is followed by a series of proposed action steps. The data to reveal if the goals are met will be collected over the next three years.

Table 2.1: TEDU Goals, Objectives, and Action Steps

<table>
<thead>
<tr>
<th>Research and Professional Development Goals &amp; Objectives for Faculty Members and GA’s</th>
<th>Method of Attainment and Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1: Recruit quality graduate students for all M.Ed. and M.A.T. programs.</td>
<td></td>
</tr>
<tr>
<td>Objective 1.1: Ensure faculty members equitably receive GA’s who are competent.</td>
<td>1.1.1 Work with Graduate Studies recruitment process.</td>
</tr>
<tr>
<td></td>
<td>1.1.2 Ensure quality GA’s for faculty members.</td>
</tr>
<tr>
<td></td>
<td>1.1.3 Assist with GA assignments.</td>
</tr>
<tr>
<td>Objective 1.2: Develop criteria for GA work.</td>
<td>1.2.1 Develop criteria for GA work to ensure they are doing meaningful activities and assisting with research.</td>
</tr>
<tr>
<td></td>
<td>1.2.2 Increase opportunities for GA’s to assist with publications and presentations.</td>
</tr>
<tr>
<td>Goal 2: Maintain and enhance working relationships with area urban, suburban, and rural schools.</td>
<td></td>
</tr>
</tbody>
</table>
### Research and Professional Development Goals & Objectives for Faculty Members and GA’s

<table>
<thead>
<tr>
<th>Objective 2.1: Provide meaningful, collaborative relationships with various community agencies involved with educational endeavors.</th>
<th>Method of Attainment and Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1 Encourage our students to participate in service learning and volunteer work in schools and local agencies.</td>
<td></td>
</tr>
<tr>
<td>2.1.2 Work cooperatively with area schools and organizations.</td>
<td></td>
</tr>
<tr>
<td>2.1.3 Build on connections established by existing supervised field experiences and clinical practice, and encourage more involvement by our candidates and faculty.</td>
<td></td>
</tr>
<tr>
<td>2.1.3 Maintain a database (to include membership in organizations and positions held) of all faculty members’ support in the areas of research, professional development and travel to professional organizations.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 2.2: Alumni are more connected to faculty and students.</th>
<th>Method of Attainment and Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2.1 Supporting special mailings, events sponsored by EHHP.</td>
<td></td>
</tr>
<tr>
<td>2.2.2. Encourage/request alumni to become collaborating teachers for our clinical interns</td>
<td></td>
</tr>
</tbody>
</table>

**Goal 3: Research and Professional Development.**

<table>
<thead>
<tr>
<th>Objective 3.1: Create departmental process and procedures for distribution of funds for research and professional development, including student research.</th>
<th>Method of Attainment and Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.1 Create a process for determining an equitable manner for distribution of monies for research, professional development and travel. Travel must be associated with research and/or professional development.</td>
<td></td>
</tr>
<tr>
<td>3.1.2 Create a proposal form.</td>
<td></td>
</tr>
<tr>
<td>3.1.3 Review all proposals and determine funding. Make recommendations to Chair.</td>
<td></td>
</tr>
<tr>
<td>3.1.4 Maintain a database of the use of all distributed funds.</td>
<td></td>
</tr>
<tr>
<td>3.1.5 Maintain a budget spreadsheet and report to Chair.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 3.2: Promote undergraduate and graduate research.</th>
<th>Method of Attainment and Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2.1 Increase undergraduate and graduate student/faculty research projects.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 3.3: Disseminate faculty and student research findings</th>
<th>Method of Attainment and Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3.1 Provide time where faculty and students can share research work.</td>
<td></td>
</tr>
<tr>
<td>3.3.2. Support/encourage joint publication of the research findings</td>
<td></td>
</tr>
<tr>
<td>3.3.3 Provide assistance with the IRB process</td>
<td></td>
</tr>
</tbody>
</table>

**Table 2.2: TEDU Goals, Objectives, and Action Steps**

<table>
<thead>
<tr>
<th>Search Committee: Assure a high quality, diverse, and engaged faculty and staff.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Goal 1: Recruit and retain a diverse faculty of teacher-scholars who are innovative and intellectually engaged.</th>
<th>Method of Attainment and Action Steps</th>
</tr>
</thead>
</table>
Objective 1.1: Create departmental search committee, process and procedures.

1.1.1 Review all lines for best fit with departmental needs.
1.1.2 Organize search committee for available tenure-track positions.
1.1.3 Develop, goals and objectives for faculty searches that align with program standards and the mission and vision of the SOEHHP and College of Charleston.
1.1.4. Review and modify goals and objectives for faculty searches periodically. Create a process for all searches.
1.1.5 Decide on line(s) to use for department chair search.
1.1.6 Conduct all searches.
1.1.7 Make recommendations to Chair who will forward information to the Dean.

Objective 1.2: Increase the number of underrepresented faculty.

1.2.1 Recruit and retain minority faculty members; follow recommendations of Faculty Recruitment and Retention Committee.

Objective 1.3: Determine qualifications for graduate faculty appointments.

1.3.1 Develop criteria for graduate faculty members’ appointments.
1.3.2 Ensure that qualified faculty members are so listed in the database with their area of expertise (see 2.1.2).

Objective 1.4: Decrease use of adjunct faculty.

1.4.1 Determine appropriate number of faculty lines to continue and initiate new programs. Obtain lines and hire new faculty.

Goal 2: Maintain current faculty member vitae and create a database that describes qualifications.

Objective 2.1: Create a repository for faculty members’ vitae.

2.1.1 Collect all faculty members’ vitae.
2.1.2 Gather updated vitae yearly.
2.1.3 Analyze vitae for qualifications.
2.1.4 Create a database that lists and describes faculty members’ qualifications.
2.1.5 Update years of service and update with each new hire.

<table>
<thead>
<tr>
<th>Curriculum Committee Goals &amp; Objectives</th>
<th>Method of Attainment and Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1: Develop and implement quality curriculum/programs that meets the teacher candidates/students’ knowledge, skills &amp; disposition needs.</td>
<td>1.4.1 Determine appropriate number of faculty lines to continue and initiate new programs. Obtain lines and hire new faculty.</td>
</tr>
</tbody>
</table>

Table 2.3: TEDU Goals, Objectives, and Action Steps
Faculty members have a professional responsibility to define and offer a curriculum of highest quality
<table>
<thead>
<tr>
<th>Curriculum Committee Goals &amp; Objectives</th>
<th>Method of Attainment and Action Steps</th>
</tr>
</thead>
</table>
| Objective 1.1: Provide oversight of programmatic issues. | 1.1.1 Review all course deletions, changes and additions.  
1.1.2 Review all program deletions, changes and additions.  
1.1.3 Emphasize writing and speaking in all courses.  
1.1.4 Review the required portfolio and develop other performance assessment activities.  
1.1.5 Continue review of the core curriculum to improve continuity and performance assessment of the teaching and learning standards.  
1.1.6. Review program requirements and revise/modify curriculum to align with needs of the program and the national standards. |
| Goal 2: Ensure diversity and relevance in courses, programs, and other opportunities. | |
| Objective 2.1: Analyze the effectiveness of admissions and advancement criteria, as well as the quality of candidate performance. | 2.1.1 Review the recruitment process, orientation and advising process.  
2.1.2 Use and update data system for student (program) advising and data input.  
2.1.3 Draw on database that reveals status of diversity among student population. Review for areas to improve. |
| Objective 2.2: Provide a wide array of active curricular and co-curricular learning and enrichment experiences for students. | 2.2.1 Collaborate with activities such as SCEC, SAAMR, Kappa Delta, Middle School, FTA, and others.  
2.2.2 Encourage all students to engage in professional activities/associations.  
2.2.3 Promote international programs for student participation. |
| Objective 2.3: Work with other departments to increase student content knowledge. | 2.3.1 Collaborate with faculty in other departments involved with all programs to develop, modify and implement high quality curriculum.  
2.3.2. Collaborate with Teacher Education Council faculty to disseminate SOEHHP program information to potential students.  
2.3.2 Support Teaching Fellows, PFA, CPIE and other extension, outreach programs. |
| Objective 2.4: Maintain student/teacher ratios in departmental programs and courses in accordance with NCATE standards. | 2.4.1 Review scheduling and Delaware numbers for all faculty members, courses, and across programs. |

Table 2.4: TEDU Goals, Objectives, and Action Steps

<table>
<thead>
<tr>
<th>Faculty Governance Goals &amp; Objectives</th>
<th>Method of Attainment and Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1: Create a faculty governance and administrative system for the department.</td>
<td></td>
</tr>
</tbody>
</table>
| Objective 1.1 Create a faculty governance system for TEDU. | 1.1.1 Review, renew, revise or create new TEDU mission and vision statements.  
1.1.2 Review all TEDU, EHHP and CoC policies and procedures and ensure alignment across the documents. |
### Faculty Governance Goals & Objectives

<table>
<thead>
<tr>
<th>Objective 1.1.3 Create policy and procedure options for TEDU approval to support the mission and vision.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1.2 Create an administrative structure for TEDU.</td>
</tr>
<tr>
<td>Goal 2: Assist and help systematize annual review and peer review processes.</td>
</tr>
<tr>
<td>Objective 1: Improve faculty evaluation process.</td>
</tr>
<tr>
<td>Objective 2: Establish a peer review system.</td>
</tr>
<tr>
<td>Goal 3: Review TEDU Committee structure.</td>
</tr>
<tr>
<td>Objective 1: Ensure integrity of TEDU committee structure.</td>
</tr>
</tbody>
</table>

### Enrollment Data and Program Completers

Table 3 shows the enrollment patterns for the undergraduate programs in EDFS for the past several years. The overall enrollment trend (EDSP and SEC) is positive. The positive trend is caused by the increase in secondary enrollments. The SPED enrollments are about 70 since 2005-006.

**Table 3: EDFS Undergraduate Enrollment Trends**

<table>
<thead>
<tr>
<th>COHORT</th>
<th>EDSP</th>
<th>SEC TOTAL</th>
<th>EDFS TOTAL (EDSP+SEC)</th>
<th>% CHANGE FROM PRIOR YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>07-08</td>
<td>77</td>
<td>161</td>
<td>238</td>
<td>3.48%</td>
</tr>
<tr>
<td>06-07</td>
<td>73</td>
<td>157</td>
<td>230</td>
<td>6.98%</td>
</tr>
<tr>
<td>05-06</td>
<td>78</td>
<td>137</td>
<td>215</td>
<td>-1.83%</td>
</tr>
<tr>
<td>04-05</td>
<td>73</td>
<td>146</td>
<td>219</td>
<td>-1.35%</td>
</tr>
<tr>
<td>03-04</td>
<td>97</td>
<td>125</td>
<td>222</td>
<td>17.46%</td>
</tr>
<tr>
<td>02-03</td>
<td>89</td>
<td>100</td>
<td>189</td>
<td>6.78%</td>
</tr>
<tr>
<td>01-02</td>
<td>92</td>
<td>85</td>
<td>177</td>
<td>18.00%</td>
</tr>
<tr>
<td>00-01</td>
<td>82</td>
<td>68</td>
<td>150</td>
<td></td>
</tr>
</tbody>
</table>

### Program completers
Program completers are defined as those students who complete clinical practice and graduate from the College of Charleston. Table 4 presents the number of program completers in our undergraduate and secondary programs. Please note that in special education, due to the nature of cohorts the majority of interns will complete their clinical practice in the spring semester. Two students did not successfully complete their clinical internship during spring 2008.

Table 4: Undergraduates completing clinical practice

<table>
<thead>
<tr>
<th>Clinical Practice Completers (Special Education and Secondary Education)</th>
<th>Fall 2005</th>
<th>Spring 2006</th>
<th>Fall 2006</th>
<th>Spring 2007</th>
<th>Fall 2007</th>
<th>Spring 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education (EDFS 440)</td>
<td>0</td>
<td>16</td>
<td>3</td>
<td>15</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Secondary Education (EDFS 460)</td>
<td>2</td>
<td>7</td>
<td>5</td>
<td>18</td>
<td>10</td>
<td>15</td>
</tr>
</tbody>
</table>

Assessment Data and Reports

PRAXIS II is the final step for our teacher candidates upon completing our program and for recommendation for certification. In special education, PRAXIS II scores reported to the College of Charleston reveal a 100% pass rate.

Table 5: Undergraduate Special Education PRAXIS II Pass Rates

<table>
<thead>
<tr>
<th>Undergraduate Special Education PRAXIS II Pass Rates</th>
<th>Fall 2005</th>
<th>Spring 2006</th>
<th>Fall 2006</th>
<th>Spring 2007</th>
<th>Fall 2007</th>
<th>Spring 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0353</td>
<td>0/0</td>
<td>11/11</td>
<td>3/3</td>
<td>14/14</td>
<td>2/2</td>
<td>10/10</td>
</tr>
<tr>
<td>0321</td>
<td>0/0</td>
<td>8/8</td>
<td>2/2</td>
<td>10/10</td>
<td>1/1</td>
<td>6/6</td>
</tr>
<tr>
<td>0371</td>
<td>0/0</td>
<td>12/12</td>
<td>3/3</td>
<td>14/14</td>
<td>1/1</td>
<td>10/10</td>
</tr>
<tr>
<td>0382</td>
<td>0/0</td>
<td>5/5</td>
<td>1/1</td>
<td>5/5</td>
<td>0/0</td>
<td>4/4</td>
</tr>
</tbody>
</table>

In secondary education, the tests vary depending on content area. Again, we have a very strong trend and high pass rate on the content area PRAXIS II tests. During the past two years two students repeated the test and passed. We also had several students in biology and mathematics who scored in the exceptional category on their content area test and one mathematics who earned a perfect score.

Table 6: Undergraduate Secondary Education PRAXIS II Pass Rates

<table>
<thead>
<tr>
<th>Undergraduate Secondary Education PRAXIS II Pass Rates</th>
<th>Fall 2005</th>
<th>Spring 2006</th>
<th>Fall 2006</th>
<th>Spring 2007</th>
<th>Fall 2007</th>
<th>Spring 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0041</td>
<td>0/0</td>
<td>0/0</td>
<td>2/2</td>
<td>3/3</td>
<td>2/2</td>
<td>2/2</td>
</tr>
<tr>
<td>0042</td>
<td>0/0</td>
<td>0/0</td>
<td>2/2</td>
<td>2/2</td>
<td>2/2</td>
<td>2/2</td>
</tr>
<tr>
<td>0061</td>
<td>0/0</td>
<td>1/1</td>
<td>0/0</td>
<td>3/3</td>
<td>0/0</td>
<td>3/3</td>
</tr>
<tr>
<td>0063</td>
<td>0/0</td>
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<td>0/0</td>
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<td>0030</td>
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<td>2/2</td>
<td>4/7</td>
<td>3/5</td>
<td>2/2</td>
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</tbody>
</table>
Reports:

EDFS Research and Development fund distribution
EDFS has chosen to distribute R & D funds on a competitive basis. After faculty have exhausted their allotted travel funds, they may apply for up to $600.00 from the R & D Committee to conduct or present research. If at the end of the year, there are still funds available, all travel or research projects that have not been funded are considered as funds allow.

Table 7: R & D Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Disbursed</th>
<th># of Faculty Members Receiving Funds</th>
<th># of Students Receiving Funds</th>
<th>Purposes for Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>6978</td>
<td>15</td>
<td>4</td>
<td>1) Travel for presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2) Service at professional organizations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3) Professional development</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4) Research materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5) Competition</td>
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<tr>
<td>2007-2008</td>
<td>9016</td>
<td>12</td>
<td>7</td>
<td>1) Travel for presentation</td>
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<td></td>
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<td></td>
<td>2) Service at professional organizations</td>
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<td>3) Professional development</td>
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<tr>
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<td></td>
<td></td>
<td></td>
<td>4) Research materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5) Competition</td>
</tr>
</tbody>
</table>

Maymester/Summer School

The following chart illustrates the course offering trends in the EDFS. The trend indicates that courses for the ESOL certificate that Angela Cozart and mutindi ndunda and Gifted and Talented CD ROM program that Julie Swanson coordinates remain strong. The other courses are part of MAT and M.Ed degree programs.

<table>
<thead>
<tr>
<th>Year</th>
<th>Gifted and Talented</th>
<th>ESOL</th>
<th>Undergraduate</th>
<th>Graduate MAT and M.Ed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>7</td>
<td>8</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>2008</td>
<td>8</td>
<td>2</td>
<td>2</td>
<td>10 +2 IS</td>
</tr>
</tbody>
</table>

Academic advising
All faculty members have advisees in the special education major, secondary minor or teaching fellows. Students are required to visit their advisors regularly to gain permission to register for courses. For secondary education minors, 300 and 400 level secondary classes require the chair to enroll students after they have met with their advisors. In special education, students may register themselves for the foundation courses and Introduction to Special Education, but all other courses require meeting with their advisor and chair registration. Most MAT students require advisor assistance when registering for courses.

Capstone reports

Clinical practice is the capstone activity for undergraduate students. Table 4 shows the totals for clinical practice interns who successfully complete the program. All but two students who started clinical practice finished successfully.

Recruitment activities

Recruitment to improve diversity was completed for students, staff and faculty. First, search committees for new faculty made extra efforts to recruit highly qualified minority faculty. EDFS, along with the School of Education, Health, and Human Performance, sponsored Angela Cozart to attend the Holmes Partnership Conference. Dr. Cozart provided many visitas from the visit. Search Chairs followed up with written invitations to participate in the search. Also, with the help of Dr. Cozart, NASHA board members were invited to the College of Charleston for a meeting in May. Our activities netted applications from Holmes Scholars and a faculty member in a visiting line. We now have four Holmes Scholars among our roster faculty.

Recruitment for a diverse population of students also took place. Dr. Bob Perkins attended and gave presentations at all Open House and Diverse Pathways sessions the College held. Dr. Perkins also leads the Diverse Pathways Grant information sessions at the local Technical Schools. He and Dr. Meta Van Sickle accompanied Graduate Studies to local schools to recruit students for the M.Ed. programs.

Summary

EDFS had a productive year. With NCATE accreditation behind us, we are able to move on to new projects. Much of the hiring of faculty was done with an eye to a new Center for Partnerships to Improve Education that will have us working with Burke High School on a project to improve education. The ESOL, Gifted and Talented and Science Education grants will be continuing. With the opening of new classrooms in the Education Center, faculty will be able to incorporate new technologies into their teaching. We continue to offer our support and input for the new School of Education building.

Future plans and proposed changes

We continually look at assessment and evaluation data to determine where improvements must be made. Bonnie McCarty has been working with Chris Scott to incorporate special education assessment data in EDA-SYS. This will be very helpful in generating reports in future NCATE reviews as well as for faculty and program evaluation.

Professional Development

Books

Susan P. Gurganus

Articles in Refereed Journals

Susan P. Gurganus


Bonnie C. McCarty


Michael E. Skinner


Julie D. Swanson

Swanson, J. D., Threatt, A.. Bridging the college classroom and the high school classroom through transfer of knowledge: A professor learns from a teacher. *Teacher Education Journal of South Carolina*.


Meta L. Van Sickle


Other Articles, Chapters in Books, Publications of a Special Nature

Susan P. Gurganus


Mary Provost


Michael E. Skinner

Other Editorial/Review Activities

**Susan P. Gurganus**


**Denis W. Keyes**


**Carla Monroe**


**Bob F. Perkins Jr.**


**Mary Provost**

Michael E. Skinner


Editorial Board Member, "Reading and Writing Quarterly: Overcoming Learning Difficulties," Taylor & Francis, Washington, D.C..


Julie D. Swanson


Meta L. Van Sickle


Grant Reviewer, "several," CHE--Eisenhower Grants.

Editorial Board Member, "CITE," Contemporary Issues in Technology and Teacher Education. (January 2006 - January 2010).


Grant Reviewer, "NSF DK12 grants," NSF. (May 1, 2007 - May 9, 2007).

Grant Reviewer, NC Quest. (November 2005 - November 2006).

Conferences and Workshops Attended/Panels Chaired/Other Professional Activity

Denis W. Keyes


Bonnie C. McCarty

**Carla Monroe**


**Bob F. Perkins Jr.**


Attended Seminar, "Introduction to NVivo 7 for Qualitative Research," QSR, Charleston. (September 11, 2007).

Attended Seminar, "How to Teach about the Holocaust," National Holocaust Museum, Charleston, SC. (June 13, 2007).


Attended Workshop, "Developing the Creative Process in Young Writers," School of Education, Charleston, SC. (November 9, 2006).


**Mary Provost**

Attended Workshop, "SIM Institute Learning Strategies for Preservice Educators," Department & College R & D funds, Lawrence, KS. (May 29, 2007 - June 2, 2007).


**Michael E. Skinner**

Attended Conference, "Crisis Prevention Institute's 12th International Instructor's Conference," Crisis Prevention Institute, St. Louis, MO. (July 30, 2006 - August 4, 2006).

**Meta L. Van Sickle**


Attended Workshop, "Grant writing," ORGA, Charleston, SC. (June 15, 2006).


Attended Workshop, "Writing for publication," SOEHP, Charleston, SC. (January 20, 2006).

**Invited Lectures/Readings**

**Allan A. Allday**


**Angela M. Cozart**

Angela M. Cozart, ESOL Programs in South Carolina, "Carolina TESOL."

**Diane C. Cudahy**


**Susan P. Gurganus**


**Bonnie C. McCarty**

Bonnie C. Springer, 7th Biennial International Conference on Children/Youth with Behavioral Disorders, "Service Learning as an Effective Intervention for Students with or at Risk for E/BD (with Michael Hazelkorn)," Council for Children with Behavioral Disorders, Irving, TX. (October 2007).


**Carla Monroe**


**mutindi ndunda**


**Bob F. Perkins Jr.**


Robert F. Perkins Jr., EdTech Technology Conference, SC Association for Educational Technology, Myrtle Beach, SC. (October 5, 2006).
Mary Provost


Pauline Egelson, Margaret C. Hagood, Mary Provost, Emily Skinner, Center for Partnerships to Improve Education School Improvement Conference, "New Literacies in the Middle Grades," Charleston SC. (April 2007).

Pauline Egelson, Margaret C. Hagood, Mary Provost, Emily Skinner, Charleston County School District Middle School Leadership Conference, "New Literacies in the Middle Grades," Charleston SC. (January 2007).

Mary Provost, Pauline Egelson, Emily Skinner, Margaret C. Hagood, Blue Ribbon Schools Blueprint for Excellence Conference, "The Center for Excellence for the Advancement of New Literacies in the Middle Grades," North Charleston, SC. (December 2, 2006).

Emily Skinner, Pauline Egelson, Margaret C. Hagood, Mary Provost, National Middle School Association Annual Conference, "New Literacy Teaching Strategies; Drawing Upon Adolescents Cultural Resources as Scaffolds for Academic Learning," Nashville, TN. (November 2006).


Michael E. Skinner


Michael E. Skinner, Kate Mungo, South Carolina Council for Exceptional Children - Annual Conference, "Point your browser here: Twenty awesome websites for the special educator," South Carolina Council for Exceptional Children, Spartanburg, SC. (February 29, 2008).


Meta L. Van Sickle


Meta L. Van Sickle, Carol Tempel, George Tempel, ASTE, "The effects of a three year NSF GK12 program on teacher, teaching practices and beliefs," Association for Science Teacher Educators, Clearwater Beach, FL. (January 2007).

Meta L. Van Sickle, Center for Partnerships, "Scientists in the Urban Classroom," CPIE, Charleston, CS. (March 17, 2006).

Meta L. Van Sickle, Daniel Dickerson, D.L. Thompson, Janet Rose-Baele, Carol Tempel, Pam Coffee, Karen Dawkins, ASTE, "Teachers' perceptions of an intensive, large-scale professional development program.," Association for Science Teacher Educators, Portland, OR. (January 2006).

Grants Received

Angela M. Cozart

Cozart, Angela M. (Principal), "SC ESOL On-Line Year 5," Federal governmental agency, requested $199,604.00, awarded $199,604.00. (September 30, 2006 - September 29, 2007).

Diane C. Cudahy
Cudahy, Diane Creitz (Principal), "Professional Experience/Junior & Senior Teaching Fellowships 07-08," Sponsored by CERRA/Winthrop University, requested $11,700.00, awarded $11,700.00. (November 13, 2007 - June 30, 2008).


Cudahy, Diane Creitz (Principal), "Junior/Senior Experience," State governmental agency, requested $11,400.00, awarded $11,400.00. (June 1, 2006 - June 30, 2007).

Thomas Murray

Murray, Thomas (Principal), "International Business Education in Emerging Markets," Federal governmental agency, requested $93,928.00, awarded $85,928.00. (July 1, 2005 - June 30, 2006).

Bob F. Perkins Jr.

Perkins Jr., Robert F. (Principal), Welch, Frances C. (Co-Investigator), "Diverse Pathways in Teacher Preparation-Year 4," Sponsored by University of South Carolina, Federal governmental agency, requested $95,751.00, awarded $101,751.00. (October 1, 2007 - September 30, 2008).

Mary Provost

Provost, Mary (Other), Egelson, Pauline (Other), Hagood, Margaret C. (Other), Skinner, Emily (Other), "Center for the Advancement of New Literacies in Middle Grades," State governmental agency, requested $150,000.00, awarded $150,000.00.

Egelson, Pauline (Principal), Provost, Mary (Co-Investigator), "Center of Excellence for Advancement of New Literacies in the Middle Grades-Year 2," Sponsored by SC Commission on Higher Education (CHE), State governmental agency, requested $135,000.00, awarded $135,000.00. (August 1, 2007 - July 31, 2008).

Michael E. Skinner

Sutton, Joe (Principal), Hodge, Janie (Co-Investigator), Louis-Nance, Tasha (Co-Investigator), Marshall, Kathleen (Co-Investigator), Bausmith, Shirley (Co-Investigator), O'Connor, Dava (Co-Investigator), Pae, Holly (Co-Investigator), Witzel, Bradley (Co-Investigator), Skinner, Michael E. (Principal), "Project CREATE 2007-2008," Sponsored by SC Department of Education, Federal governmental agency, requested $45,929.00, awarded $45,929.00. (July 1, 2007 - June 30, 2008).


Julie D. Swanson

Swanson, Julie Dingle (Principal), "Summer gifted education leadership institute," State governmental agency, requested $19,264.00, awarded $19,264.00. (January 1, 2007 - June 30, 2007).

Swanson, Julie Dingle (Principal), "2006-07 Gifted and Talented Graduate Courses," State governmental agency, requested $122,500.00, awarded $121,107.00. (August 1, 2006 - June 30, 2007).

Swanson, Julie Dingle (Principal), "2005-06 Gifted and Talented Graduate Courses," State governmental agency, requested $124,531.00, awarded $124,531.00. (August 1, 2005 - June 30, 2006).

**Meta L. Van Sickle**


**Service**

**Department**

**Bonnie C. McCarty**

Research and Development Committee, Committee Member. (August 2007 - Present).

School of HEHP M.Ed. Committee, Committee Member. (May 2007 - Present).

Appeals Committee, Committee Member. (August 2005 - 2007).

**Bob F. Perkins Jr.**

College of Charleston Special Education Program Advisory Council, Committee Member, Member. (September 2005 - June 2006).

**Mary Provost**

Faculty Evaluation Committee, Committee Member, Member.

Recruitment Committee, Committee Member, Member.

**Michael E. Skinner**

Student Council for Exceptional Children, "Coach" for the College Bowl Team, Other. (August 2000 - Present).

Faculty Senate Representative, Faculty Senate Service, Member. (August 15, 2006 - December 31, 2007).

**College**

**Denis W. Keyes**
President's Advisory Committee, Committee Member, Member. (2005 - 2006).

**Bonnie C. McCarty**

Religious Life Council, Committee Member. (August 2005 - Present).

Graduate Council, Committee Member. (August 2004 - Present).

MAT in Performing Arts Committee, Committee Chair. (May 2004 - Present).

Coordinate writing of the proposal for a new MAT degree in the Performing Arts

Graduate Council, Committee Member. (January 2003 - Present).

Baha'i Club, Student Org Advisor (Non-Professional Org). (August 2002 - Present).

**mutindi ndunda**

Teaching Fellows, Selection Interview Committee. (April 1, 2007 - Present).

Centre for Diversity. (February 1, 2006 - Present).

**Bob F. Perkins Jr.**

Diverse Pathways Teacher Quality Grant, Director, Other Officer. (July 17, 2007 - Present).

Alternate Course Delivery committee, Committee Member, Member. (August 2005 - Present).

Faculty Curriculum Committee, Committee Member. (August 15, 2007 - May 15, 2008).

Faculty Senate, Faculty Senate Service, Member. (August 15, 2005 - August 14, 2007).

Graduate Council, Committee Member, Member. (January 1, 2001 - June 30, 2006).

EDFS/ Center for Partnerships Search Committee, Committee Chair. (January 2006 - April 2006).

EDFS/History Search Committee, Committee Chair. (September 2003 - April 2006).

**Mary Provost**

Memminger Partnership, Committee Member, Member.

**Michael E. Skinner**

Faculty Senate, Faculty Senate Service, Other. (August 2005 - Present).

Graduate Council, Representative for EDFS & MAT Special Education Program, Member. (August 2005 - Present).

CofC Chapter of the Student Council for Exception Children -- College Bowl Team, Faculty Advisor - "Coach". (August 1999 - Present).
 Disability Services -- Special Needs Advising Plan (SNAP), Consultant, Other. (August 1993 - Present).

Hearing Committee, Committee Member, Member. (August 2007 - August 2008).

College of Charleston Integrated Marketing & Communications Task Force, Committee Member, Member. (August 2006 - May 2007).

Faculty Committee on Academic Standards, Committee Member. (August 2006 - May 2007).

Curriculum Committee, Committee Member, Member. (August 2005 - May 2006).

Search Committee for new Dean of Research and Graduate Studies, Committee Member, Member. (January 2006 - March 2006).

**Meta L. Van Sickle**

M.Ed/Ed.S organizational committee, Committee Member. (May 2007 - Present).

MAT in Middle Grades Planning Committee, Committee Member. (August 2005 - Present).

Lowcountry Hall of Science and Math, Advisory Board. (August 1995 - Present).

Lowcountry Hall of Science and Math, Committee Member. (June 4, 2007).

SMFT, Program Director. (August 2002 - August 2006).

Graduate Council, Committee Member. (August 1997 - August 2006).

Center for Faculty Development, Conference Panel. (August 18, 2006).

**Chip B. Voorneveld**

College of Charleston EDFS 201, Committee Chair.

College of Charleston Honor Board.

Faculty Senator.

Graduate Education and Governance Committee.

Leadership Council.

Pi Kappa Phi Leadership Conference.

St. Leo University Alumni Board, Committee Member.

**Community**

**Sara C. Davis**

MAT Elementary Education Committee, Committee Chair. (2003 - Present).

**Susan P. Gurganus**

Curriculum Resource Lab, Co-coordinator. (October 2006 - Present).

**Denis W. Keyes**

Special Education Advisory Committee, Facilitator, Member. (2004 - 2006).

**Bonnie C. McCarty**

Charleston County Schools, Pro Bono Professional Service. (June 2003 - Present).
Assist the School district with their implementation of Schoolwide Positive Behavior Supports

**mutindi ndunda**

St. John's High School, Guest Speaker - Cultural Understanding. (December 1, 2003 - Present).


**Bob F. Perkins Jr.**

Evaluation Committee, Committee Member, Member. (August 15, 2005 - Present).

Sabbatical Committee, Committee Member, Member. (December 5, 2007).

Diverse Pathways Grant, Committee Member, Member. (August 2006 - July 2007).

Teaching Fellows Interviews, Interviewer, Member. (January 20, 2007).

Administrative Council, Committee Member, Member. (January 1, 2001 - June 30, 2006).

Center for Partnerships search committee, Committee Chair, Member. (February 2006 - April 2006).

**Mary Provost**

Center of Excellence for the Advancement of New Literacies in Middle Grades, Co-Director of Grant, Other Officer. (August 1, 2006 - August 1, 2011).

**Michael E. Skinner**

Committee to Write the New M.Ed., Committee Member, Member. (August 2006 - Present).

Project CREATE (SC Center for the Re-Education and Advancement of Teachers in Special Education), Center Director - College of Charleston, Other. (April 2006 - Present).
Assessment Committee -- School of Education, Health, & Human Performance, Committee Member, Member. (August 2005 - Present).

Master of Arts in Teaching Special Education Program, Director, Other. (August 2002 - Present).

College of Charleston Special Education Advisory Committee, Advisory Board, Board Member. (August 2000 - Present).

Search Committees -- Special Education Faculty, Committee Chair, Other. (August 2003 - May 2008).

Charleston County School District, Special Education Task Force, Member. (August 2005 - April 2007).

Department of Physical Education & Health, Tenure and Promotion Panel Outside Reviewer, Member. (September 2005 - March 2006).

**Julie D. Swanson**

Junior League of Charleston, Advisory Board.

**Meta L. Van Sickle**

Center for Partnerships, Pro Bono Professional Service. (August 2006 - Present).

**Chip B. Voorneveld**

South Carolina Youth Development Center, Marketing & Development Committee.

**Profession**

**Susan P. Gurganus**

Board of Directors of the Council for Learning Disabilities, Committee Chair, Board Member. (July 1, 2005 - June 30, 2008).

**Bonnie C. McCarty**

South Carolina Leadership team for Research BAsed School-wide Practices, Committee Member. (November 2007 - Present).

South Carolina Teacher Education Division of CEC, officer in organization, President/Elect/Past. (July 2007 - Present).

Council for Exceptional Children, Student Org Advisor (Professional Org). (August 2002 - Present).

**mutindi ndunda**

World Trade Centre, South Carolina liason. (January 1, 2003 - Present).

Wings for Kids, Advisory Board, Board Member. (January 2004 - December 2006).
Bob F. Perkins Jr.

NCATE program reviewer for Special Education, NCATE Accreditation Reviewer, Other. (October 1, 2005 - Present).

Eastern Educational Research Association, Division 12 Director, Board Member. (February 1, 2003 - Present).

South Carolina Association for Educational Technology, Other Officer. (April 1, 1991 - Present).

NCATE Accreditation Team, NCATE Accreditation Team @ Furman University, Other. (April 2006 - May 2006).

Supporting Learning with Technology: The Essentials of Classroom Practice, Book Chapter 3 and 4 Review. (April 2006).

Houghton Miflin, Textbook reviewer, Other. (January 2006).

Mary Provost

South Florida Council for Learning Disabilities, Acting President, President/Elect/Past.

Council for Learning Disabilities, President, President/Elect/Past. (July 1, 2003 - July 1, 2009).

Julie D. Swanson

SC Consortium for Gifted Education, Advisory Board, Board Member.

Meta L. Van Sickle

COSEE, Committee Member, Member. (March 31, 2006 - March 31, 2007).

Chip B. Voorneveld

Alex Sanders for Governor campaign.

South Carolina Traumatic Brain Injury Alliance.

Consulting

Denis W. Keyes


Bonnie C. McCarty

Training/Education, Manitoba, Canada Public Schools, Manitoba, Canada, Pro Bono. (October 29, 2007 - October 31, 2007).

**Julie D. Swanson**

Training/Education, Berkeley County School District, Charleston, SC. (October 2007).


Training/Education, Horry County, Orangeburg, Summerville, Beaufort, Moncks Corner and Charleston. (February 2007 - June 2007).

Kershaw County School District. (June 2006).

Program evaluation of SEAGUL

**Honors and Awards**

**Bonnie C. McCarty**

Promotion to Associate Professor and Tenure, College of Charleston. (March 22, 2006).

**Michael E. Skinner**


**Meta L. Van Sickle**

Kappa Delta Pi, Kappa Delta Pi, Teaching.

**Grants and Contracts**

**Dr. Angela M. Cozart**

Cozart, Angela M. (Principal), "SC ESOL On-Line Year 5," Federal governmental agency, requested $199,604.00, awarded $199,604.00. (September 30, 2006 - September 29, 2007).

**Thomas Murray**

Murray, Thomas (Principal), "A comprehensive history of Burke High by its 100th graduating class, this year's freshmen," Federal governmental agency, requested $7,500.00, awarded $7,500.00. (November 1, 2006 - July 1, 2007).

**mutindi ndunda**

ndunda, mutindi, "ESOL Grant," Federal governmental agency.

ndunda, mutindi, "English Language Acquisition," Federal governmental agency, awarded $199,873.00. (September 30, 2002 - September 29, 2007).
Julie D. Swanson


Meta L. Van Sickle


Presentations/Lectures Given

Bob F. Perkins Jr.

"Is technology use the same in better performing schools compared to poor performing schools: A pilot study" - L. Grap (SPRING 2007, 10129255, Graduate, Special Education).

Mary Provost

"Professional Development and Scientifically Based Research Practices" - A. Grooms (FALL 2006, Graduate, Special Education).

Michael E. Skinner

"Point your browser here: Twenty awesome websites for the special educator" - K. Mungo (SPRING 2008, 10157169, Graduate, Special Education).
Introduction

Mission Statement

The primary goal of the MAT Special Education Program is to produce teachers who work effectively with children and youth with learning, mental, and/or emotional disabilities and who demonstrate behaviors expected of professional special educators. Aimed at initial teacher licensure, the program is designed for students who successfully completed an undergraduate degree in an area other than education.

The objectives of the MAT Special Education Program are consistent with the mission of the School of Education, Health, and Human Performance (SEHHP) at the College of Charleston. That is, we strive to “....develop educators .... to lead a diverse community of learners toward an understanding of and active participation in a highly complex world. In pursuit of this mission, faculty and students will demonstrate:

• intellectual curiosity and rigor;
• reflective, research-based practice;
• collaboration and consensus building;
• field-oriented service and community outreach; and
• cultural sensitivity and understanding.”

Special Education Program Conceptual Framework

All initial preparation teacher education programs in special education at the College of Charleston, including the MAT in Special Education, are designed around a framework with three dimensions. These include:

1. **Focus on Student as Individual:** The teacher training programs in special education emphasize the importance of knowing students as individuals. Our candidates develop knowledge not only in the typical characteristics of the disability area(s) in which they are training (LD, ED, MD), but understand the imperative to consider individual differences in all aspects of program planning, providing instruction, assessing, working with parents, and communication. Our candidates are familiar with typical and atypical human development and the effects of culture, language, economics, family, school, community, and society on the development of the individual.

2. **Evidence-based Pedagogy:** The teacher training programs in special education ground knowledge and skill development in the most current research from the field and train candidates to make instructional decisions based on valid and reliable evidence. Instructional pedagogies include creating and maintaining effective learning environments, assessing student learning, planning for instruction, using instructional technologies, and delivering instruction using a variety of strategies. Our candidates practice these pedagogies in coordinated, supervised, sequential field experiences in pre-K to 12 settings in a variety of program models. They evaluate the effectiveness of their pedagogy through reflection and assessment.

3. **Development of the Professional:** The teacher training programs in special education are committed to the development of teachers who understand their various professional roles and the importance of performing professional duties according to the ethical standards of the profession. Our candidates are able to work collaboratively with parents, other professionals, paraprofessionals, and administrators for the benefit of students. They have the skills to provide technical assistance to general education teachers.
and maintain currency through active involvement in professional organizations. They understand the context in which special education services are provided and the influences on those services. Our candidates model effective oral and written communication skills in all aspects of their work.

As mentioned previously, the special education programs at the College of Charleston support the vision and conceptual framework of EHHP. This mutually supportive relationship is evidenced by the close correspondence of each of the three program dimensions with the three Elements of Teacher Competency outlined in EHHP’s Conceptual Framework. Additionally, the special education program’s framework is closely aligned with that of EHHP and with the Council for Exceptional Children’s Professional Standards. Although not relevant to the MAT Special Education Program, advanced program standards developed by graduate faculty are also closely aligned with EHHP Unit Elements of Teacher Competency, standards and special education program dimensions. The table included in Appendix A illustrates this alignment.

**Organization & Governance**

The MAT in Special Education is one of four graduate programs included in the Department of Educational Foundations, Secondary, and Special Education (EDFS), and is one of two MAT programs. Other programs include the M.Ed. in Science and Math for Teachers, the M.Ed. in Language Education, and the MAT in Performing Arts. (The SMFT, Language, and Performing Arts programs are interdisciplinary.)

The director of the program is appointed by the Dean to serve a one-year term. The director of the program during the 2007-2008 academic year was Dr. Michael Skinner.

The director of the MAT in Special Education program, the chair of EDFS, and Dr. Bonnie Springer (director of the now terminated M.Ed. in Special Education) met once per month during the current academic year to discuss program concerns and to set the agenda for special education program area faculty meetings. Program faculty met once per month. Responsibility for facilitating these meetings rotated among the three program directors. Minutes from these meetings are included in Appendix D. Faculty who taught in the MAT in Special Education Program during the 2007-08 academic year are listed in Table 1.

**Table 1: 2006 – 2007 MAT in Special Education Roster Faculty**

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Position</th>
<th>Focus of Graduate Study</th>
<th>Specialized Areas of Expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan Gurganus</td>
<td>Professor</td>
<td>Learning Disabilities Transition</td>
<td>Learning Strategies/Content Enhancement Strategies National Trainer, Transition</td>
</tr>
<tr>
<td>Denis Keyes</td>
<td>Associate Professor</td>
<td>Mental Disabilities/School Psychology</td>
<td>Procedures for Teaching Students with MR, People with MR in the Criminal Justice System, Assessment</td>
</tr>
<tr>
<td>Charissa Marrah</td>
<td>Visiting Assistant Professor</td>
<td>Exceptional Education Emotional Disabilities</td>
<td>EBD/Gifted Interface Diversity in Special Education</td>
</tr>
<tr>
<td>Bonnie McCarty</td>
<td>Associate Professor</td>
<td>Emotional Disabilities/Learning Disabilities/Music Therapy</td>
<td>Developmental Therapy/Teaching Programs, Life Space Crisis Intervention, Content Enhancement Strategies National Trainer, Portfolio Development</td>
</tr>
</tbody>
</table>
Goals, Objectives, and Accomplishments

Goals:

Special Education Program area goals for the 2007-2008 academic year are provided in Table 2. A summary of progress towards meeting these goals is also included in this table.

<table>
<thead>
<tr>
<th>GOAL</th>
<th>Method of Attainment</th>
<th>Time Frame/Progress</th>
<th>Resources and Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. RECRUITMENT  Develop and implement systematic procedures and activities focusing student recruitment for BS and MAT programs resulting in an increase in numbers of program applicants.</td>
<td>1.1 Update program web pages Material relating to the special education program areas have been updated for accuracy.</td>
<td>Meeting with Chris Scott by Mike and Susan Content reviewed by all faculty by Oct 26</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.2 Explore creative approaches to course delivery Four on-line/mixed-mode courses were developed and offered on the graduate level.</td>
<td>BS: Susan &amp; Mary MAT: Mike &amp; Denis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.3 participate in open houses and orientations organized College wide Special education faculty participated in a variety of open houses and orientations throughout the academic year.</td>
<td>SPED faculty</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.4 Develop materials to send out to an expanded recruitment pool to include area high schools, Teacher Cadets, Teaching Fellows, McNair scholars etc Ongoing. We will need to continue to work on this during the ’08-’09 academic year.</td>
<td>SPED faculty</td>
<td></td>
</tr>
<tr>
<td>2. ASSESSMENT  Modify assessment system to align with new NCATE and SPA requirements and initiate SPA/NCATE data collection for BS and MAT programs.</td>
<td>2.1 Hold BS and MAT data alignment meetings Several meetings devoted totally to assessment were conducted during the academic year.</td>
<td>BS: Susan &amp; Mary MAT: Mike &amp; Denis SPED faculty</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.2 Finalize updated assessment systems for BS and MAT programs The key assessments for both the MAT and BS programs have been finalized.</td>
<td>BS: Susan &amp; Mary MAT: Mike &amp; Denis SPED faculty</td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td>Initiate and carry out data entry meetings at the end of each semester in order to work through EDASYS problems and to maintain program continuation decision making.</td>
<td>Data were entered during an arranged meeting with Chris present at the end of fall semester. We delayed the entering of data at the close of spring semester until next fall. Bonnie and Mike will work with Chris during May and June to revise the EDA-SYS screens to match the revised assessment system.</td>
<td>Mike &amp; Bonnie SPED faculty</td>
</tr>
<tr>
<td>2.4</td>
<td>Develop rubrics and descriptions for new and/or revised assessments, Integrate changes into course syllabi and assessment system documentation documents and EDASYS data collection screens</td>
<td>Much progress was made in this area. Some rubrics and descriptions, especially those to be implemented in the fall, remain to be finalized.</td>
<td>SPED faculty teaching courses related to key assessments</td>
</tr>
</tbody>
</table>

3. CURRICULUM DEVELOPMENT

Modify existing curriculae in relation to new state guidelines and program evaluation.
Respond to the need for graduate study in special education by tri county educators through development of certificate and plus thirty program options.

3.1 Determine viability of a special education strand in the proposed School of Education M.Ed.
Although we discussed this, the proposed M.Ed. does not have a special education-related strand.
All faculty-program consensus

3.2 Assess efficiency of MAT program sequence for facilitating participation of part time students and others.
The issue of part-time students vis-à-vis part-time students was discussed. With the exception of the sequence chances made involving 774 and 725, the MAT sequence of courses remains the same.
SPED faculty

3.3 Develop and distribute/advertise Master’s plus thirty course sequence options.
This idea is still in the discussion stage. We hope to move on this next academic year.
Bonnie SPED faculty

3.4 Explore viability of offering a certificate program in special education for practicing educators. If viable, complete the proposal for fall 08 kick off.
This idea is still in the discussion stage. We hope to move on this next academic year.
Bonnie SPED faculty

4. TECHNICAL ASSISTANCE AND PROFESSIONAL SERVICE

Provide leadership in professional organizations at the State and National levels.
All special education program faculty actively participated in a variety of professional organizations at state, national, and international levels.
All faculty provide list of activities to chair and program directors for inclusion in annual report.
Provide technical assistance to schools and districts, supporting efforts in implementation of evidence based practices

This information is available in the evaluation reports submitted by SPED faculty.

All faculty provide list of activities to chair and program directors for inclusion in annual report

Systematic, On-going Program Activities—for BS and MAT Programs (each will need a lead person)

<table>
<thead>
<tr>
<th>Month</th>
<th>#1 Faculty Recruitment</th>
<th>#2 Faculty Needs (FTE, resources, etc)</th>
<th>#3 Program Planning and Scheduling</th>
<th>#4 Monitoring Resources and Materials</th>
<th>#5 Student Activities/Advising</th>
<th>#6 Work with LEAs and SEA.</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>Establish needed search committees</td>
<td>Plan spring schedule</td>
<td></td>
<td></td>
<td></td>
<td>Project CREATE (ongoing)</td>
</tr>
<tr>
<td>September</td>
<td>Advertise position(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Organize College Bowl and SCEC meetings</td>
</tr>
<tr>
<td>October</td>
<td>Take ads to conferences</td>
<td>Submit packets for promotion/tenure/sabbatical etc.</td>
<td>Meet on clinical practice needs for spring</td>
<td>Advising sheets distributed for spring registration PRAXIS review sessions</td>
<td></td>
<td>Fall administrator’s conference</td>
</tr>
<tr>
<td>November</td>
<td>Take ads to conferences</td>
<td></td>
<td>Finalize/approve clinical practice placements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>December</td>
<td></td>
<td></td>
<td>EDASYS data entry and program needs discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>January</td>
<td>Candidate interviews</td>
<td>Set annual goals and discuss with chair</td>
<td>Plan fall schedule</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>February</td>
<td></td>
<td></td>
<td>Plan summer schedule</td>
<td>Review lab holdings and submit orders</td>
<td>State CEC</td>
<td></td>
</tr>
<tr>
<td>March</td>
<td></td>
<td></td>
<td>Meet on fall clinical practice needs</td>
<td></td>
<td></td>
<td>Spring administrator’s conference</td>
</tr>
<tr>
<td>April</td>
<td></td>
<td></td>
<td>Finalize/approve clinical practice placements</td>
<td></td>
<td>Advising sheets distributed for fall registration</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>Determine faculty needs for next year.</td>
<td></td>
<td>EDASYS data entry and program needs discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>June-July</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Program Accomplishments**

Described in the previous section, the revised MAT Special Education Program of Study was implemented for its third year during 2007-08. In addition to the coursework changes and the increased skill development described previously, students are also required to develop and maintain a professional portfolio to document their progress through the program and our assessment system. The portfolios are evaluated at three points throughout the curriculum, including: (a) after completion of approximately 18 hours – typically at the end of the first academic year for full-time students; (b) at the completion of the 75-hour field experience – typically at the end of Fall Semester of the second year; and (c) at the conclusion of clinical practice. (A copy of the Portfolio assignment and rubric is included in Appendix B. Appendix C contains a detailed outline of the MAT assessment system.)

The program is also in the final stages of revising its assessment system to match revised CEC Standards and report requirements. Drs. Skinner and Springer are meeting with Chris Scott this summer to update EDASYS screens to accept data from the revised system.

Finally, Dr. Maria Manning was hired to fill the faculty line left open by the departure of Dr. Allan Allday at the end of the 2006-07 academic year. Dr. Manning comes to us from James Madison University where she was an assistant professor of special education.

**Faculty Accomplishments**

Faculty professional activities during the 2007-08 academic year are delineated in the annual report compiled by the Chair of EDFS.

**Student Accomplishments & Awards**

Examples of accomplishments of MAT students during the 2007-08 academic year include:

- active membership and involvement in special education related organizations
  - Student Council for Exceptional Children
  - American Association on Mental Retardation
  - Council for Behavior Disorders
- collaboration with professors conducting research
  - SCCEC Presentation with Dr. Skinner
  - SCCEC Presentation with Dr. Gurganus
  - SCCEC Presentation with Dr. Springer
  - Completion of Study Guide for Dr. Gurganus’ Recently Published Text
- Outstanding MAT Student (Spring 2008 Graduation): Michael Ewan

**Alumni Accomplishments**

As in any year, our greatest accomplishment in terms of alumni is producing graduates with the skills and professional dispositions to be successful teachers of students with disabilities. Nine students earned the MAT in Special Education degree during the 2007-2008 academic year. This number is slightly down from the 12 graduates of the program during the previous academic year. Although employment information is not kept by Career Services, reports from advisers indicated that all of these students obtained employment as special education teachers or in related fields.
Grants for Program or Graduate Student Support

(Refer to http://arachne.cofc.edu/SOE/scholarships/index.html for detailed descriptions of specific scholarships, including award amounts.)


- Rebecca K. Clayton Scholarship (Spring Semester)

- Mary A. Lee Scholarship (Spring Semester)

Campus and Public Service by Graduate Students and Faculty

Faculty professional activities during the 2007-2008 academic year are delineated in the annual report compiled by the Chair of EDFS. The reader is directed to this document for this information. The report is available through the School of Education, Health and Human Performance Dean’s Office (953-5272).

Students completed service activities through their involvement in the Student Council for Exceptional Children and the student chapter of the American Association on Mental Retardation.

Enrollment Data

Enrollment data available at the time this report was written is included in Table 3. Although some minor fluctuations have occurred over the past seven years, the number of students enrolling as “declared majors” in the MAT Special Education program remained relatively stable from 2002 through 2006, ranging from 24 to 36 students. Declared majors decreased to 18 during 2007. This decrease is likely due, at least in part, do the termination of the M.Ed. programs. Based on communications received by the director of the program and other special education faculty, many potential students assumed that all graduate programs were terminated. That is, they did not distinguish between the M.Ed. and M.A.T. programs. The increase in applications thus far in 2008 (i.e., 15 to date) indicates that the effects of the M.Ed. closing may be lessening.

Table 3: MAT in Special Education Degree Seeking Students

<table>
<thead>
<tr>
<th></th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declared Majors</td>
<td>24</td>
<td>36</td>
<td>32</td>
<td>25</td>
<td>24</td>
<td>18</td>
</tr>
<tr>
<td>Part-time</td>
<td>5</td>
<td>11</td>
<td>10</td>
<td>8</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Full-time</td>
<td>19</td>
<td>25</td>
<td>22</td>
<td>17</td>
<td>17</td>
<td>10</td>
</tr>
<tr>
<td>Average Age</td>
<td>28.9</td>
<td>30.1</td>
<td>29.7</td>
<td>29.5</td>
<td>29.1</td>
<td>29.1</td>
</tr>
<tr>
<td>Gender Distribution</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Full- and part-time student enrollments were relatively even. This represents a distinct change as compared to the preponderance of full-time students in previous years. This change, in a large part, is due to students entering the program supported with Project CREATE funds. These students must be working in the schools. Consequently, they are all part-time students. This trend is expected to continue as more CREATE students enter the MAT program. Other highlights of these data include:

- Relatively few males are enrolled in the program. This pattern is consistent throughout other education programs. Recruitment efforts need to focus on attracting male applicants.
- The average age of students in the program has remained consistently around the 30 year mark.
- As is true with many of the graduate programs at the College, the program is not racially diverse. As with the gender issue, recruitment efforts need to focus on attracting students from minority groups to the program.
- Most of our enrollees are South Carolina residents. Although remaining fairly consistent over the past six years, the data do indicate a decrease in students of “non-South Carolina origin.” Geographic diversity is another issue that we need to consider as we recruit students.

Information provided by the Graduate Studies Office (GSO) indicates that 15 people applied for admission to the MAT special education program during the 2007/2008 academic year (as of the June writing of this report). This compares to 11 applicants during the previous year.

**Assessment Data**

The current assessment system used to evaluate the progress of students through our program is summarized on the chart included in Appendix C. Four decision points are included in this system, including:

<table>
<thead>
<tr>
<th>Male</th>
<th>3</th>
<th>3</th>
<th>3</th>
<th>5</th>
<th>7</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>21</td>
<td>33</td>
<td>29</td>
<td>20</td>
<td>17</td>
<td>14</td>
</tr>
<tr>
<td>Racial Distribution</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>22</td>
<td>35</td>
<td>30</td>
<td>23</td>
<td>21</td>
<td>17</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>American Indian</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Pacific Island, Alaskan</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mexican American</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

| Tuition Residency | | | | | | |
| SC | 27 | 22 | 33 | 29 | 23 | 24 |
| Non-Resident | 2 | 3 | 3 | 2 | 0 | 0 |
| Geographic Origin | | | | | | |
| SC | 18 | 24 | 20 | 19 | 21 | 18 |
| Non-SC | 6 | 12 | 12 | 6 | 3 | 0 |
| Missing | 0 | 0 | 0 | 0 | 0 | 0 |
• Admission (... prior to matriculation ...)
• Continuance ( ... after approximately 18 hours ... )
• Admission to Clinical Practice ( ... after the full semester field experience)
• Program of Study Completion.

As indicated in the document in Appendix C, specific School of Education and Special Education Program requirements must be met for students to pass on to the next level. With one exception, all active MAT Special Education students successfully met SOE and Special Education Program requirements during the 2007-2008 academic year. Although it is beyond the scope of this report to provide data relating to all requirements for all students, program faculty, lead by Dr. Bonnie Springer, are currently working with technology personnel to make these data easily available on EDA-SYS.

As mentioned previously in this report, special education program faculty are in the final stages of revising the assessment system to meet new CEC requirements. Drs. Skinner and Springer are working with Chris Scott to revises EDASYS screens to accept data from the revised system.

**Other Activities**

**Research and Development Activities**

As stated previously in this report, faculty professional activities during the 2007-08 academic year are delineated in the annual report compiled by the Chair of EDFS.

**Maymester/Summer School**

If needed, Students beginning the MAT Special Education program take EDFS 654 (Human Development) during their initial summer on campus. Students are required to take this course only if they have not taken it as an undergraduate within three years of the start of their program at the College.

Full-time MAT Special Education students are required to take EDFS 725 (Classroom/Behavior Management) and EDFS 687 (Technology Education for Teachers) during the summer between their first and second years in the program. Other courses in the MAT curriculum are offered during summer sessions (e.g., EDFS 635). However, these are typically taken by part-time MAT students. Full-time MAT students take these courses during Fall and Spring Semesters.

**Capstone Assignments**

As described previously, the capstone activities for students enrolled in the MAT Special Education program are clinical practice and the development of a portfolio. The requirements for the portfolio assignment, along with a sample evaluation rubric, are included in Appendix B.

Students enrolled in the MAT in Special Education Program also take the Praxis II examinations. The most recent data available for special education majors is included in Table 3.

**Table 3: Recent Praxis II Results**

<table>
<thead>
<tr>
<th>Name</th>
<th>Test Code</th>
<th>2006-2007</th>
<th>2007-2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Passed</td>
<td>Failed</td>
</tr>
</tbody>
</table>

School of Education, Health, and Human Performance
Bi-Annual Report 2006-2008
Recruitment Activities

As in past years, recruitment activities directed at increasing enrollment in the MAT Special Education program were consistent with those implemented by the Graduate School Office. A detailed description of many of these activities can be found in the 2007-2008 Graduate School Report under the heading of “Student Recruitment and Marketing.” These strategies include:

- a new brochure that is consistent in theme and design with other graduate programs;
- online availability of the application packet;
- inclusion of the program in graduate guidebooks such as the recently published 35th Annual Graduate School Guide: A Comprehensive Guide to Doctoral, Master’s & Professional Degree Programs;
- recruitment trips to other institutions;
- incentives such as fellowships, awards, scholarships, and assistantships; and
- marketing activities to increase graduate program visibility via electronic and press media, mailings, etc.
- inclusion of Project CREATE students in the MAT program

Committees

In its fourth year of existence, the College of Charleston Special Education Advisory Committee met twice during the 2007-2008 academic year at College of Charleston’s North Campus. The purpose of the Committee is “…to maintain and improve the dialogue between the College special education faculty, the community, and constituents … to result in a partnership with the schools and other service providers ….” Current committee members are delineated in Table 4. Minutes from the meeting are available from Dr. Denis Keyes, committee chair.

Table 4: Current Membership of the College of Charleston Special Education Advisory Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathleen Magliacane</td>
<td>Interim Director, Special Education (CCSD)</td>
</tr>
<tr>
<td>Kathy Kinery</td>
<td>Office of Special Services (Dorchester 2)</td>
</tr>
<tr>
<td>Cindy Sarvis</td>
<td>Director, Special Education (Colleton County)</td>
</tr>
<tr>
<td>Charles Tisdale</td>
<td>C. of C. Special Education (MAT Student)</td>
</tr>
<tr>
<td>Susan Thomas</td>
<td>Director, Special Education (Berkeley County)</td>
</tr>
<tr>
<td>Monica Katarsis</td>
<td>Coordinator, Special Education (Dorchester 4)</td>
</tr>
<tr>
<td>Beverely McCarty</td>
<td>Parent of a Student with a Disability &amp; Director, Family Resource Center for Disabilities &amp; Special</td>
</tr>
<tr>
<td>Needs</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Ashleigh Cannon  C. of C. Special Education (UG Student)</td>
<td></td>
</tr>
<tr>
<td>Bonnie Springer  Professor of Special Education &amp; Director, M.Ed. (C. of C.)</td>
<td></td>
</tr>
<tr>
<td>Meta Van Sickle  Professor &amp; Chair of EDFS (C. of C.)</td>
<td></td>
</tr>
<tr>
<td>Mike Skinner     Professor of Special Education &amp; Director, M.A.T. Program (C. of C.)</td>
<td></td>
</tr>
<tr>
<td>Denis Keyes      Associate Professor of Special Education (C. of C.)</td>
<td></td>
</tr>
</tbody>
</table>

Summary

As mentioned at the outset of this report, the principal goal of the MAT Special Education program is to produce competent teachers prepared to serve students with disabilities. Towards this end, the program has maintained enrollment levels over the past several years. Although we saw a drop in enrollments during 2007, we are encouraged by the 15 applications that we have received during the 2007-2008 academic year. The core of the program is the CEC/NCATE approved curriculum. The recently updated assessment system tracks individual student progress and program efficacy. The Special Education Advisory Committee serves to increase our visibility in local school districts and ensure that decisions we make concerning teacher education include input from people involved in special education efforts throughout the Lowcountry. Project CREATE will continue to attract students to the program on a part-time basis. To summarize, the MAT in Special Education program at the College of Charleston is healthy and performing its mission.

As with all programs, however, improvements can always be made. Examples of future goals for the MAT Program in Special Education include:

- increase the gender, ethnic, and geographic diversity of students enrolled in the program;
- increase the overall enrollment in the program;
- continue to develop EDA-SYS for efficient program assessment data input and retrieval;
- study feedback relating to our new program of study and make changes as needed; and
- increase student involvement in professional activities such as professional organization presentations, research, grants, and preparation of manuscripts for publication.

APPENDIX A

Alignment of EHHP Elements of Teacher Competency, Program Dimensions, EHHP Standards, CEC Standards, and M.Ed. Advanced Standards

<table>
<thead>
<tr>
<th>SOE Elements of Teacher Competency</th>
<th>Program Dimension</th>
<th>School of Education (Unit) Standards</th>
<th>CEC Standards</th>
<th>M.Ed. Advanced Standards*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand and value the learner</td>
<td>Focus on Student as Individual</td>
<td>I: Evidence theoretical and practical understanding of the ways learners develop.</td>
<td>2: Development and Characteristics of Learners.</td>
<td>I.1: Respond Effectively to Diversity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3: Individual Learning Differences</td>
<td></td>
<td>I.2: Develop Research validated programs based on characteristics of learners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6: Communication</td>
<td></td>
<td>I.3: View Students as Individuals ....</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I.4: Demonstrate an Active Awareness of Teacher Expectations.</td>
</tr>
</tbody>
</table>
| Know what and how to teach and assess and how to create an environment in which learning occurs | Evidence-based Pedagogy | II: Demonstrate understanding and application of the critical attributes and pedagogy of the major content area. | 4: Instructional Strategies  
7: Instructional Planning  
8: Assessment  
5: Learning Environments and Social Interactions | II.1: Use current research to develop and implement interventions  
II.2: Use advanced assessment knowledge to develop programs.  
II.3 Use data collected through direct and formative measurement to make decisions.  
II.4: Plan programs based on knowledge of general and special education curricula.  
II.5: Infuse technology into teaching and learning.  
II.6: Facilitate transitions and generalizations  
II.7: Design and analyze learning environment that facilitate learning and behavior. |
| Understand self as a professional | Development of the Profession | VII. Show an understanding of the culture and understanding of schools and school systems and their connection to the larger society. | 1. Foundations  
9: Professional and Ethical Practice  
10: Collaboration | III.1: Pursue ways to expand personal knowledge and skills.  
III.2: Develop and implement a system for gaining feedback and critically reflecting on professional performance.  
III.3: Act as a mentor to novice special education teachers.  
III.4: Demonstrate written and oral communication skills commensurate with those expected of teachers with advanced training.  
III.5: Demonstrate the ability to collaborate and consult with other professionals, paraprofessionals, families, and students. |
APPENDIX B

Portfolio Assignment and Sample Rubric

Portfolio
Master of Arts in Teaching – Special Education

Beginning with Fall Semester during your first year in the MAT Program of Study, you will start to develop your professional portfolio. This document will reflect your knowledge and skills as a beginning special education teacher. This portfolio will document your competence in the three MAT program dimensions (i.e., Students as Individual, Evidence-based Pedagogy, and Development of the Profession) and their related Council for Exceptional Children (CEC) standards first discussed in EDFS 714. The organization should be flexible to allow for additional supporting artifacts to be added throughout your program. Checkpoints and minimum artifacts to include in this document over the course of your program include:

Spring Semester – First Year (Approximately 18 Hours into the Program)

Evaluated by: Academic Advisor

- IEP Case Study
- Philosophy of Special Education
- Critical Analysis of a Report of Educational Research
- Professional Roles Project (Optional)
- Additional Artifacts you May Want to Include

Fall Semester – Second Year (After Semester-long Field Experience)

Evaluated by: Field Experience Instructor

- Classroom Management System
- FBA/BIP
- Unit Plan
- Select Lesson Plans & Observations
- Additional Artifacts you May Want to Include

Spring Semester – Second Year (After Clinical Practice)

Evaluated by: Clinical Practice Supervisor

- Select Lesson Plans & Observations
- Long Range Plan
- ADEPT System of Evaluation in Clinical Practice (Form)
- Copy of Praxis II Scores
- Additional Artifacts you May Want to Include

Each piece that you include in your portfolio should be the original graded copy that includes the assignment rubric.
After each piece of evidence (or, sequence of pieces – such as lesson plans) provide a carefully written reflection of the activity or assignment. Your reflection should discuss what you learned in the process, what you would change, and how the piece provides evidence of your professional development for a specific CEC standard. When appropriate, include citations from related research in APA style. All reflections should be word-processed, double-spaced, and about three-fourths to one page in length. The rubric for evaluation of the portfolio at the first checkpoint is included with this document. Subsequent rubrics, although varying in point values, will be similar in format.

Although specific guidelines for each of the three checkpoints will be provided by your professor, **required** sections of the portfolio include:

I. **Introductory Materials**
   - introduce the portfolio
   - professional goals
   - current curriculum vitae

II. **Artifacts by MAT Program Dimension and CEC Standard**
   (Place a copy of relevant CEC standards in the front of each of the three sections.)
   (Provide an introduction to each section.)
   - Student as Individual
     - Artifacts and reflections related to CEC Standards 2, 3, and 6.
   - Evidence-based Pedagogy
     - Artifacts and reflections related to CEC Standards 4, 7, 8, and 5.
   - Development of the Profession
     - Artifacts and reflections related to CEC Standards 1, 9, and 10.

III. **Summary Reflective Essay**

   (**NOTE:** During your clinical practice you will use Live Text to create an electronic document that contains several artifacts from your portfolio as designated by your college supervisor.)
### Portfolio Rubric – MAT in Special Education – Spring Semester, Year 1

Name __________________________

Semester ______________________

Evaluator _______________________

Date ___________________________

<table>
<thead>
<tr>
<th>Components</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evidence</strong></td>
<td>Lacks either case study or philosophy and at least two other pieces.</td>
<td>Includes case study and philosophy and at least two other pieces.</td>
<td>Includes case study and philosophy and at least four other pieces.</td>
</tr>
</tbody>
</table>
| **Reflections**     | Some evidence lacks reflection and/or reflections lack well-written, thoughtful discussion of what was learned and what would be changed. | Each piece of evidence is followed by a well-written, typed reflection that addresses:  
- what was learned  
- what would be changed | Each piece of evidence is followed by a well-written, error-free, typed reflection that addresses:  
- what was learned  
- what would change  
- its contribution to professional development and meeting CEC Standards. |
| **Overall Organization** | No or little overall organization.                                              | Overall organization by CEC Standards but is limited to past and current program of study. | Overall organization reflects thought about full program of study, School of Education, and CEC Standards. |

Evidence included for ______________________________:  

Comments: ____________________________

A. **Student as Individual**
   
   CEC 2: ______________________________
   CEC 3: ______________________________
   CEC 6: ______________________________

B. **Evidence-Based Pedagogy**
   
   CEC 4: ______________________________
   CEC 5: ______________________________
   CEC 7: ______________________________
   CEC 8: ______________________________

   Comments: __________________________

C. **Professional Development**
   
   CEC 1: ______________________________
   CEC 9: ______________________________
   CEC 10: ______________________________

   ____________________________

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   ____________________________
## APPENDIX C

### MAT in Special Education Assessment System

<table>
<thead>
<tr>
<th>Candidate Name: __________________________</th>
<th>ID __________</th>
<th>Date __________</th>
</tr>
</thead>
</table>

### Decision Points | SOE Requirements | Program Requirements | Dates |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Admission</strong>—prior to matriculation. <em>Required for fall 2004 admissions.</em></td>
<td>GRE at 1000 or higher; writing 4.0 or above; Undergraduate degree from accredited institution; GPA of 2.5 or above in a liberal arts curriculum.</td>
<td>Initial meeting with advisor to develop program of study.</td>
<td></td>
</tr>
<tr>
<td><strong>2. Continuance</strong>—after approximately 18 hours. <em>Required with fall 2004 cadre.</em></td>
<td>3.0 GPA or higher; No more than two C’s; Application for clinical practice.</td>
<td>-Scores of “2” or higher on the following**: -Professional Roles Project -IEP/Case Study Project -Portfolio Review -25 hours field work</td>
<td></td>
</tr>
<tr>
<td><strong>3. Admission to Clinical Practice</strong>—after full semester field experience. <em>Required with fall 2004 cadre.</em></td>
<td>3.0 GPA or higher; No more than two C’s</td>
<td>-Disposition ratings of target by cooperating teacher. -Scores of “2” or higher on the following: -Unit Plan -Classroom Mgmt System -Lesson Observations -Portfolio Review -100 hours field work -all coursework in POS</td>
<td></td>
</tr>
<tr>
<td><strong>4. Program of Study Completion</strong>—conclusion of clinical practice. <em>Required with 2006 completers.</em></td>
<td>Successful completion of ADEPT process; Recommendation of college supervisor.</td>
<td>Portfolio review at “2” or higher.</td>
<td></td>
</tr>
</tbody>
</table>

**Possible Decisions:**
- **Pass/admit:** Candidate meets all requirements.
- **Provisional pass:** Candidate has one or more weak areas that can be addressed in the next phase or by repeating experiences.
- **Fail to pass:** Candidate has not met minimal requirements and/or has not met provisional requirements.

*Decisions may be appealed through SOE appeals process (unit requirements) or program appeals process (program requirements).*

**Rating Scale for Performances and Products in the Program:**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>unacceptable</td>
</tr>
<tr>
<td>1</td>
<td>below standard</td>
</tr>
<tr>
<td>2</td>
<td>meets standard</td>
</tr>
<tr>
<td>3</td>
<td>exceeds standard</td>
</tr>
</tbody>
</table>
Department of Health and Human Performance  
Bi-annual Report  
2006-2008

Introduction

Mission

The primary mission of the Department of Health and Human Performance (HHP) at the College of Charleston is the academic preparation of students interested in exercise studies and health promotion. Additionally, we provide opportunities for participation in activity courses for majors and the general student body. The physical education and athletic training major programs are based upon kinesiological concepts in the core curriculum and specialized professional concepts in the concentrations for physical education (exercise science, health promotion, and teacher education) and in athletic training. Educational and research experiences in the classroom and laboratory may be combined with clinical experiences, internships, and practica. The department strongly supports the liberal arts and sciences education of its majors through the College's general education requirements as well as through a cognate area of study.

The department makes a unique contribution to the College, as it is the only area devoted specifically to the study of human movement, development of motor/sport skills, and promotion of health and fitness. The contribution of physical education and health to students’ development in the cognitive, affective, psychomotor, and health and fitness domains not only support the mission statement of the College of Charleston, but also reflects sound educational theory and practice.

Advisory or Steering committee information

The Department of Health and Human Performance has no Advisory or Steering Committees.

Programs/services

The Department of Health and Human Performance offers Bachelor of Science degrees in Athletic Training and Physical Education. Within the B. S. in Physical Education, we have three concentrations: Exercise Science, Health Promotion, and Teacher Education. We also have a minor in Health Promotion.

GOALS

GOAL: 1
To provide the most current educational opportunities based on professional standards for students enrolled in the majors of Athletic Training and Physical Education.

Objectives

1.1 To hold major and concentration specific meetings at least once per year to review and alter (if necessary) course offerings and courses of study.

Each major/concentration group met at least once each semester during the period. The exercise science group met primarily to discuss the ongoing implementation of PEHD 433 Research Design and Analysis (which had a course name change during the period) and PEHD 498 Capstone Experience in Exercise Science. During this period, all exercise science students moved under the new requirement for PEHD 433 rather than having a choice between PEHD 431 and PEHD 433. This has led to significantly more students planning research projects and has increased the time demand for faculty members serving as mentors on these projects. Dealing with this situation will continue into 2008-09 as the number of students continues
to increase. It was also decided that the newly created PEHD 438 Advanced Topics in Resistance Training and Conditioning would be put into the schedule in the Spring of 2009 rather than the Fall of 2008 as initially planned. The health promotion concentration continued to meet throughout this period to consider recommendations for curricular changes necessary to support a request for a major in health promotion. The teacher education concentration faculty met multiple times to discuss a new process for data collection introduced during the year by NASPE. The athletic training major group met multiple times to review its curriculum and to ensure that all documentation related to the program indicated accreditation by CAATE rather than CAAHEP. This group also met to consider changing labs for ATEP 430 Therapeutic Exercise and ATEP 437 Therapeutic Modalities from noncredit to 1 sem. hr. credit labs. Proposals were presented to the department curriculum committee for consideration in the Spring of 2008. This group also developed a First Year Experience course that will be implemented in the Spring of 2009.

1.2 To maintain professional accreditation in the physical education teacher preparation program and in the athletic training education program.

Accreditation in the Athletic Training Education Program and the Physical Education Teacher Education program were maintained during this period.

1.3 To maintain and provide a physical facility that is adequate to meet the current and expanding needs of physical education and athletic training majors programs and the basic activity program.

Following the Spring of 2006, major losses were experienced in physical facilities due to construction of the new Athletic Arena. We lost all six outside tennis courts, all eight racquetball courts, our multi-purpose gym, and dressing rooms for students in our activity classes. Noise from demolition and construction also resulted in our not using our only large classroom located on the rear of the Silcox Center nearest the construction site. We also lost our weight room used for our strength and conditioning classes and for the weight room for general students.

We were able to compensate for the loss of the racquetball courts by changing the nature of our activity course from badminton and racquetball to badminton and pickleball. The pickleball has become so popular, we will continue that activity in another course once racquetball courts are once again available. We have not been able to completely compensate for the loss of the tennis courts. We can offer two sections of tennis at the off-campus courts used by the Athletic Department but that is in place of six-seven sections that we were once capable of offering. We were able to obtain replacement space for the dance and yoga courses typically taught in the multi-purpose gym. The space is less than ideal but is suitable. We were able to compensate for the loss of the large classroom by reducing class sizes where possible and by using large classrooms at other sites when necessary. We were also able to find replacement space for the weight room in the Bell Building even though this space is considerably smaller. The use of this area for a weight room created considerable disruption for others housed in the Bell Building in areas immediately adjacent to and below the weight room area. By the end of 2007, plans were in the process for relocating the weight room.

We are currently barely meeting this objective. It is hoped that renovations due for completion in 2009 will provide increased and improved space for activity courses, but more importantly, will provide improved classroom space. It is also hoped that the space scheduled for renovation into additional lab space will be successfully completed no later than Spring 2009.
1.4 To provide all necessary equipment for proper functioning of lecture classes, labs and activity courses.

The request for a dynamometer, a major piece of equipment for the exercise physiology lab, was approved and was obtained during the spring 2006 semester. As a part of his hire in the Spring of 2006, Dr. Tim Scheet was awarded startup funds for his lab. A new sub-zero freezer, several research centrifuges, new computer hardware and software, and new strength and conditioning equipment were obtained with these funds. Additional lab equipment will be obtained through these funds in 2008-09. All requests by faculty for small equipment, supplies, and teaching aids were filled for 2006 and 2007.

1.5 To offer at least one special topics course each year.

A special topics course in medical and allied health foundations was offered in the Spring of 2006 and 2007. A special topics course was offered in substance abuse education in the Fall of 2006 and the Fall of 2007. A special topics course in coaching techniques was also offered in the Spring of 2006 and 2007. Special topics in activity courses were also offered in social dance, rowing, and advanced horseback riding throughout the period.

1.6 To continue to add to library holdings, books and journals, as necessary.

The entire budget allotment (and then some) for library holdings was spent. Three new professional journals were added in 2007.

GOAL: 2
To help students develop skills that allow them to analyze and explain human motion and response to exercise in a lab/school setting using scientific methods of research.

Objectives

2.1 To increase the opportunities for student research in a wider variety of classes.

This objective was addressed primarily through the placement of PEHD 433 and PEHD 498 into the athletic training major and the exercise science concentration for 2004-2005. These two courses resulted in senior research projects that were developed by eight students for the Spring of 2006 and 14 students for the Spring of 2007. Projects developed in the Fall of 2007 indicated that at least 24 students will be conducting research projects in the Spring of 2008.

During 2007, the department agreed to award a total of $3000 to students for outstanding research projects. Those projects developed in the Fall of 2007 and completed in the Spring of 2008 will be the first projects eligible for this award.

GOAL: 3
To provide competent advising for students in order for them to identify means of achieving professional growth through a curriculum developed for that purpose.

Objectives

3.1 To develop mechanisms for recruitment and retention of a highly qualified and diverse group of majors.

Departmental flyers were completed in the spring of 2007 and are distributed to students during open house sessions and during each summer orientation session. The department participates in each open house session and holds a department major meeting for each summer orientation session. In the area of retention, the department continues to hold mandatory meetings at the beginning of the fall and spring terms to inform students of changes in their degree programs and to give students the opportunity to provide feedback on their experiences and to express their concerns. The department also holds mandatory advising sessions for fall and spring pre-registration. During the four pre-registration periods
of 2006 and 2007, the highest number of students not to be advised during any one session was 5 students.

GOAL 4
To help students develop knowledge, skills, and abilities that will assist in the selection and achievement of individual goals.

Objectives
4.1 To maintain the current level and variety of basic (100 level) physical activity courses in order to meet the needs of a diverse student population.

We offered a total of 96 sections of activity courses in 2006 with a total enrollment of 2420 students. We offered a total of 94 sections of activity courses in 2007 with a total enrollment of 2337 students. Our numbers in these courses continue to gradually decline due to a reduction in space to offer these courses.

GOAL 5:
To provide a well trained and well supplied faculty and staff whose primary function is to create a stimulating and challenging environment in which all students are encouraged to learn through involvement in the classroom, in research, and professional participation.

Objectives
5.1 To recruit and retain a highly qualified and diverse faculty and staff.

Dr. Tim Scheett filled our exercise physiology position as a tenure track assistant professor during the year. He has an excellent background in sports nutrition and exercise physiology as related to strength and conditioning.

Dr. Wesley Dudgeon joined us as a visiting assistant professor in the Fall of 2006 filling the line vacated by Dr. Robert Lindsey. Dr. Dudgeon continued with us as a visiting assistant professor throughout 2007. Dr. Dudgeon was an excellent addition for us with a background in public health and exercise science. He was able to cover courses taught previously by Dr. Lindsey and to also provide much needed assistance in our exercise science program.

Dr. Karen Smail left us at the end of the Spring 2007. We were fortunate to have Mr. Tom Carroll on staff to teach some or our Physical Education Teacher Education courses and to find Dr. Marilyn Bellotti of the Charleston County School System to serve as an adjunct. We were also fortunate to hire Dr. Roy Hills (a former chair of this department) as a full time adjunct to cover courses that would have been taught by Mr. Carroll. A national search to fill Dr. Smail's position began in the Fall of 2007. At the end of 2007, the position was not filled.

Dr. Bill Barfield was successfully promoted to Professor in the Spring of 2006.

Dr. Tom Langley, Dr. Deborah Miller, and Dr. Sue Balinsky all had successful post tenure reviews at the "Satisfactory" level.

We had a failed search for the department chair's position in 2006. Three candidates were interviewed. An offer was made but eventually declined by the candidate who was the first choice to fill the position. A second candidate that was interviewed withdrew. The position was not offered to the third candidate who was interviewed. The department chair's position was re-advertised in 2007 and four candidates were interviewed. By the end of 2007, negotiations with a candidate were underway. The position was not filled when the year ended.
The results of the above were that we had a position filled with a visiting professor and we had a position filled with a full time adjunct but we had no positions that were vacant. The curriculum was not affected.

5.2 **To provide faculty with adequate technology support, classroom equipment, and supplies in order to do their job to the best of their abilities.**

As already mentioned, all requests made by faculty for teaching aids and equipment, including a new lab equipment and new computers for Dr. Tim Scheett was obtained. New computers were also obtained for three faculty members who had outdated computers. Several new software packages for exercise science data collection and dietary evaluations were also obtained as well as new statistical software for our PEHD 431 and PEHD 433 courses. Two smart classrooms were upgraded with Star Boards. All nine computers were replaced in our student computer lab. New computers were placed in all five of our smart classrooms in 2006.

5.3 **To maintain two full-time graduate assistants in the department.**

We were successful in doing this. These assistants are instrumental in organizing and conducting several of the projects of the department including the Laura Griffin Run and the annual Health Fair and Jump Rope for Heart. They are also instrumental in tabulating data related to courses required to meet expected enrollments—information gathered during mandatory advising sessions. Starting in 2006 and continuing throughout 2007, these graduate assistants have also been involved in the implementation of our health promotion BMI project and the collection of data in this project.

GOAL 6:
To create an environment in which faculty feel free to experiment with their teaching methods and in which faculty have the time to work with students one on one and in small groups in research and other projects.

Objectives

6.1 **To provide one faculty with release time or special scheduling per semester.**

Edie Ellis was granted permission to teach a special topics course in substance abuse education in the Fall of 2006 and 2007. Michelle Futrell was granted permission to teach a special topics course in allied health professions for the Spring of 2006 and 2007.

6.2 **To have the faculty contribute at least 12 professional presentations/articles.**

This objective was achieved. Many of these presentations and publications represent collaborative efforts with colleagues within the department, with colleagues in other institutions and organizations, and with students. See the list of faculty accomplishments below.

GOAL 7:
To encourage faculty to serve as local (college and community) advocates and resources for their professions of Athletic Training, Exercise Science, Health Promotion, and Physical Education by giving their time to academic and community programs both directly linked and indirectly linked to their professions.

Objectives

7.1 **To have faculty serve on community boards and as guest speakers in order to maintain strong collegial relationships with external constituencies such as public schools and community health/fitness agencies vital to the future of the institution.**

A number of the presentations mentioned above meet this objective. In addition, faculty members serve on the Governor's Council for Physical Fitness, the Board of Directors for the Cooper River Bridge Run, the Board of Directors for the Senior Olympics, the Advisory Board for the Red Cross, advisory boards for local schools, local community organizations, and committees for several local health agencies.
7.2 **To have at least 50% of the faculty involved in the governance of the College.**

We were recognized in 2006 by the Senate Nomination Committee for having the highest level of participation on College committees, not only for that year, but consistently. We maintained this same level of commitment for 2007 with over 50% of the faculty serving on College committees.

GOAL 8:
To promote and foster a culture in which faculty and students value civility, promote collegiality, and embrace cultural, geographical, and intellectual diversity.

Objectives

8.1 **To structure programs within classes and professional clubs in which all faculty participate with students in social and professional activities.**

During 2006 and 2007, the department held mandatory meetings for all students in the fall and spring. A social was held prior to each of these meetings. Approximately 80% of the majors and all faculty attended. The PETE club and the SMMA held meetings throughout the year to conduct club business and for professional presentations. Faculty advisors and invited faculty attend all meetings. The department also hosts a reception for graduates and their families at the May graduation.

Five faculty members mentored research projects for students in both the Spring of 2006 and 2007. Advisors for the PETE club accompanied 40 students to the SCAHPERD convention in Myrtle Beach in November of 2006 and 48 students in November of 2007. Exercise science instructors accompanied 4 students with research presentations to the Southeast American College of Sports Medicine Symposium in Charlotte, NC, in 2006. In 2007, 6 students were accompanied to this same symposium for presentations.

**Accomplishments**

The following information is taken from the annual report for 2006 and 2007 generated from the Faculty Activity System.

**Susan E. Balinsky**

**Awards and Honors**

2007 Top College Money Earner for Jump Rope for Heart (State), American Heart Association.
2006 Top College Money Earner for Jump Rope for Heart (State), American Heart Association.

**Contracts, Grants and Sponsored Research**

2004 - 2008 Body Mass Indices in Charleston County (District 20) Grades 2-5
School of Education
Project Period: 2004-2008; $950.00
(Deborah A. Miller, Principal; Susan E. Balinsky, Co-Investigator; Edith Ellis, Co-Investigator; Karen Smail, Co-Investigator)

**Publications**

Other

*Published Abstract*

Committees and Service

Department Service
HHP Assessment Committee, Committee Member, August 2007 - May 2008.
HHP Curriculum Committee, Committee Member, August 2006 - May 2007.
HHP Scholarship Committee, Committee Chair, August 2004 - May 2006.

College-wide Service
Student Affairs and Athletics Committee, Committee Member, August 2007 - May 2008.
Faculty Senate, Faculty Senate Service, August 2005 - April 2006.

Professional and Community Service
South Carolina Association for the Advancement of Health Education/Nominating Committee, Committee Chair, May 2007 - November 2008.
South Carolina Association for the Advancement of Health Education/Student Research Committee/Scholarship Committee, Committee Chair, December 2005 - November 2006.

Other
SOEHHP Candidate Recruitment and Retention Committee, Committee Member, August 2007 - May 2008.
SOEHHP Scholarship Committee, Committee Member, August 2007 - May 2008.
SOEHHP Faculty Recruitment Committee, Committee Member, August 2006 - May 2008.
SOEHHP Scholarship Committee, Committee Member, August 2005 - May 2006.

Faculty Development Activities

Spring Faculty Technology Institute, College of Charleston, Charleston, SC, March 2007.

South Carolina Alliance for Health, Physical Education, Recreation and Dance, South Carolina Alliance for Health, Physical Education, Recreation and Dance, Myrtle Beach, SC, November 2006.

Faculty Technology Institute, College of Charleston, Charleston, SC, June 2006.

Professional Memberships

American Alliance for Health, Physical Education, Recreation and Dance.
Delta Omega Society.
Phi Delta Kappa.
South Carolina Alliance for Health, Physical Education, Recreation and Dance.
South Carolina Association for the Advancement of Health Education.

William R. Barfield

Awards and Honors

2006 Teacher-Scholar Recipient, College of Charleston School of education HHP.
2006 Nominated for Distinguished Research Award.
Contracts, Grants and Sponsored Research

Student Travel Research Grant
School of Education Teacher-Scholar Committee
Project Period:
(William R. Barfield)
2006SURF 2006: A comparison of upper-body strength gains between exercise routines utilizing the power plate versus a traditional free-weight program.

SURF
Project Period: April 2006-July 2006; $5000
(William R. Barfield, Principal; Elisabeth Boland, Co-Investigator)

RPG
Project Period: February 9, 2006-February 11, 2006; $200
(William R. Barfield; Sara Rakov, Co-Investigator)

Publications

Peer-Reviewed Articles


Non-Reviewed Papers


Other
Published Abstract

Published Abstract
Presentations, Lectures, Panels and Papers


"Functional Outcomes of Proximal Humerus Fractures Treated with an IM Nail with Spiral Blade or Proximal Humerus Locking Plate." ASEAN Traveling Fellows, Charleston, SC, June 2007.


Hartsock, Langdon A


Editorial and Review Activities

2004 - PresentInvited Manuscript Reviewer, "Clinical Orthopaedics & Related Research."
2002 - PresentInvited Manuscript Reviewer, "Journal of Sports Biomechanics."
2001 - PresentInvited Manuscript Reviewer, "Perceptual & Motor Skills."
2000 - PresentInvited Manuscript Reviewer, "Badminton Today."
1998 - PresentInvited Manuscript Reviewer, "Complete Body Development with Dumbbells."
1996 - PresentInvited Manuscript Reviewer, American College of Sports Medicine, "Medicine & Science in Sports & Exercise."
2007 - 2010Invited Manuscript Reviewer, "Research Quarterly for Exercise & Sport."
2007 - 2010Invited Manuscript Reviewer, "Sport Biomechanics."
2007 - 2009"Clinical Biomechanics."
2007Discussant, MUSC Orthopaedic Surgery, "AESAN Traveling Fellows-Asian Traveling Fellows presented orthopaedic problem issues from their respective countries."
2006Selection Panel Abstract Reviewer, American College of Sports Medicine, "Sport Biomechanics."

 Committees and Service

Department Service
HHP Chair Selection Committee, Committee Chair, August 2007 - February 2008.
Appeal Panel, Committee Member, January 2007 - November 2007.
Research & Development, Committee Member, August 2006 - May 2007.

College-wide Service
Faculty Hearing Committee, August 2007 - May 2008.
Undergraduate Research Advisory Committee, Committee Member, August 2005 - May 2008.
By-Laws and FAM, Committee Member, August 2006 - May 2007.

Professional and Community Service
SC Governor's Council on Physical Fitness (GCPF), Vice-Chair & Executive Committee Member GCPF, February 2005 - December 2008.
American Orthopaedic Society for Sports Medicine, Committee Member, January 2005 - December 2008.
Cooper River Bridge Run Executive Committee, Committee Member, January 1996 - December 2008.

Other
Faculty Recruitment & Retention, Committee Member, August 2007 - May 2008.
Teacher-Scholar, Committee Member, August 2006 - May 2007.

Consulting

Litigation Consultant

Litigation Support

Professional Memberships

American College of Sports Medicine.
Orthopaedic Research Society.
Southeast American College of Sports Medicine.

Marie D. Barnette

Presentations, Lectures, Panels and Papers


Committees and Service

Department Service
Department Scholarship Committee, Committee Member, August 2001 - Present.
Library Liaison, Committee Chair, August 1996 - Present.

College-wide Service
Budget Committee, Committee Member, May 2007 - May 2008.
SOEHHP Alumni Committee, Committee Member, May 2007 - May 2008.
Student Affairs and Athletics Committee, Committee Chair, August 2004 - May 2006.

Professional and Community Service
Cooper River Bridge Run Executive Board, Advisory Board, January 2003 - Present.
Saint James Day School Board, Committee Chair, May 2006 - May 2010.

Faculty Development Activities

School of Education, Health, and Human Performance, August 2007.
Gaming to Learn, Library, CofC, December 2006.


Consulting

Training/Education

Professional Memberships

South Carolina Associate of Health, Physical Education, Recreation, and Dance.

Thomas L. Carroll

Contracts, Grants and Sponsored Research

Project Period: June 2006-May 2007
(Timothy P. Scheett, Principal; Noah J. Wasielewski, Co-Investigator; Thomas L. Carroll, Co-Investigator)

Publications

Other
Conference Proceeding

Presentations, Lectures, Panels and Papers


Committees and Service

Department Service
Scholarship, Committee Member, August 2006 - April 2007.
Physical Education Teacher Education Club, Student Org Advisor (Professional Org), August 2003 - August 2006.

College-wide Service
Honor Board, College Representative, August 2005 - Present.
Women's Softball Team, Guest Speaker, September 14, 2007.
Committee Assignment Release, I was not assigned a College position b/c all roles were filled., August 2006 - April 2007.
Honor Board, Student Representative, September 2006 - December 2006.
Men's Soccer Team, Guest Speaker, April 19, 2006.
Women's Soccer Team, Guest Speaker, March 15, 2006.
Professional and Community Service
Charleston Recreation Department, Pro Bono Professional Service, August 2007 - Present.
Charleston Recreation Department, Facilitator, September 8, 2007.

Other
EHHP Appeals Committee, Committee Member, August 2007 - August 2008.
Workload, Committee Member, August 2006 - April 2007.

Faculty Development Activities


Faculty Technology Institute II, College of Charleston, Charleston, SC, March 2007.

Southeastern Academy of Sports Medicine, Same as title, Charlotte, NC, February 2007.


Professional Memberships

American College of Sports Medicine.
Southeastern Association of the American College of Sports Medicine.
United States Soccer Coaches Net.

Edith B. Ellis

Awards and Honors


Contracts, Grants and Sponsored Research

2005 - 2008BMI for Students in grades K-12 in CCSD
PEHD department
Project Period: January 2005-May 2008; $1000
(Edith B. Ellis, Co-Investigator)
2006 - 2007Training Needs of Elementary Health Education Teachers. Dorchester 2 & 4
PEHD R&D
Project Period: August 2006-October 2007; $600
(Edith B. Ellis, Principal; Deborah A. Miller, Supporting)
2006 - 2007Training Needs of Elementary Health Education Teachers, Berkeley County School District
Department of Physical Education and Health
Project Period: March 2006-October 2007; $350
(Edith B. Ellis, Principal; Deborah A. Miller, Supporting)
2005 - 2007Teaching Needs of Elementary Teachers in Health Education, Charleston County School District
PEHD department
Project Period: January 2005-October 2007; $1215
(Edith B. Ellis, Principal)

2006 - 2007 Training Needs of Elementary Teachers in Health Education. Dorchester 2 & 4
Departmental R & D Funds
Project Period: November 1, 2006-June 15, 2007; $600
(Deborah A. Miller, Co-Investigator; Edith B. Ellis, Principal)

2005 - 2006 Great American Smoke Out
PEH department
Project Period: November 2005-May 2006; $300
(Edith B. Ellis, Co-Investigator)

2005 - 2006 Training Needs of Elementary Health Education Teachers, Berkeley County School District
Departmental R & D Funds
Project Period: November 15, 2005-May 15, 2006; $600
(Deborah A. Miller, Co-Investigator; Edith B. Ellis, Principal)

Publications

Peer-Reviewed Articles

Presentations, Lectures, Panels and Papers

"Grand Slams." SCAHPERD Annual Conference, Myrtle Beach, November 2007. Co-authors: Ellis, Edith B., Miller, Deborah A.

"Bloodborne Pathogens." Athletic Training Students and Staff Refresher, Silcox Center, September 2007.


"Sex in the City (and Everywhere Else!)." Dorchester2 Training, Summerville, SC, June 2007.

"Bloodborne Pathogens." Clinical Practice Intern Orientation, Stern Center, 2006. Co-authors: Miller, Deborah A., Ellis, Edith B.

"Busy Bodies." SCAHPERD, Myrtle Beach, SC, November 2006. Co-authors: Ellis, Edith B., Miller, Deborah A., Hamill, Shelley

"The Sky is Falling! - Chicken Little Revisited." SCAHPERD, Myrtle Beach, SC, November 2006. Co-authors: Ellis, Edith B., Miller, Deborah A.

"Stomp out Stress!" SCAHPERD, Myrtle Beach, SC, November 2006. Co-authors: Ellis, Edith B., Hamill, Shelley, Miller, Deborah A.

"Put your best foot forward." VAHPERD, Virginia Beach, VA, November 2006. Co-authors: Ellis, Edith B., Hamill, Shelley


"Bloodborne Pathogens." Clinical Practice Intern Orientation, Stern Center, August 2006.

"The Head Bone is Connected to the Foot Bone." SDAAHPERD, Virginia Beach, VA, February 2006. Co-authors: Ellis, Edith B., Miller, Deborah A., Hamill, Shelley


"Bloodborne Pathogens." Clinical Practice Intern Orientation, Stern Center, January 2006. Co-authors: Ellis, Edith B., Miller, Deborah A.

Editorial and Review Activities

2006 - PresentGrant Reviewer, "School Health Index."
2007 - 2010Invited Manuscript Reviewer, AAHPERD, "Journal of Health Education."
2007Grant Reviewer, Action for Healthy Kids, "Grant requests."

Committees and Service

Department Service
R&D Committee, Committee Chair, August 2006 - May 2007.
R&D Committee, Committee Member, August 2005 - May 2006.

College-wide Service
Senate, Committee Member, August 2007 - May 2009.

Curriculum Com
mittee, Committee Member, August 2007 - May 2008.
Faculty Greivance, Committee Member, August 2006 - May 2007.
Alcohol and Other Drug Task Force, Committee Member, November 2005 - June 2006.
Budget Committee, Committee Member, August 2005 - May 2006.

Professional and Community Service
SCAAHE, President-elect, November 2006 - November 2007.
American Red Cross, Committee Member, August 2006 - July 2007.
American Red Cross, Committee Member, July 2006 - June 2007.
SCAAHE, Secretary, January 2006 - November 2006.

Other
SOE R&D Committee, Committee Chair, March 2007 - May 2008.
SOE Workload Committee, Committee Chair, August 2006 - May 2007.
Workload Committee, Committee Chair, August 2005 - May 2006.

Consulting

Training/Education
Henrico County Schools, Richmond, VA, 2002 - 2006.

Professional Memberships

AAHPERD.
ASHA.
PDK.
SCAHPERD.

Michelle Futrell

Contracts, Grants and Sponsored Research

2007Travel Grant for Presentation at National Level Mtg: Games Educators Play
CFD (formerly CETL)
Project Period: June 10, 2007-June 15, 2007
(Susan L. Rozzi, Co-Investigator; Michelle Futrell, Co-Investigator)
2006 - 2007A Reliable Written Functional Assessment Tool for the Ankle
Department R and D
Project Period: October 1, 2006-May 15, 2007
(Susan L. Rozzi, Principal; Michelle Futrell, Co-Investigator)

Presentations, Lectures, Panels and Papers

"Don't Foul Out of the Game: 10 Tips for Enhancing Performance & Recovery." ACC/CAA/SOCON Men's Basketball
Officials Clinic, Pinehurst, NC, October 2007.


"Approved Clinical Instructor Training (Initial & Renewal)." College of Charleston ATEP Approved Clinical Instructor Training, Charleston, SC, October 2006. Co-authors: Futrell, Michelle, Rozzi, Susan L.

Conference Participation

Student Athlete Educational Lecture Series, Conference Program Organizer, 2007 - Present.

Committees and Service

Department Service
PEHD Assessment Committee, Committee Member, August 2003 - Present.
HHP Assessment Committee, Committee Chair, August 2007 - May 2008.
PEHD Scholarship Committee, Committee Member, August 2004 - May 2006.

College-wide Service
Campus Action Team, August 2004 - Present.
Athletic Training Education Program Clinical Instructor Education Sessions, Facilitator, January 2002 - Present.
Faculty Compensation Committee, Committee Member, August 2007 - May 2008.
NCAA Self-Study Subcommittee: Equity & Student Athlete Welfare, Committee Member, 2005 - 2006.

Professional and Community Service
Schools to Careers Mentor, Facilitator, January 2002 - Present.
Cooper River Bridge Run, Athletic Trainer/Finish Line Coordinator, April 1995 - Present.
SCATA College & University Athletic Training Student Symposium, Committee Member, March 23, 2007.
SCATA College & University Athletic Training Student Workshop, Committee Member, March 24, 2006.

Other
Diverse Pathways in Teacher Education Grant, Advisory Board, January 2007 - Present.
ECDC Coordinating Committee, Faculty Laison, August 2003 - Present.
SOE Recruitment Committee, Committee Member, August 2005 - May 2006.

Faculty Development Activities


Professional Memberships

Mid-Atlantic Athletic Trainers Association.
National Athletic Trainers Association.
South Carolina Athletic Trainers Association.

Annette G. Godow

Committees and Service

College-wide Service
Women's Studies Steering Committee, August 2003 - Present.

Professional and Community Service
Carolina Autism: Supported Living Services, Consultant to the Director of Training and Programs, September 1994 - Present.
Coastal Conservation League, August 1993 - Present.

Faculty Development Activities


Spring Faculty Technology Institute, College of Charleston Institutional Technology, Charleston, SC, March 2007.

New Strategies in the Treatment of Sexual Trauma, River Oaks Hospital, New Orleans, Louisiana, Charleston, SC, December 2006.

Professional Memberships

American Assn. of Sex Educators, Counselors, & Therapists.
American Psychological Association.
SC Association for the Advancement of Psychology.
Sex Information & Education Council of US.
Society for the Scientific Study of Sexuality.
South Carolina Psychological Association.

Andrew H. Lewis

Awards and Honors

2007 Ethnic Minority Award, Southern District Association for the American Alliance for Health, Physical Education, Recreation and Dance.

Contracts, Grants and Sponsored Research

2006 Travel Grant
Faculty R&D
Project Period: August 1, 2006-December 31, 2006; $500.00
(Andrew H. Lewis, Other)

Presentations, Lectures, Panels and Papers


Committees and Service

Department Service
PEHD Research and Development, Committee Chair, August 2003 - Present.
PEHD Scholarship Committee, Committee Member, August 2001 - August 2006.

Professional and Community Service
Burke High School Band Booster Club - Treasurer, Committee Chair, August 1996 - Present.
Southern District American Association for Health, Physical Education, Recreation and Dance, Committee Member, February 2007 - February 2010.
American Alliance for Health, Physical Education, Recreation and Dance, Committee Chair, March 2007 - April 2008.
AAHPERD Investment Committee, Committee Member, April 2005 - April 2006.
SDAAHPERD Honor Committee, Committee Chair, April 2005 - March 2006.

Other
EHHP Unit Assessment Committee, Committee Member, August 2007 - Present.
SOE Appeals Committee, Committee Chair, August 2005 - Present.
SOE Center for Partnerships - Outreach Committee, Committee Chair, August 2005 - Present.
SOE Teacher Education Council, Committee Chair, August 2002 - Present.
SOE Advisory Board, Advisory Board, August 2001 - Present.

Faculty Development Activities

South Carolina Alliance for Health, Physical Education, Recreation, and Dance, Department of Health and Human Performance, North Myrtle Beach, SC, November 2007.


Annual Conference of the South Carolina Alliance for Health, Physical Education, Recreation, and Dance, South Carolina Alliance for Health, Physical Education, Recreation, and Dance, North Myrtle Beach, SC, November 2006.

SDAAHPERD Annual Conference, Southern District AAHPERD, Virginia Beach, VA, March 2006.

SCDE Board of Examiner State Chair Training, Columbia, SC, January 2006.

Consulting

Training/Education

Professional Memberships

American Alliance for Health, Physical Education, Recreation and Dance.
National Staff Development Council.
SC Physical Education Assessment Program Policy Board.
South Carolina Alliance for Health, Physical Education, Recreation and Dance.
South Carolina Association for Supervision and Curriculum.
Southern District Association of American Alliance for Health, Physical Education, Recreation and Dance.

Robert R. Lindsey

Publications

Peer-Reviewed Articles


Conference Participation

- Phi Beta Sigma Fraternity, Inc, Conference Chairperson, 2002 - Present.
- Phi Beta Sigma Fraternity, Inc, Conference Chairperson, 2002 - Present.
- SCAHPERD Ethnic Minority Service Committee, Conference Chairperson, 2002 - Present.

Committees and Service

- **Department Service**
  - Physical Education and Health Assessment Committee, Committee Member, August 2003 - Present.

- **College-wide Service**
  - School of Education Candidate Recruitment Committee, Committee Member, August 2004 - Present.

- **Professional and Community Service**
  - SCAHPERD Scholarship Committee, Committee Member, December 2004 - Present.
  - Phi Beta Sigma Fraternity, Inc., Vice President, December 2002 - Present.
  - AAHE (American Alliance for Health Education), Committee Member, April 2001 - April 2006.
  - AAHPERD (American Alliance for Health, Physical Education, Recreation, and Dance), Committee Member, April 2001 - April 2006.

- **Other**
  - Phi Beta Sigma Fraternity, Inc, Chapter Advisor, April 2002 - Present.

Professional Memberships

- AAHPERD (American Alliance for Health, Physical Education, Recreation, and Dance).
- American Public Health Association.
- American School Health Association.
- Phi Beta Sigma Fraternity, Inc.
- SCAHPERD (South Carolina Alliance for Health, Physical Education, Recreation, and Dance).
- South Carolina African American Tobacco Control Network.

**Deborah A. Miller**

Contracts, Grants and Sponsored Research

- **2007 - 2008**The Assessment of Body Mass Index of Elementary Children in the Charleston County School District

  Departmental R & D Funds
  - Project Period: December 12, 2007-June 30, 2008; $425
  - (Deborah A. Miller, Principal)

- **2007 - 2008**Assessment of the Impact of Teaching a Nutrition Class to Low-Income Hispanic Women in North Charleston

  MAYS
  - Project Period: June 1, 2007-May 15, 2008; $4996
(Deborah A. Miller, Other)
2006 - 2007 Training Needs of Elementary Health Education Teachers. Dorchester 2 & 4

PEHD R&D
Project Period: August 2006-October 2007; $600
(Edith B. Ellis, Principal; Deborah A. Miller, Supporting)
2006 - 2007 Training Needs of Elementary Health Education Teachers, Berkeley County School District

Department of Physical Education and Health
Project Period: March 2006-October 2007; $350
(Edith B. Ellis, Principal; Deborah A. Miller, Supporting)
2006 - 2007 Training Needs of Elementary Teachers in Health Education. Dorchester 2 & 4

Departmental R & D Funds
Project Period: November 1, 2006-June 15, 2007; $600
(Deborah A. Miller, Co-Investigator; Edith B. Ellis, Principal)
2005 - 2006 Up in Smoke: Great American Smoke Out

Dept. of PE and Health
Project Period: October 2005-June 2006; $300
(Deborah A. Miller)
2005 - 2006 BMI for Students in grades K-12 in CCSD

Departmental R & D Funds
Project Period: August 30, 2005-June 30, 2006; $1000
(Deborah A. Miller, Principal; Edie B. Ellis, Co-Investigator; Sue E. Balinsky, Co-Investigator; Karen Smail, Co-Investigator)
2005 - 2006 Training Needs of Elementary Health Education Teachers, Berkeley County School District

Departmental R & D Funds
Project Period: November 15, 2005-May 15, 2006; $600
(Deborah A. Miller, Co-Investigator; Edith B. Ellis, Principal)

Publications

Peer-Reviewed Articles

Non-Reviewed Papers


Presentations, Lectures, Panels and Papers

"Closing Activity." School of Education Fall Retreat, Charleston, SC. Co-authors: Miller, Deborah A., Ellis, E B

"Grand Slams." SCAHPERD Annual Conference, Myrtle Beach, November 2007. Co-authors: Ellis, Edith B., Miller, Deborah A.


"Bloodborne Pathogens." Clinical Practice Intern Orientation, Stern Center, August 2007. Co-authors: Miller, Deborah A.


"Bloodborne Pathogens." Clinical Practice Intern Orientation, Stern Center, 2006. Co-authors: Miller, Deborah A., Ellis, Edith B.

"Busy Bodies." SCAHPERD, Myrtle Beach, SC, November 2006. Co-authors: Ellis, Edith B., Miller, Deborah A., Hamill, Shelley

"The Sky is Falling! - Chicken Little Revisited." SCAHPERD, Myrtle Beach, SC, November 2006. Co-authors: Ellis, Edith B., Miller, Deborah A.

"Stomp out Stress!." SCAHPERD, Myrtle Beach, SC, November 2006. Co-authors: Ellis, Edith B., Hamill, Shelley, Miller, Deborah A.


"The Head Bone is Connected to the Foot Bone." SDAAHPERD, Virginia Beach, VA, February 2006. Co-authors: Ellis, Edith B., Miller, Deborah A., Hamill, Shelley

Conference Participation


Editorial and Review Activities

2007Invited Manuscript Reviewer, American Journal of Health Education, ""Pie Squared": Incorporating the National Health Education Standards into Math."
2007Grant Reviewer, American School Health Association, "School Health Index Implementation Mini-Grant Program # 24."
2007Grant Reviewer, American School Health Association, "School Health Index Implementation Mini-Grant Program # 87."
2006Grant Reviewer, American School Health Association, "School Health Index Implementation Mini-Grant Program #148."
2006Grant Reviewer, American School Health Association, "School Health Index Implementation Mini-Grant Program #166."
2006Grant Reviewer, American School Health Association, "School Health Index Implementation Mini-Grant Program #305."
2006 Grant Reviewer, American School Health Association, "School Health Index Implementation Mini-Grant Program #720."

Committees and Service

Department Service
Health and Human Performance Curriculum Committee, Committee Member, August 2007 - Present.
Internship Coordinator, Internship Coordinator for Department, September 1992 - Present.
Health Minor Coordinator, Coordinate health minors, September 1990 - Present.
Curriculum Committee, Committee Chair, August 1994 - May 2006.

College-wide Service
Hearing Committee, Committee Member, August 2007 - Present.
Women and Gender Studies Scholarship Committee, Committee Member, January 2007 - Present.
Honor Board Advisor, Committee Member, August 2000 - Present.
Women’s and Gender Studies Steering Committee, Committee Member, 1996 - Present.
Laura Griffin Memorial Run, Race Coordinator, January 1996 - January 2012.
Memminger Project, Committee Member, September 2005 - May 2006.
Hearing Committee, Committee Member, August 2004 - May 2006.

Professional and Community Service
South Carolina Alliance for Health, Physical Education, Recreation, and Dance, President-elect, November 2007 - Present.
South Carolina Alliance for Health, Physical Education, Recreation, and Dance, Executive Board, November 2007 - Present.
South Carolina Alliance for Health, Physical Education, Recreation, and Dance, Constitution Committee Chair, November 2007 - Present.
Charleston Medical Society’s School Health Council, Committee Member, September 2005 - Present.
American Alliance of Health Education HIV Project Review Panel., Committee Member, March 2005 - Present.
Charleston County Teen Pregnancy Prevention Council, Publicity Committee, Committee Chair, 2004 - Present.
SC SDE Health Education Assessment Project, Committee Member, 2002 - Present.
South Carolina Association for the Advancement of Health Education, President, November 2005 - November 2006.

Other
South Carolina Alliance for Health, Physical Education, Recreation, and Dance, Board of Directors, November 2007 - Present.
School of Education, Health, and Human Performance Teacher-Scholar Committee, Committee Member, August 2007 - Present.
Charleston County Healthy Foods in Schools Task Force, Committee Member, January 2007 - Present.
Charleston County School Health Advisory Board, Committee Member, September 2005 - Present.
Charleston County Coordinated School Health Council, January 2004 - Present.
American Association for Health Education CDC HIV Prevention and CSHE Project, January 1999 - Present.
American Association for Health Education Centers for Disease Control SHEA for S.C., January 1999 - Present.
Faculty Development Activities


15 CHES Credits - Category 1 earned, National Commission of Health Education Certification, January 2006 - December 2006.

Safer Choices Curriculum: Train the Trainer, South Carolina Healthy Schools and the SC Department of Education, Charleston, SC, January 2006.

Consulting

Academic
Zest Quest Curriculum, Winthrop University, 2007.

Professional Memberships

American Alliance for Health, Physical Education, Recreation, and Dance.
American Association for Health Education.
American Association of University Women.
American School Health Association.
Eta Sigma Gamma.
Human Rights Campaign.
National Organization of Women.
National Women's Health Network.
Phi Delta Kappa.
Planned Parenthood.
Sexuality Information and Education Council of the United States.
South Carolina Alliance for Health, Physical Education. Recreation, and Dance.
South Carolina Association for the Advancement of Health Education.

Susan L. Rozzi

Awards and Honors

2006NATA Athletic Trainer Service Award, National Athletic Trainers' Association.

Contracts, Grants and Sponsored Research

2007Validity and Reliability of a Hand-Held Dynamometer in Assessing Ankle Muscle Strength
SURF
Project Period: May 15, 2007-August 15, 2007; $5000.00 (Susan L. Rozzi, Co-Investigator)

2007Travel Grant for Presentation at National Level Mtg: Games Educators Play
CFD (formerly CETL)
Project Period: June 10, 2007-June 15, 2007
(Susan L. Rozzi, Co-Investigator; Michelle Futrell, Co-Investigator)
2006 - 2007A Reliable Written Functional Assessment Tool for the Ankle

Department R and D
Project Period: October 1, 2006-May 15, 2007
(Susan L. Rozzi, Principal; Michelle Futrell, Co-Investigator)

Presentations, Lectures, Panels and Papers


"Approved Clinical Instructor Training (Initial & Renewal)." College of Charleston ATEP Approved Clinical Instructor Training, Charleston, SC, October 2006. Co-authors: Futrell, Michelle, Rozzi, Susan L.

Editorial and Review Activities

2005 - 2008Grant Reviewer, National Athletic Trainers' Association-Research and Education Foundation, "NATA-REF Grants Program."
2005 - 2008Grant Reviewer, Mid-Atlantic Athletic Trainers' Association, "District III Research Grants Fund."
2007Adjudicator, National Athletic Trainers' Association-Research and Education Foundation, "NATA-REF Research Presentations at NATA Meeting."
2006Adjudicator, National Athletic Trainers' Association-Research and Education Foundation, "NATA-REF Research Presentations at NATA Meeting."

Committees and Service

Department Service
Department of HHP: Department Chair Search Committee, Committee Member, January 2007 - May 2007.

College-wide Service
Department of Athletics: NCAA Self Study Steering Committee, Committee Chair, January 2005 - December 2006.

Professional and Community Service
NATA Pronouncements Committee, Committee Assistant Chair, March 2005 - Present.
NATA Board of Certification (NATA-BOC), Prepare/Grade Certification Exams, February 1998 - June 2006.

Other
School of EHHP Task Force on Faculty Evaluation, Committee Chair, January 2006 - January 2008.

Professional Memberships

District III Athletic Trainers' Association.
National Athletic Trainers' Association.
Timothy Scheett

Contracts, Grants and Sponsored Research

2006 - 2008: Safety and Efficacy of NBTY Products as part of a Carbohydrate Restricted Diet with and without Resistance Exercise.
Project Period: April 2006-March 2008
(Timothy P. Scheett, Principal; Jeff S. Volek, Co-Investigator; Brian K. McFarlin, Supporting; William J. Kraemer, Supporting; Mary Lou Fernandez, Supporting)

2007: Supplementary Funding for a Carbohydrate Restricted Diet with and without Resistance Exercise
Project Period: January 2007-December 2007
(Timothy P. Scheett, Principal; Brian K. McFarlin, Co-Investigator)

2006 - 2007: Carbohydrate restricted diet and resistance exercise
Project Period: January 9, 2006-September 8, 2007
(Timothy P. Scheett, Principal)

Project Period: June 2006-May 2007
(Timothy P. Scheett, Principal; Noah J. Wasielewski, Co-Investigator; Thomas L. Carroll, Co-Investigator)

2006 - 2007: Coastal geomorphology baseline study of Dewees Island
Project Period: April 1, 2006-March 31, 2007; $16894
(Timothy P. Scheett, Principal; Anton J. Dumars, Co-Investigator)

2005 - 2006: Development of the CofC Upper Body Muscular Power Test

PEHD R&D
Project Period: September 2005-May 2006; $500
(Timothy P. Scheett, Principal; Kathlene Clyde, Co-Investigator; Claire Smith, Co-Investigator)


SOE Teacher/Scholar
Project Period: September 2005-May 2006; $1007
(Timothy P. Scheett, Principal; Stacy Hunter, Co-Investigator; Gretchen Starret, Co-Investigator)


PEHD R&D
Project Period: February 2006-April 2006; $200
(Timothy P. Scheett, Principal)

2005 - 2006: Development of the CofC Upper Body Muscular Power Test

PEHD R&D
Project Period: October 2005-March 2006; $425
(Timothy P. Scheett, Principal)

Publications

Peer-Reviewed Articles

Kavouras, S. A., Armstrong, L. E., Maresh, C. M., Casa, D. J., Herrera-Soto, J. A., Scheett, T. P., Mack, G. W.,

Other Book

Conference Proceeding

Presentations, Lectures, Panels and Papers

Editorial and Review Activities

2006 – Present Grant Reviewer, National Strength and Conditioning Association.
2004 – Present Associate Editor, "Nutrition & Metabolism."
2004 – Present Invited Manuscript Reviewer, "Obesity Research."
2003 – Present Editorial Board Member, American College of Sports Medicine, "Medicine and Science in Sport and Exercise."

Committees and Service

Department Service
Curriculum Committee, Committee Member, August 2005 - Present.

Professional and Community Service
Weider Publications, Advisory Board, October 2003 - Present.

Other
Candidate Recruitment Committee, Committee Member, August 2005 - Present.

Consulting

Technical/Professional Work
FLEX Magazine, California, 2004 - Present.
Weider Publications, California, 2003 - Present.
Muscle and Fitness Magazine, California, 2002 - Present.
Professional Memberships

   American College of Sports Medicine.
   American Physiological Society.
   International Society for Exercise and Immunology.
   International Society of Sports Nutrition.
   National Strength and Conditioning Association.
   Society for Experimental Biology and Medicine.
   Southeast Region American College of Sports Medicine.

Karen M. Smail

Awards and Honors


Contracts, Grants and Sponsored Research

Tracking heart rates across activities in Elementary school children
SOE Teacher Scholar
Project Period:
   (Karen M. Smail)
   2007 – Present Tracking heart rates across activities in elementary school children
PEHD R&D
Project Period: 2007
   (Karen M. Smail)
   2006 – Present Body Mass Indices in Charleston County School
Project Period: 2006
   (Karen M. Smail)
   2006 – Present Infrastructure for Human Performance Lab
PEHD R&D
Project Period: 2006
   (Karen M. Smail)

Publications

Peer-Reviewed Articles

Presentations, Lectures, Panels and Papers


"Making the Grade, Preparing for the Praxis II." SDAHPERD, Virginia Beach, VA, March 2006.

Conference Participation


Committees and Service

Department Service
Ad-Hoc Coaching Minor, Committee Member, 2005 - 2006.
Assessment Committee, Committee Member, 2003 - 2006.

College-wide Service
Grievance Committee, Committee Member, 2004 - 2006.

Professional and Community Service
Mary Ford Elementary School Health Fair, Presenter, April 2006 - Present.
SCAHPERD Scholarship Committee, Committee Member, August 2006 - May 2007.

Other
SOE Evaluation Committee, Committee Member, 2005 - 2006.
SOE Assessment Committee, Committee Member, 2003 - 2006.

Faculty Development Activities

Faculty Technology Institute (FTI), College of Charleston, Charleston, SC, March 2007.


Professional Memberships

AAHPERD.
SCAHPERD.
SDAHPERD.
Noah J. Wasielewski

Contracts, Grants and Sponsored Research

2007 - 2008 Effectiveness of Cross-Education and Vascular Occlusion on Functional Outcome Following Anterior Cruciate Ligament Reconstruction (In Preparation)
Project Period: May 1, 2007-August 1, 2008
(Noah J. Wasielewski, Principal; David Geier, Co-Investigator)

2005 - 2008 Acquisition of an Isokinetic Dynamometer for Research and Student Learning
Combination of Departmental and School Funds
Project Period: August 15, 2005-April 15, 2008; $50000
(Noah J. Wasielewski, Principal)

2006 - 2007 Head and Eye Position on Elbow Flexion Torque
Project Period: November 2006-May 2007; $600
(Noah J. Wasielewski; Gordon T. Blair, Principal)

2006 - 2007 Muscle Stretch Duration on Peak Torque and Muscle Stiffness
Project Period: November 2006-May 2007; $600
(Noah J. Wasielewski; Patricia Celmer, Principal)

Project Period: June 2006-May 2007
(Timothy P. Scheett, Principal; Noah J. Wasielewski, Co-Investigator; Thomas L. Carroll, Co-Investigator)

2005 - 2006 Diagnostic value of special orthopaedic physical examinations in detecting mechanical low back pain
School of Education Undergraduate Research Fund
Project Period: 2005-2006; $630
(C. B. Jones, Principal; Noah J. Wasielewski, Supporting)

Publications

Peer-Reviewed Articles


Other
Conference Proceeding

Presentations, Lectures, Panels and Papers


Editorial and Review Activities

Committees and Service

Department Service
Scholarship Committee, Committee Chair, August 2006 - Present.
PEHD Webmaster, Webmaster, 2003 - Present.
Research & Development Committee, Committee Member, 2003 - Present.

College-wide Service
Faculty Advisor to the Student Sports Medicine Association, Student Org Advisor (Professional Org), 2005 - Present.
Institutional Review Board, Committee Member, 2005 - Present.
Recycling and Environmental Responsibility Committee, Committee Member, August 2004 - Present.

Professional and Community Service
National Athletic Trainers' Association Research and Education Foundation, Reviewer of Poster Presentation for Masters-Level Awards, June 2005 - Present.
Center for Evidence-Based Practice, Rate the methodology of randomized controlled trials for a database, 2005 - Present.
Charleston County Park and Recreation Committee, Committee Member, 2005 - Present.
National Athletic Trainers' Association Board of Certification, Prepare/Grade Certification Exams, 2005 - Present.

Other
Sabbatical Committee, Committee Member, December 2007 - Present.
Faculty Technology Advisory Committee, Committee Member, August 2005 - May 2006.
Faculty Recruitment and Retention Committee, Committee Member, August 2004 - May 2006.

Faculty Development Activities

Advanced Faculty Technology Institute, College of Charleston, Charleston, SC, March 2007.


Annual Meeting, American College of Sports Medicine, Indianapolis, IN, May 2006 - June 2006.

Professional Memberships

American College of Sports Medicine.
Mid-Atlantic Athletic Trainers' Association.
National Athletic Trainers' Association.
Enrollment Data and Program Completers (for PDE - also revenue)

Majors

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<th>2006 (as of May 2006)</th>
<th>2007 (as of May 2007)</th>
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<tr>
<td>Total</td>
<td>256</td>
<td>277</td>
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<td>Athletic Training</td>
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<td>37</td>
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<tr>
<td>Exercise Sci.</td>
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<tr>
<td>Health Pro.</td>
<td>60</td>
<td>72</td>
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<tr>
<td>Teacher Ed.</td>
<td>18</td>
<td>26</td>
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Program Completers

<table>
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<tr>
<td>Total</td>
<td>70</td>
<td>79</td>
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<tr>
<td>Athletic Training</td>
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<tr>
<td>Exercise Sci.</td>
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<td>43</td>
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<tr>
<td>Health Pro.</td>
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<tr>
<td>Teacher Ed.</td>
<td>4</td>
<td>8</td>
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</tbody>
</table>

Assessment and Evaluation Data and Reports

See Appendix A

Other Activities:
Research and Development

See Faculty Student Accomplishments above.

Maymester/summer school

In May/Summer of 2006, we offered 14 courses enrolling 206 students.
In May/Summer of 2007, we offered 16 courses enrolling 229 students.

Academic advising

We conduct mandatory advising each fall and spring. Students cannot preregister until they have been advised and the advising hold is released by the department chair. We had 5 or less students (who eventually enrolled in the following semester as a major in this department) who did not attend the mandatory advising sessions. All faculty members participate in the mandatory advising process as well as the major declaration process.

Recruitment activities

See Goal 5.1 above
Committee Members: Susan Rozzi, Chair; Sue Balinsky, Wes Dudgeon, and Tom Langley

The Curriculum Committee met on the following dates:
September 19, 2006
October 17, 2006
November 28, 2006
January 16, 2007
February 6, 2007

The following actions taken by the committee during the ’06-’07 academic year:
1. PEHD 320 Medical and Allied Health Foundations: The committee approved the idea of increasing the credit hours from 2 to 3 credit hours. Michelle Futrell was instructed to contact the Registrar’s Office regarding this change. This change took effect Spring 07.
2. Advanced Horseback Riding: Committee was informed that the spring ’07 semester would be third time this course would be taught. Dr. Langley plans to submit a new course proposal for this course based on enrollment during the spring ’07 semester.
3. Prefix Change for ATEP courses: A proposal to change the prefix from PEHD to ATEP for twelve AT major courses (PEHD 245, PEHD 245L, PEHD 345, PEHD 345L, PEHD 346, PEHD 346L, PEHD 365, PEHD 430, PEHD 430L, PEHD 437, PEHD 437, PEHD 375 (all 5 levels) was approved and brought to the full faculty were it was approved. This change was approved by the FCC/Faculty Senate and will take effect Fall 07.
4. Title Change for PEHD 433: A proposal to change the title of PEHD 433 to Research Design and Analysis was approved and brought to the full faculty were it was approved. This change was approved by the FCC/Faculty Senate and will take effect Fall 07.
5. New Course Proposal HEAL 315 Substance Abuse Education: After numerous discussions and multiple revisions by Dr. Ellis, the author of this proposal, the committee voted to approve this proposal. The proposal was presented at a subsequent department meeting a motion to approval the proposal did not pass. The proposal may be brought back to the department as part of a proposal “package” should a new major be developed.
6. Deletion of HEAL 347: The committee voted in favor of a proposal to delete HEAL 347 from the list of department course offerings. The proposal was presented at a subsequent department meeting. The department voted in favor of tabling action on this proposal. The course will remain in the listing of course offerings.
7. Review of Course Descriptions and Course Pre-Requisites: The committee collected written feedback from instructors of all courses offered within the department regarding course descriptions, course pre-requisites, co-requisites, fees, equipment needs, and course locations (need for transportation). The committee reviewed all of this feedback and produced a detailed list of suggested editorial changes for the ’07-’08 College Catalog. This list was given to Dr. Langley.
8. Prefix Change for PEHD and HEAL courses: At the request of a department faculty member the committee discussed changing the prefix of PEHD and HEAL courses. No agreement was reached and no proposal was presented.
### HHP 2006-2007 R and D Report

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Summary--Future plans and proposed changes

The annual plan for 2007-08 is included as Appendix B and the three-year plan for 2005-08 is included as Appendix C.
## APPENDIX A
### ANNUAL ASSESSMENT PLAN 2006-07

### INITIAL ASSESSMENT DOCUMENT (2006-2007)

<table>
<thead>
<tr>
<th>STRATEGIC PLAN GOALS</th>
<th>DEPARTMENT GOALS AND OBJECTIVES</th>
<th>TIME FRAME</th>
<th>PROJECTED DATA COLLECTION METHODS (must have multiple methods for each goal)</th>
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<tr>
<td>Abbreviated statement of Strategic Plan Goals and Institutional Goals here.</td>
<td>GOAL 3: To train students in methods on scholarly inquiry</td>
<td></td>
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</tbody>
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| 1. Reading, writing and oral communication skills  
4. Develop lifelong commitment to intellectual curiosity | OBJECTIVE: 3.1  
Students in PEHD 433 Research Methods will design a research project in their individual areas of study to be conducted in subsequent courses that meets the requirements set by the department and by the Institutional Review Board (where necessary) and is suitable for submission for professional presentation. |            |                                                                                  |
| 3.1.1 By spring 2006, 30% of students in PEHD 433 will score 80% or better on a universal rubric (developed by the instructors in PEHD 433, 375-5, and 498) designed to evaluate the projects based on meeting criteria necessary for presentation.  
3.1.2 By spring 2006, 25% of the original manuscripts initiated by Athletic Training majors in this course and completed in PEHD 375-005 will be deemed acceptable by a majority of professionals in the field to whom the manuscripts are sent for review annually. | Spring 2006 | Instructors for PEHD 433, 375-5, and 498 will develop and utilize a rubric designed to assess projects based on criteria necessary for presentation at the professional level.  
Outside professionals in the area of athletic training will be utilized to assess student research projects. (Students in Athletic Training started producing these projects in 2004-05. These projects will be used to set criteria for the 2005-06 projects.) | |
<p>| To develop critical thinking and problem solving skills | GOAL 4: To improve critical thinking and problem-solving skills in relation to a variety of exercise and health-related situations. |            |                                                                                  |
| 4.1 By spring 2006, at least 40% of the students in HEAL | 4.1 The instrument to be used will be either the California Critical Thinking Instrument |            |                                                                                  |</p>
<table>
<thead>
<tr>
<th>216, HEAL 225, and HEAL 257 will improve their critical thinking in relation to specific health issues.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2 By spring 2006, student ratings for critical thinking on the teacher evaluation form for HEAL 216, HEAL 225, and HEAL 257 will be an aggregate of 4.5 or better.</td>
</tr>
<tr>
<td>4.3 By spring 2006, 40% of the graduates of the Athletic Training Education Program will pass the Written Simulation section of the National Athletic Trainers' Association Board of Certification (NATABOC) examination on the first attempt.</td>
</tr>
<tr>
<td>or the Watson-Glaser Critical Thinking Appraisal depending on which one is found to be most highly related to critical thinking in the area of health.</td>
</tr>
<tr>
<td>Student ratings for critical thinking on the course evaluation form that asks: Does this course promote critical thinking? will be an aggregate of 4.5 or better.</td>
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<td>Reports are sent to the ATEP director from NATABOC.</td>
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APPENDIX B
STRATEGIC PLAN GOALS AND INSTITUTIONAL GOALS

PHYSICAL EDUCATION AND HEALTH
DEPARTMENTAL GOALS AND OBJECTIVES
Annual Action Plan
2007-2008

METHOD OF ATTAINMENT

RESOURCES
(NEEDS, COSTS, SOURCE OF FUNDS)

INSTRUCTION/STUDENTS
Abbreviated statement of Strategic Plan Goals and Institutional Goals here.
Strategic Plan Goal 1: Strengthen student learning; PI 3
Institutional Instructional Goal 10: To help students acquire depth of knowledge and competence in at least one academic discipline.

GOAL 1:
To prepare students to meet the certification/licensing requirements for entry into exercise and health-related professions and to meet the requirements necessary for entry into professional graduate programs.

OBJECTIVES:

1.1 By spring 2008, at least 50% of the students graduating with a B. S. degree in Physical Education with a concentration in Exercise Science will complete the basic requirements for entry into professional schools and exercise science graduate programs.
   1.1.1 Track exercise science students accepted into professional schools and graduate programs annually.
   1.1.2 Review student records for completion of courses required for professional and graduate programs based on established set of program prerequisites.
   1.1.3. Review student records for completion of exercise degree requirements with a GPA of 3.0 overall and a 3.0 in exercise science departmental requirements.

1.2 By spring 2008, at least 25% of the students graduating with a B. S. degree in Physical Education with a concentration in Exercise Science will apply for certification in an exercise science-related area prior to graduation.
   1.2.1 Students will self-report certifications as part of mandatory advising process.
   1.2.2 Certification information will be entered into EDA-SYS for all exercise science students and retrieved annually.

1.3 By spring 2008, at least 80% of the students graduating with a B. S. degree in Athletic training will pass the NATA Board of Certification exam.
   1.3.1 Track the number of Athletic Training graduates who pass the NATA BOC exam within one year of graduation.

1.4. By spring 2008, at least 90% of students completing the Teacher Education program in Physical Education and graduating with a B. S. degree in Physical Education will pass the Praxis II exam and be recommended for certification by the College to the S. C. State Department of Education.
   1.4.1 Students in the Physical Education Teacher Education program must successfully complete the
Praxis II exam prior to completing the clinical internship in order to be recommended for certification. These results are compiled by the Office of Certification and Clinical Practice of the School of Education.

Resources: Maintaining accredited programs in the Physical Education Teacher Education Program and in the Athletic Training Education Program requires periodic funding for review and accreditation visits. Clinical instructors at the clinical sites in athletic training are to be paid $200 per year for their services for a total of $1800 per year (9 clinical instructors x $200). These funds are provided through Academic Affairs and the School of Education. It is expected that these funds will be maintained. Clinical instructors in physical education teacher education preparation are given vouchers for graduate courses each semester they supervise a clinical intern. There are currently 7-8 clinical interns per year. It is expected that vouchers for clinical instructors for each of these interns will continue.
Maintaining programs in athletic training, exercise science, health promotion, and teacher education that meet the needs of training future professionals requires up-to-date and well maintained equipment and regular replacement of a wide variety of supplies. The department plans to request the addition of a lab fee for each of its seven lab courses to help cover the costs of lab supplies. We expect to move into a new lab area in the fall of 2008. Some of the expense of creating a lab space in the current general college weight room will be covered in the creation of a temporary sport medicine area and locker rooms for athletics in preparation for construction of the new athletic arena. The cost of converting this area back to a lab area has not yet been determined. Costs for equipping the new lab as a smart classroom and for new lab equipment will be approximately $40,000.

Strategic Plan Goal 1: Strengthen student learning; PI 3
Institutional Instructional Goal 2: To develop critical thinking and problem solving skills.
Institutional Instructional Goal 3: To develop computer information retrieval skills.
Institutional Instructional Goal 6: To develop an understanding of cultural diversity.
Institutional Instructional Goal 10: To help students acquire depth of knowledge and competence in at least one academic discipline.

GOAL 2: (Specific to Teacher Education)
To prepare Physical Education Teacher Education candidates to be effective teachers in an environment requiring sport activity and movement skill development. (This goal is assessed as part of NCATE accreditation for the School of Education which was completed in the Spring of 2005 and will be assessed again in the Spring of 2012. Data collection for this accreditation is completed annually and is entered into the School of Education’s data collection system (EDA/SYS).

2.1 To produce competent physical educators that can make the teaching/learning connection in the PK-12 setting through (1) understanding and valuing the learner, (2) knowing what and how to teach and assess and how to create an environment in which learning occurs, and (3) understanding themselves as professionals as measured by the following outcomes:
   2.1.1 Teacher candidates enrolled in PEHD 352 will achieve an aggregate score of two (2) on a lesson and its planning annually based on rubrics developed for this purpose.
   2.1.2 Teacher candidates enrolled in PEHD 452 will address ways they understand and value learners by achieving an aggregate score of two (2) on ETC 1 of their Live Text portfolio annually.
   2.1.3 At least 80% of the teacher candidates enrolled in PEHD 431 will demonstrate proficiency in testing and measurement of students in physical education settings by earning a final grade of “B” or better annually.
   2.1.4 At least 80% of PEHD teacher candidates enrolled in EDFS 326 will demonstrate proficiency in the use of computers in the physical education setting by earning a final grade of “B” or better annually.
   2.1.5 Teacher candidates enrolled in EDFS 460 will address ways the teaching/learning connection is made by achieving an aggregate score of two (2) on their Live Text portfolio annually.
   2.1.6 Teacher candidates will earn an aggregate score of two (2) in their various field experience
placements in PEHD 352, 452, and 457 annually.
2.1.7 All teacher candidates prior to entering EDFS 460 will have completed 120 hours of field experience in various environments annually.
2.1.8 Teacher candidates enrolled in PEHD 457 will demonstrate a proficiency for planning physical education programs for students with disabilities by achieving an aggregate score of two (2) on the Individual Education Plans (IEP’s) developed for such students annually.
2.1.9 At least 80% of physical education teacher education candidates enrolled in the teacher education program will satisfactorily complete the requirements necessary for placement in clinical practice annually.
2.1.10 By spring 2008, at least 90% of teacher candidates enrolled in PEHD 352 will become student (Future Professional) members of the South Carolina Alliance for Health, Physical Education, Recreation, and Dance.
2.1.11 By spring 2008, at least 90% of teacher candidates enrolled in EDFS 460 will become student (Future Professional) members of the American Alliance of Health, Physical Education, Recreation, and Dance.

Resources: Accreditation of this program requires funding allocated through the School of Education. This funding is expected to be continued. Cooperating teachers receive a voucher for one graduate course. This resource is expected to be continued. Travel funds for visits to candidates in practicum and clinical practice settings range from $1000-$2000 annually depending on the number of students in these placements. This is a regularly funded operational budget item. Equipment used in the classes associated with this goal is replaced on an annual basis at a cost of approximately $2000 per year.

Strategic Plan Goal 1: Strengthen student Learning; PI 4.
Strategic Plan Goal 2: Assure a high quality, diverse, and engaged student body; PI 3
Institutional Instructional Goal 1: To develop reading, writing, and oral communication skills.
Institutional Instructional Goal 4: To develop a lifelong commitment to intellectual curiosity and learning.
Institutional Instructional Goal 11: To train students in the method of scholarly inquiry and research.

GOAL 3:
To train students in the method of scholarly inquiry and research and presentation of such research in the exercise and health-related disciplines.

3.1 Students in PEHD 433 Research Methods will design a research project in their individual areas of study to be conducted in subsequent courses that meets the requirements set by the department and by the Institutional Review Board (where necessary) and is suitable for submission for professional presentation.
3.1.1 By spring 2008, 40% of students in PEHD 433 will score 80% or better on a universal rubric (developed by the instructors in PEHD 433, 375-5, and 498) designed to evaluate the projects based on meeting criteria necessary for presentation.
3.1.2 By spring 2008 20% of the research projects designed by exercise science students in PEHD 433 and completed in PEHD 498 will be accepted for local, state, regional and/or national/international presentations.
3.1.3 By spring 2008 50% of the original manuscripts initiated by Athletic Training majors in this course and completed in PEHD 375-005 will be deemed acceptable by a majority of professionals in the field to whom the manuscripts are sent for review annually.
3.1.3 By spring 2008, 80% of physical education teacher education candidates in PEHD 431 will receive an aggregate score of two (2) on an assessment project developed to determine the effect of his/her instruction during clinical practice on his/her students.

Resources: Equipment necessary for student and student/faculty research is the same equipment included in
Goal 1 above. Travel for student presentations is funded through the department's foundation account. Any travel for faculty associated with this goal is funded through the department's R and D fund. Maintenance of this funding at current levels needs to be maintained and increased, if possible. Additional funding will be requested from College and School of Education research grants. Expenditures for duplication of pen and paper materials for tests and questionnaires is part of the annual operating budget of the department. Expenditures for mailing of manuscripts is also part of the annual operating budget of the department.

Strategic Plan Goal 2: Assure a high quality, diverse, and engaged student body; PI 2
Institutional Instructional Goal 2: To develop critical thinking and problem solving skills.

GOAL 4:
To improve critical thinking and problem-solving skills in relation to a variety of exercise and health-related situations.

4.1 By spring 2008, at least 80% of the students in HEAL 216, HEAL 225, and HEAL 257 will improve their critical thinking in relation to specific health issues.
   4.1.1 A pre and post health related critical thinking instrument will be administered in HEAL 216, HEAL 225, and HEAL 257. Data will be collected from all sections of each class in the fall and spring semesters.

4.2 By spring 2008, student ratings for critical thinking on the teacher evaluation form for HEAL 216, HEAL 225, and HEAL 257 will be an aggregate of 4.5 or better.
   4.2.1 Teacher evaluation forms for all sections of HEAL 216, HEAL 225, and HEAL 257 for the fall and spring semesters will be used to determine the aggregate score of 4.5 or better.

4.3 Over time Athletic Training students will show an improvement on a paper and pencil critical thinking evaluation tool administered initially in PEHD 245 (first semester of sophomore year) and repeated in PEHD 375005 (second semester senior year).
   4.3.1 The difference between the students' scores on the first critical thinking evaluation tool and the second should demonstrate improved critical thinking ability.

4.4 By spring 2008, 80% of the graduates of the Athletic Training Education Program will pass the Written Simulation section of the National Athletic Trainers' Association Board of Certification (NATABOC) examination on the first attempt.
   4.4.1 Graduates will self-report their scores on the Written Simulation section of the NATABOC examination to the director of the Athletic Training Education Program.

Resources: Purchase of critical thinking instruments will be part of the department’s annual operating budget. Graduate assistants will be used to compile the data from the instruments. The department expects to maintain the two graduate positions currently assigned.

Strategic Plan Goal 1: Strengthen student learning.
Institutional Instructional Goal 3: To develop computer information retrieval skills.

Goal 5: To develop computer application skills in a variety of exercise and health-related settings.

5.1 Athletic training students will improve the rubric scores of their electronic portfolios over time.
   5.1.1 Rubric total scores for each student's electronic portfolio will be compiled at each of the five clinical education experiences (PEHD 375001-PEHD 375005) for the athletic training majors. By spring 2008, 100% of the students will show improvement in the rubric scores for computer application skills over the five semester collection period.
5.2 By spring 2008, 100% of athletic training students' completed electronic portfolios will score acceptable or above on all components of a standard evaluation form completed by an evaluator other than an athletic training instructor.

5.2.1 Completed senior portfolios will be evaluated by an evaluator within the department or external to the department using a standard portfolio evaluation form.

5.3 By spring 2008, at least 80% of PEHD teacher candidates enrolled in EDFS 326 will demonstrate proficiency in the use of computers in the physical education setting by earning a final grade of “B” or better.

5.3.1 Physical Education Teacher Education candidates' computer proficiency as a result of their performance in EDFS 326 is recorded in EDA/SYS. (See Goal 2 above.)

5.4 By spring 2008, 80% of students in HEAL 216, HEAL 225, and HEAL 257 will score 85% or better on a rubric designed to evaluate health related websites.

5.4.1 Website evaluation assignments will be collected for each section of the above courses for the fall and spring semesters.

5.5 By spring 2008, at least 80% of students in all PEHD and HEAL courses utilizing Web CT will use Web CT to communicate with the professor/classmates, to take quizzes, and/or to retrieve class-related information.

5.5.1 Web CT utilization will be compiled for all sections of PEHD and HEAL courses utilizing Web CT for the fall and spring semesters.

Resources: Evaluation of each of the above objectives is the responsibility of the individual instructors for each course. Graduate assistants will be used to compile the data across the department.

Strategic Plan Goal 2: Assure a high quality, diverse, and engaged student body; PI 3

Institutional Instructional Goal 6: To develop an understanding cultural diversity.

Institutional Instructional Goal 7: To enhance affective development.

Institutional Instructional Goal 9: To encourage students to become conscious of the importance of political, social, economic, and scientific issues of their time.

Goal 6

To promote student involvement in campus and community partnerships that advocate health promotion and to reinforce the benefit of exercise and health-related professions and teaching as service and helping professions.

6.1 By spring 2008, 75% of the exercise science students will participate either as participants or volunteers in community activities that promote physical activity annually.

6.1.1 Students will self-report on community activity surveys administered each semester during mandatory advising sessions.

6.2 By spring 2008, at least 85% of students in HEAL 216, HEAL 225, and HEAL 257 will participate in a health service activity in the semester in which they are enrolled in these courses.

6.2.1 Student participation counts will be maintained in all sections of each of the courses given above.

6.2.2 Supervisors of agencies in which students volunteer will document hours completed on volunteer sheets provided to them.

6.3 By spring 2008, 85% of students in HEAL 216, HEAL 225, and HEAL 257 will have an aggregate rubric score of 2 or higher on a reflection paper written for the purpose of validating the benefits of health education as a helping profession.

6.3.1 A three point rubric will be used to evaluate each reflection paper with a score of 3 being the highest
score earned.

Resources: Materials for reporting surveys and rubrics are part of the department’s operating budget. Rubrics will be provided to students in HEAL 216, 225, and 257 via Web CT. Graduate assistants will collect data across courses.

Strategic Plan Goal 1: Strengthen student learning; PI 3.
Institutional Instructional Goal 9: To encourage students to become conscious of the importance of political, social, economic, and scientific issues of their time.
Institutional Instructional Goal 10: To help students acquire depth of knowledge and competence in at least one academic discipline.

Goal 7: (Specific Health Promotion only)
To relate the 6 Center for Disease Control (CDC) categories of health risk factors, contributing causes, and prevention strategies to individual, regional, and national health initiatives in preparation for meeting Certified Health Education Specialist standards.

7.1 By spring 2008, at least 85% of health promotion students in HEAL 216, HEAL 225, and HEAL 257 will identify the 6 CDC risk factors.
   7.1.1 Test results for all sections of each of the above listed courses will be collected each semester.

7.2 By spring 2008, at least 85% of health promotion students in HEAL 216, HEAL 225, and HEAL 257 will identify at least one controllable or uncontrollable factor that affects an individual’s health.
   7.2.1 Test results for all sections of each of the above listed courses will be collected each semester.

7.3 By spring 2008, at least 85% of the health promotion students in HEAL 216, HEAL 225, and HEAL 257 will develop a viable plan of action to reduce one controllable risk factor that will help to prevent negative health consequences and relate the impact of individual health initiatives on regional and national health initiatives and vice versa.
   7.3.1 Student plans will be assessed by a rubric developed for the purpose of assessing the contents of the plan in relation to identification of a risk factor in relation to a specific health consequence and the viability of the suggested method for intervening with the negative health consequence.

Resources: Evaluation of the above objectives is the responsibility of instructors in the individual courses. Graduate assistants will be used to collect data across classes.

Strategic Plan Goal 2: Assure a high quality, diverse, and engaged student body; PI 1 and 3.
Institutional Instructional Goal 7: To enhance affective development.

Goal 8: To provide the general student body with the opportunity to develop an appreciation for physical activity and to gain skills necessary for enjoyable participation in a variety of physical activities.

8.1 By spring 2008, 90% of those students enrolled in all physical education activity courses designed for skill improvement will show an improvement in skill performance over the course of the semester in which they take the course.
   8.1.1 Results of pre- and post-test skill performance tests in each activity course designed for improving skills will be collected.

8.2 By spring 2008, 75% of all students enrolled in all physical education activity courses will participate in physical activities outside the activity class in the semester in which they are enrolled or will plan to participate in
physical activities beyond the physical activity course.

8.2.1 Students will self-report on a questionnaire administered near the end of the semester.
8.2.2 Enrollments in physical activity courses will be checked for students taking activity courses beyond their initial activity course.
8.2.3 Students who enroll in an activity in one semester but not the subsequent semester will be sent an email questionnaire to assess why a subsequent course was not taken and whether or not additional courses will be taken.

8.3 By spring 2008, 85% of all students in all physical activity courses will score an aggregate of 2 or better on a reflection paper indicating the role physical activity plays in maintaining the individual student’s personal health.
8.3.1 The students’ reflection papers will be graded on a rubric developed to assess the relation between statements of personal physical activity habits and expected positive and/or negative personal health outcomes.

Resources: The self report questionnaires are part of the department’s operating budget. Evaluation of the above objectives will be the responsibility of each instructor in the individual courses. Graduate assistants will collect data across courses. Provision of quality equipment and facilities is necessary for the development of positive attitudes toward the development of life long physical activity. The annual fee for physical activity courses provides sufficient funds for the replacement of equipment used in these courses. Provision of appropriate facilities for activity programs is an ongoing part of the space allocation on campus. Currently, 5 new racquetball courts and a multipurpose room/dance studio is part of the new athletic arena/physical education complex scheduled to be completed in the fall of 2007. The six tennis courts behind the Johnson Physical Education Center will be lost due to the arena construction. Replacement of all or some of these courts at some location on campus would significantly facilitate the meeting of this goal. Such construction is not currently part of the range developmental plans for the College.

FACULTY/STAFF

Strategic Plan Goal 3: Assure high quality and diverse faculty and staff; PI 1 and 6.
Institutional Faculty/Staff Goals 1 and 2
Institutional Administrative Services Goals 2, 3, and 5

GOAL 9: To provide a well trained and well supplied faculty and staff whose primary function is to create a stimulating and challenging environment in which all students are encouraged to learn through involvement in the classroom, in research, and professional participation.

9.1 To recruit and retain a highly qualified and diverse faculty and staff.
9.1.1 Install new department chair assuming there was a successful search for the department chair in 2006-2007.
9.1.2 Submit request for an instructor faculty line in 2007-2008 to be filled in 2008-2009 to improve activity course offerings and to organize and administer a fitness testing center for students, faculty, and staff.
9.1.3 Assist faculty in attending professional conferences. In addition to the base amount provided to faculty for travel to professional conferences, use departmental funds that are available to assist in travel for research presentations and serving as officers in professional organizations, especially for junior faculty working toward tenure and promotion. Continue to seek grants at the College and School level for research and development.
9.1.4 Nominate eligible faculty for college, professional, and community awards to insure recognition for outstanding performance. This is an annual process.
9.2 To provide faculty and staff with adequate technology support, classroom equipment, and supplies in order to do their job to the best of their abilities.

9.2.1 Ensure that office and classroom computers and software are up-to-date by following a rotation for replacement of outdated equipment. Work closely with the technology liaison to insure that each faculty has the hardware and software necessary to carry out the functions needed for class presentations and research. This is an annual process. A four faculty per year rotation will provide new computers for each faculty every four years. If updates require replacements sooner, another rotation plan will be determined.

9.2.2 Ensure that adequate technology support exists within the department such as scanners, digital cameras, video cams, projectors, and overheads. Ensure that the new lab to be in place in the fall of 2008 is equipped as a smart classroom.

9.3 To maintain two full-time graduate assistants in the department.

9.3.1 Actively work with the SOE Dean and the Graduate School to identify graduate students who are interested in working in the fields associated with the department. Interview graduate school applicants who are identified in the spring of each year and hire the best qualified prior to the beginning of the following academic year. Work with outgoing graduate assistants at the end of the academic year to devise a survey for the purpose of determining their satisfaction with their assignments, use of their time, and suggestions for improvement in assignments made.

9.3.2 Explore opportunities for developing cooperative program with The Citadel for use of Physical Education graduate students as teaching and/or research assistants at the College. Discuss possibilities with SOE Dean, Provost, and Graduate School Director. This could be one method of reducing dependence on adjuncts for providing activity courses.

Resources: 9.1.1 The requested salary for the new chair was $75,000 plus a chair’s stipend of $16,667. This amounts to an increase of $28,712 over the current line being used to fill this position and the current chair's stipend. There will also be slight increases in the fringe benefits totals as well.

9.1.2 requires approval of a new line--salary $25,000-$30,000 plus benefits, office setup, and recurring additions to the operating budget for a new faculty member. 9.1.3 Departmental travel funds, departmental R and D funds, departmental foundation funds when appropriate. 9.1.4 Chair and individual faculty participation.

9.2.1 $6400 (4 x $1600) Department and SOE operational budgets, Academic Computing technology grants when appropriate, and Academic Affairs discretionary funds when available. 9.2.2 Departmental operating budget maintained at current levels. Academic Affairs discretionary funds for technology when available.

9.3.1 Departmental and SOE budgets funded at the current level. 9.3.2. Department chair. Future costs would depend on arrangement negotiated for funding the graduate students.

Strategic Plan Goal 2: Assure engaged student body; PI 1.
Strategic Plan Goal 3: Assure high quality and diverse faculty and staff; PI 4
Institutional Faculty/Staff Goals 1, 4, and 5.
Institutional Administrative Services Goal 2.

Goal 10 To create an environment in which faculty feel free to experiment with their teaching methods and in which faculty have the time to work with students one on one and in small groups in research and other projects.

10.1 To provide one faculty with release time or special scheduling per semester.

10.1.1 All faculty are requested to submit proposals for release time for research prior to the October departmental meeting. Proposals will be judged on contribution to the department and students. Proposals involving students in the research will be given top consideration. Faculty pursuing and
receiving grants will be given preference in this system as well.

10.2 To have the faculty contribute at least 12 professional presentations/articles.
10.2.1 This is tied to 10.1.1 above. The purpose of 10.1.1 is to create an environment in which faculty are more creative and productive, especially in the area of involving students in research. The College’s Research and Grant’s Administration office will be used to explore grant potential in physical education, athletic training, exercise science, and health promotion.

10.3 To have a system in place by Fall 2007 that encourages qualified faculty to apply for sabbatical leave.
10.3.1 Appoint a committee within the department to recommend a procedure for identifying those faculty qualifying for a sabbatical, recommending such faculty, and identifying a process for covering the faculty’s responsibilities during the sabbatical.

Resources: 10.1.1 Departmental R and D funds as well as any other funds sought and received. Graduate assistants for research.
10.2.1 Chair and individual faculty participation.
10.3.1 There is the potential for adjunct funds needed to cover certain courses—undetermined at this time.

Strategic Planning Goal 4: Enhance relationships with constituents; PI 1.
Institutional Faculty/Staff Goal 1 and 4.
Institutional Community Service Goal 1.

GOAL 11: To encourage faculty to serve as local (college and community) advocates and resources for their professions of Athletic Training, Exercise Science, Health Promotion, and Physical Education by giving their time to academic and community programs both directly linked and indirectly linked to their professions.

11.1 To have faculty serve on community boards and as guest speakers in order to maintain strong collegial relationships with external constituencies such as public schools and community health/fitness agencies vital to the future of the institution.
11.1.1 Have faculty place their names and areas of expertise on the College’s speakers’ bureau. Invite personnel from various organizations to make presentations in classes and professional clubs as a means of maintaining contact with these organizations and becoming known to them. Encourage faculty to volunteer in community projects when appropriate.

11.2 To have at least 50% of the faculty involved in the governance of the College annually.
11.2.1 Nominate faculty for all Faculty Senate and standing college committees. Insure that faculty rotate as departmental senators every two years.

11.2.1 Chair and individual faculty participation.

Strategic Planning Goal 2: Assure an engaged student body; PI 3.
Institutional Instruction Goals 6, 7, and 9.
Institutional Faculty/Staff Goals 4 and 5.

GOAL 12: To promote and foster a culture in which faculty and students value civility, promote collegiality, and embrace cultural, geographical, and intellectual diversity.
12.1 To structure programs within classes and professional clubs in which all faculty participate with students in social and professional activities.

12.1.1 Faculty will be asked to involve other faculty and students in participating in classes to serve on panels and assist in the collection of data for research purposes. All faculty will be informed of and invited to attend research presentations in appropriate classes. All faculty members will be asked to participate in professional club activities as presenters. The department and professional clubs will sponsor social events annually for faculty and students such as after graduation receptions and activity events.

Resources: Club advisors and individual faculty.
Annual Report for the M. Ed. Program in Science and Mathematics

The Steering Committee consisted of Ann Wallace, Martha Nabors, mutindi ndunda, John Peters, Linda Jones, and Gary Harrison, Program Director. The graduate assistant was Tyler Beamer in Fall 2006 and Mini Narayanan in Spring 2007.

Enrollments: The courses offered in the program are shown below. Those with EDFS prefixes are shared by the SMFT program and other graduate education programs. Those with EVSS prefixes are courses in the environmental master program that can be used by SMFT students. Both the number of students enrolled in a course and the number of those that are SMFT students are shown. It can be seen that although the EDFS courses are shared with other programs, most of these courses could not be run without the SMFT students.

<table>
<thead>
<tr>
<th>Course</th>
<th>SMFT students enrolled</th>
<th>Total students enrolled</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer II 2006</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SMFT 516 Application of Math Across the Curriculum</td>
<td>10</td>
<td>12</td>
<td>G. Harrison</td>
</tr>
<tr>
<td>Fall 2006</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SMFT 514 Geometry for Elem. and Middle Schl. Teachers</td>
<td>14</td>
<td>14</td>
<td>M. Clark</td>
</tr>
<tr>
<td>SMFT 548 Atomic Theory from Lucretius to Quarks</td>
<td>9</td>
<td>9</td>
<td>F. Watts &amp; E. Martin</td>
</tr>
<tr>
<td>SMFT 698 Independent Study</td>
<td>1</td>
<td>1</td>
<td>G. Harrison &amp; M. Van Sickle</td>
</tr>
<tr>
<td>EVSS 640 Earth Systems Science</td>
<td>0</td>
<td>20</td>
<td>M. Colgan</td>
</tr>
<tr>
<td>EVSS 650 Energy Production and Resource Management</td>
<td>2</td>
<td>11</td>
<td>J. Neff</td>
</tr>
<tr>
<td>Spring 2007</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SMFT 510 Introduction to Problem Solving</td>
<td>3</td>
<td>3</td>
<td>H. Florence</td>
</tr>
<tr>
<td>SMFT 639 Genetics and Molecular Biology for Teachers</td>
<td>4</td>
<td>4</td>
<td>J. Peters</td>
</tr>
<tr>
<td>EDFS 632 Learning, Cognition, and Motivation</td>
<td>5</td>
<td>6</td>
<td>C. Gutshall</td>
</tr>
<tr>
<td>EDFS 635 Educational Research</td>
<td>2</td>
<td>6</td>
<td>S. Thomas</td>
</tr>
<tr>
<td>EDFS 660 Nature of Science/Mathematics Education</td>
<td>5</td>
<td>6</td>
<td>M. Van Sickle</td>
</tr>
<tr>
<td>SMFT 698 Independent Study</td>
<td>2</td>
<td>2</td>
<td>L. Jones &amp; G. Harrison &amp; M. Clark</td>
</tr>
<tr>
<td>Summer I 2007</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SMFT 697 Marine and Coastal Science</td>
<td>6</td>
<td>6</td>
<td>E. Rhodes</td>
</tr>
<tr>
<td>EDFS 635 Educational Research</td>
<td>3</td>
<td>6</td>
<td>M. Skinner</td>
</tr>
</tbody>
</table>

Enrollments are down from two years ago. When contacting students in the program, there were many varied reasons why they were not taking classes, but the one reason that came up most frequently was the cost. Since most of these students are part time, they are paying $909 for a 3 credit class or $1212 for a 4 credit class, which is expensive on a teacher’s salary. With current tuition rates C of C may be pricing itself out of this market.

New Admissions: After eliminating 8 students who started the program but have not taken any classes since 2001 there are 42 students in the program. New admissions to the program are as follows:

<table>
<thead>
<tr>
<th>To Start</th>
<th>Admitted</th>
<th>Actually Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2006</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Summer 2007</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>
There is one application currently under evaluation by the steering committee and 4 applications that are partially complete.

I get many requests from people who have a bachelors degree and want to get teacher certification or who have an initial teaching certificate and want to get special certification in some level of science or mathematics teaching. The SMFT program is not really designed to help these people, but we might look at what we could do for them.

Accomplishments: Four students in the SMFT program received their M.Ed. degree in December and two received their M.Ed. degree in May.

Tyler Beamer, a SMFT student, won the outstanding presentation award in education at the First Graduate School Poster Session.
THE ANNUAL REPORT OF THE M.Ed. IN LANGUAGES PROGRAM

The mission of the Master of Education in Languages, an interdisciplinary program offered by the School of Education, Health, and Human Performance, and the School of Languages, Cultures, and World Affairs; is to broaden the candidates’ content area knowledge, to strengthen their language and language teaching skills, and to satisfy the professional development needs of practicing teachers.

Approximately 35 degree-seeking students actively pursued the M.Ed. in Languages degree during the 2007-2008 academic year. Eight students completed the program. Laura Bachman, Caroline Beeland, and K. Allen Vance, followed the French track. Kelly Altman, Nicole Clements, and Amanda Hoskins, concentrated in Spanish. Shannon Cruz received the degree in ESOL. Rena Lewis-Kratky completed both the Spanish and ESOL tracks, and was named the program’s outstanding spring graduate. All graduates presented a standards-based portfolio for their capstone experience. An additional three students are expected to finish their degrees this summer. One of them is Tanya Jeffords who spent the year teaching English at the University of Versailles St.-Quentin, near Paris. Tanya was the recipient of the Versailles Teaching/Research Fellowship.

Caroline Beeland served as the program’s graduate assistant this year. As a part of her assistantship, she successfully taught two French 101 courses. Caroline was also active in the new Graduate Student Association.

Seven students have applied for fall admission. In addition, three students who originally planned to begin work in the summer have decided to delay their entrance date until the fall.

Drs. Shawn Morrison, Silvia Rodriguez-Sabater, mutini ndunda, Téfo Attafi, Carla Breidenbach, and Robyn Holman served on our students’ exit committees. Robyn Holman represented the program at the Graduate Council.

The M.Ed. in Languages program participated in the S.W.O.T. analysis this year.

A publicity letter was sent in November to all lead ESOL and foreign language teachers in the tri-county area. The letter contained information about our upcoming courses and admission policies. Despite publicity and recruitment efforts made by the program director and by the Graduate School, enrollment in the French track of the program remains low. Also, the dropout rate for all tracks seems relatively high.

According to the results of exit surveys given to program completers, student satisfaction with the program is high. Graduates reported that the program met or exceeded their expectations.

New courses are still being developed. Dr. Rodriguez is offering a Special Topics class on pragmatics (sociolinguistics) in summer I. Dr. Colominas will be teaching a Spanish course called “Tyranny in Spanish American Film and Literature” in the fall.

The following list gives a complete inventory of the courses offered and the participation of our students in them.

<table>
<thead>
<tr>
<th>FALL 07</th>
<th>LALE enrollment in the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>LALE 603 Second Language Acquisition</td>
<td>12</td>
</tr>
<tr>
<td>FREN 603 Stylistics</td>
<td>6</td>
</tr>
<tr>
<td>SPAN 671 Youth Literature in Spain</td>
<td>8</td>
</tr>
<tr>
<td>EDFS Educational Research</td>
<td>9</td>
</tr>
<tr>
<td>EDFS 687 Technology Education</td>
<td>3</td>
</tr>
<tr>
<td>EDFS 670 Principles and Strategies</td>
<td>3</td>
</tr>
</tbody>
</table>

LALA: Language Arts, Literacy, and Adolescents.
SPRING 08

LALE 602 Methodology 12
FREN 630 Seminar in French Language Studies 2
SPAN 615 Latin American Civilization and Culture 8
EDFS 673 Assessment 6
EDFS 674 Linguistics for ESOL Teachers 1

MAY EVENING

EDFS 672 Linguistic and Cultural Diversity 4

SUMMER I DAY

LALE 690.001 Special Topics: Pragmatics 5
  .002 Special Topics: Assessment 1
EDFS 635 Education Research 2
INTRODUCTION

Mission

The mission of the Office of Student Services and Certification (OSSC) is to provide information to students on all of the teacher education programs in three stages –

1. as an incoming student to the College of Charleston who is interested in education
2. as a College of Charleston student declaring their major in a teacher education program
3. as a teacher education candidate as he/she completes the College of Charleston teacher education degree process

It is the role of the OSSC to place the student in appropriate and professional settings for successful completion of the student’s required field course and Clinical Practice internship. Throughout the student’s academic career, the OSSC provides timely information to each student on the South Carolina teacher certification process, and the OSSC personnel instructs, guides and coordinates the initial state certification process for each student.

The OSSC staff
Linda D. Payne, Director
Lynda Kaczenas, Student Services Program Coordinator
LaVerne Green, Administrative Specialist II
Angela Bolden, Administrative Specialist I

The staff work extensively with the Department of Teacher Education faculty to successfully prepare the Clinical Practice interns to be gainfully employed first year teachers after graduating from the College.

Programs/Services
If a student wishes to become a SC certified teacher at the end of his/her undergraduate or graduate program, he/she will have many interactions with the Office of Student Services and Certification. The staff of the OSSC serve the students through:

Orientation (January and summer sessions)
A student that has been admitted to the College of Charleston and expresses an interest in education as a major or minor attends an Academic Majors Meeting on day one of orientation. The meeting is conducted by the Director, Student Services Program Coordinator, and the Administrative Specialist II from the Office of Student Services and Certification. The presentation focuses on admission requirements to the School of Education, Health, and Human Performance. On day two of each session the transfer students, entering Teaching Fellows, and Call Me MISTER students meet with the Student Services Program Coordinator for advising and registration.

Declaring education as a Major/Minor
A student may declare a major or minor in an education program at any time. Each student meets with the Student Services Program Coordinator who reviews the student’s degree audit to determine which courses may be credited towards the major. A Course of Study Worksheet is utilized to determine the courses a student must complete to graduate and become certified. The student must also sign a field experience agreement that relates to courses that include field experiences and clinical practice experiences. At that point, each student is assigned an advisor from the appropriate School of Education, Health and Human Performance department.
Applying for admittance to the School of Education, Health and Human Performance Teacher Education Program

In order to be accepted into the Department of Teacher Education Program, an undergraduate student must complete the following requirements:

- complete program specified minimum number of general education requirements with a minimum GPA of 2.5
- pass the reading, writing and mathematics Praxis I exams or have the prerequisite SAT or ACT scores
- complete EDFS 201, Introduction to Education, with a grade of C or better,
- submit three disposition assessment forms (one from each of the following: a general education faculty member, the student’s EDFS 201 professor and someone who has observed the student working with children or youth).

During the 2007-08 academic year, there were 39 acceptances into the MAT programs and 137 acceptances into the undergraduate teacher education programs.

Applying to participate in the Clinical Practice (CP) internship program.

At least one full semester prior to the scheduled semester for the CP internship students are required to attend an information session and formally apply to participate in the CP internship program. Students must meet the following requirements:

- have been accepted into the School of Education, Health and Human Performance Teacher Education Program
- completed all course work with an overall minimum GPA of 2.5 and a minimum GPA of 3.0 in their education course

GOALS

Accomplishments

- Dr. Linda Fitzharris, Chairperson, Department of Elementary and Linda D. Payne, Director of Office of Student Services and Certification (OSSC) made presentations to prospective students at College of Charleston Open Houses on two Saturdays during the year.

- On four occasions during the past year, the OSSC Director presented the College of Charleston President’s Awards to students at Springfield Elementary School.

- The OSSC Director represented the School of Education, Health and Human Performance at various meetings on campus and in the local school districts.

- The OSSC Administrative Specialist and Director led the planning and organization of two very successful School of Education, Health and Human Performance Awards Ceremonies during the 2007 - 08 year. These ceremonies recognized candidates who received fifty six scholarships and awards, 216 teacher education graduates and thirty two CP internship College supervisors.

- The OSSC Director made presentations at ten College of Charleston summer orientation sessions.

- The OSSC Director completed the National Council for Accreditation of Teacher Education’s Accreditation, Accountability, and Quality Professional Development Conference, September 27 – 30, Arlington, VA

- The OSSC Director was a presenter on “Retention and Mentoring Faculty” at the 2008 State Conference for the State Association of District Arts Coordinators
The OSSC Director was named the International Association of Administrative Professionals, Monck’s Corner Chapter 2007 – 08 Executive of the Year.

The Student Services Program Coordinator planned, organized, and participated in advising and registration for ten College of Charleston summer orientation sessions for incoming freshman and transfer students, as well as the orientation session that took place in January. The OSSC Director led the presentation for each of these sessions.

During the summer orientation sessions, the Student Services Director advised and registered ninety nine students (transfer students and entering Teaching Fellows) who plan to major or minor in education. During the January session eighteen students were advised and registered by the Student Services Director. As part of the initial advising appointment, the admission requirements to the teacher education were reviewed with each student and they had the opportunity to declare a major or minor in education and be assigned a faculty

The Student Services Program Director spoke to three hundred five students who were enrolled in the Introduction to Education course during Fall 2007 and Spring 2008. School of Education, Health, and Human Performance admission requirements were reviewed and handouts were disseminated outlining the specific unit assessment points that students have to satisfy for program admission. A lengthy question and answer session was held during each discussion.

The OSSC Director spoke to one hundred students enrolled in Introduction to Education courses in the Spring 08 regarding future placement opportunities.

The Administrative Specialist led, directed and coordinated the work involved in developing/publishing printed materials for OSSC and EHHP events, such as the Transition to the Professional Conference agenda and registration forms and School of Education, Health, and Human Performance Awards Ceremony invitations and programs.

OSSC Director and Administrative Specialist revised and updated the ADEPT plan and forms used throughout the Clinical Practice to submit to the State Department of Education for the Clinical Practice program.

The Administrative Specialist continued active participation in International Association of Administrative Professionals (IAAP), Moncks Corner Chapter and served as chapter’s Chairperson of Membership.


The second Administrative Specialist continued to process faculty evaluation forms for dissemination to students for completion, prepared them for pick up by the Office of Accountability, Accreditation, Planning, and Assessment once completed forms were returned, and then disseminated the results to the appropriate Department Chairs and faculty members.

The second Administrative Specialist answers and routes incoming phone calls and greets and directs all visitors for the faculty and staff of the School of Education, Health, and Human Performance.
• The second Administrative Specialist provides administrative support to the OSSC staff including preparation of materials for the Transition to the Profession Conference and Intern Orientation meetings.

• The second Administrative Specialist updated the display board in the main lobby for all Alumni Center events to help direct visitors and

ENROLLMENT DATA AND PROGRAM COMPLETERS

During the 2007-2008 academic year, the Office of Student Services and Certification arranged approximately one thousand field experience placements for School of Education, Health and Human Performance students.

The Office of Student Services and Certification arranged one hundred eighty five clinical practice placements during the past school year. Students were assigned to schools in three local school districts: Berkeley County School District, Charleston County School District and Dorchester School District Two. This intensive process includes contacting principals to request possible placements, assigning and notifying cooperating teachers and clinical practice interns of placements and adjusting the settings as necessary. A total of 180 SC teacher certification packets for interns being recommended for certification at the completion of clinical practice were prepared for mailing to the SC Division of Teacher Quality. The process includes completion of the recommendation form for certification, verification of required PRAXIS II scores, and accompanying College of Charleston final transcript.

The Office of Student Services and Certification conducted Clinical Practice Intern Informational Meetings on:
  - Wednesday, October 31, 2007 at 8:00am, four prospective Fall 2008 interns attended.
  - Thursday, November 1, 2007 at 3pm and 5:30pm, a total of thirty prospective Fall 2008 interns attended.
  - Tuesday, March 18, 2008 at 3:00pm and 5:30pm, a total of eight-two prospective Spring 2009 interns attended.
  - Wednesday, March 19, 2008 at 8:00am, fifteen prospective Spring 2009 interns attended.
  - Thursday, March 20, 2008 at 8am, twenty-one prospective Spring 2009 interns attended.

The Office of Student Services and Certification conducted all day Clinical Practice Intern Orientation Meetings on:
  - Monday, August 20, 2007, fifty Fall 07 clinical practice interns attended.
  - Wednesday, January 9, 2008, one hundred thirty-four Spring 08 clinical practice interns attended.

These meetings included the required Assisting, Developing, and Evaluating Professional Teaching (ADEPT) training as required in South Carolina. ADEPT facilitators from the Charleston County School District’s Office of Teacher Evaluation conducted the training. Students also received information regarding South Carolina’s teachers associations, as well as mandated blood-borne pathogen training. The OSSC Director made a presentation describing how to have a successful clinical practice experience. The interns also had an opportunity to meet with their college supervisors.

The OSSC Director met with cooperating teachers to train them on the CP internship process including procedures to follow and the use of various forms on
  - Wednesday, August 16 and Thursday, August 17, 2007 at 4:00 pm, Fall 07 cooperating teachers.
  - Wednesday, January 3 and Thursday, January 4, 2008 at 4:00 pm, Spring 08 cooperating teachers.
The clinical practice program and evaluation forms were reviewed at these meetings. A lengthy question and answer period was held at each session.

The OSSC Director conducted meetings for college supervisors on:
- Thursday, August 17, 2006 at 10:00 am, Fall 07 College Supervisors

Appropriate materials were distributed to each college supervisor. A question and answer period was held.

A consortium made up of representatives from the Charleston Southern University, the College of Charleston and The Citadel, with assistance from the ADEPT Trainers from the Charleston County and Berkeley County School Districts conducted two day Coordinating Teacher Trainings. Training for Fall 2006 Coordinating Teachers was held on Wednesday, July 19 & Thursday, July 20, 2006. Training for Spring 2006 Coordinating Teachers was held on Wednesday, January 3 & Thursday, January 4, 2007.

The Office of Student Services and Certification conducted Transition to the Profession Conferences for clinical practice interns at the end of each semester. Each conference was two days and included lowcountry administrators, teachers and recent CofC alum.

Office of Student Services and Certification Informational Charts for 2007-2008

Program Completers

<table>
<thead>
<tr>
<th></th>
<th>Fall ‘07</th>
<th>Spring ‘08</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood UG</td>
<td>11</td>
<td>36</td>
<td>47</td>
</tr>
<tr>
<td>Early Childhood M.A.T.</td>
<td>2</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Elementary UG</td>
<td>10</td>
<td>32</td>
<td>42</td>
</tr>
<tr>
<td>Elementary M.A.T.</td>
<td>5</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>Middle Grades UG</td>
<td>5</td>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td>Physical Education UG</td>
<td>2</td>
<td>0</td>
<td>2</td>
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<tr>
<td>Special Education UG</td>
<td>2</td>
<td>11</td>
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<tr>
<td>Special Education M.A.T.</td>
<td>1</td>
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<td>6</td>
</tr>
<tr>
<td>Secondary Minors UG</td>
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<td>21</td>
<td>33</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>130</strong></td>
<td><strong>180</strong></td>
</tr>
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Districts and Schools Providing Clinical Practice Placements 2007-2008

<table>
<thead>
<tr>
<th>District</th>
<th>Fall 2007</th>
<th>Spring 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Schools</td>
<td>Cooperating Teachers</td>
</tr>
<tr>
<td>Berkeley</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>Charleston</td>
<td>14</td>
<td>35</td>
</tr>
<tr>
<td>Dorchester II</td>
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<td>2</td>
</tr>
</tbody>
</table>

Districts and Schools Providing Field Experience Placements 2007-2008

<table>
<thead>
<tr>
<th>District</th>
<th>Fall 2007</th>
<th>Spring 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Schools</td>
<td>Cooperating Teachers</td>
</tr>
<tr>
<td>Berkeley</td>
<td></td>
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<tr>
<td>Charleston</td>
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<tr>
<td>Dorchester II</td>
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</tbody>
</table>
REPORTS

The Office of Student Services and Certification assisted in the preparation of two mandated reports during the 2006-2007 school year.

- The 2006 Professional Education Data System report for the American Association of Colleges for Teacher Education (AACTE) and the National Council for the Accreditation of Teacher Education (NCATE) was submitted in May 2006.
- The Title II report was submitted in May 2007.

OTHER ACTIVITIES

Recruitment Activities
As a follow up to advising and registration, the Student Services Director sends each student a personal note welcoming them to the School of Education, Health, and Human Performance.

PERSONNEL CHANGES DURING:

- The personnel in the OSSC began to organize and develop methods to efficiently handle the routines and requests of the EHHP faculty as all faculty and staff became settled into the new home of 86 Wentworth. Mrs. Linda D. Payne was appointed OSSC Director of Certification and Clinical Practice as of July 1, 2008.
Miles Early Childhood Development Center (ECDC)
Bi-annual Report
2006-2008

Introduction

The 2006-08 reporting period saw continued progress in meeting the mission and goals of the program at ECDC. After serving as interim director during the 2005-06 year, Dr. Candace Jaruszewicz was appointed director at the conclusion of a national search, chaired by Dr. Virginia Bartel. A half-time administrative assistant was approved for the 2006-07 academic year to address growing demands created by increased regulatory accountability and strategic planning. The mission of ECDC is to:

- Provide quality childcare and early education for children ages two through five.
- Demonstrate and explore best practices in early childhood curriculum and provide opportunities for research, observation and practicum purposes
- Model and engage in child advocacy in the Charleston community.

With respect to our mission, our priorities for the past two years have been to (a) maintain and continue to improve the high level of quality our program is known for, (b) significantly develop the academic dimension of our mission including identification of a clearly articulated research agenda, (c) strengthen collaborations on campus and across the region, and (d) increase our visibility and involvement as advocates for young children.

Steering Committee

EHHP ECDC Liaison Committee: This group, composed of faculty representatives from the School of Education, Health, and Human Performance, works as a standing committee to coordinate our mission with goals and activities of the EHHP. The group meets twice per semester. During this reporting period, the ECDC Liaison Committee facilitated the scholarship award process and development of protocols for visitors, observers, and research at ECDC that will be implemented Fall of 2008. Liaison Committee members in 2007-08 were Mary Blake Jones, Linda Edwards, Michelle Futrell, Margaret Hagood, Emily Skinner, Chip Voorneveld, and Ann Wallace.

Parent Advisory Board: The PAB advises the staff and director on program needs and activities and coordinates fundraising events. It meets monthly September – May. It is comprised of representatives from each class as well as officers elected by the parents of ECDC and one teacher representative on the committee. The PAB was led in 2006-07 by Page Keller and in 2007-08 by Tavia Sessoms. The PAB organizes and/or supports the coordination of supplemental classes, Fall Parent-Child Night, the annual “Video and Book Exchange,” ECDC T-shirt sales, sponsorship of needy families for Christmas, ongoing collection of “Boxtops for Education,” “Teacher Appreciation Week,” two annual playground work days, a spring spaghetti dinner and fun fair, and family picnic/kindergarten graduation event.

At the end of the 2008 academic year, the PAB decided to divide into 2 separate groups to facilitate their work, beginning Fall 2008. The Parent Teacher Organization (PTO) will include all families and continue to direct and support fundraising and social events. A smaller group will be formed, the Parent Advisory Committee (PAC) composed of one elected parent representative from each classroom to serve as a grievance board and to advise the director when needed on matters related to policy and mission.

Programs and Services

1. ECDC maintains state licensing as a child care program through the Department of Social Services (DSS).
2. ECDC is nationally accredited through the National Association for the Education of Young Children (NAEYC) and is one of only three currently listed accredited programs in the local area.
3. Our program for two through five year old children is open from 7:45 A.M. through 5:15 P.M. and follows the College academic calendar. We offer summer sessions during Maymester and Summer I sessions per demand and availability of funds.

4. ECDC enrollment is not limited to campus families, but siblings, full-time employees, and students are the first priority.

5. ECDC is a full-inclusion center and accepts children with special needs and/or disabilities. We participate fully with the BabyNet and ChildFind early intervention initiatives through the Charleston County School District (CCSD).

6. ECDC works with faculty from the College and other area universities to provide practicum, research, and/or internship opportunities for students. We welcomed nearly 900 visitor/observers during this two-year reporting period, including
   Dr. Merle Tamsberg (EDFS 303),
   Dr. Thomas Murray (EDFS 303),
   Ms. Kitty McIntosh (EDEE 380),
   Dr. Margaret Hagood (EDEE 617, EDEE 375),
   Dr. Emily Skinner (EDEE 645),
   Dr. Chip Voorneveld (EDFS 201),
   Dr. Karen Smail (PEHD Motor Development Lab),
   Dr. Candace Jaruszewicz (EDEE 510, EDEE 613),
   Dr. Judi Dellicolli (EDEE 613)
   Dr. Lisa Thompson-Ross (Honors 163 Developmental Psych Lab)
   Dr. Rusty Wolfe (MUSC Psychiatry Fellows)
   Program directors and/or classroom teachers from the Cooper School, Grace Little School, Addlestone Hebrew Academy, Daniel Island Academy, St. Luke Children’s Center, and Lake Murray Elementary School in Lexington, SC
   Administrators from Florence County District Three
   Bobbi Connor, Executive Producer and host of The Parent’s Journal on NPR

7. ECDC offers paid teaching experience opportunities for College of Charleston undergraduate and graduate students. During the reporting period, ECDC provided graduate assistantships to 15 students from the SOEHHP, one from the Languages Department, and hourly part-time employment to 36 College of Charleston students.

8. ECDC offers volunteer service-learning opportunities. During the reporting period, we hosted/coordinated volunteer projects from the Athletic Department, SOEHHP Teaching Fellows, CofC Golden Key Society, and an international au-pair placement agency.

Demographic Enrollment Information during the reporting period

<table>
<thead>
<tr>
<th>Academic year</th>
<th># enrolled</th>
<th>% special needs</th>
<th>% minority</th>
<th>% ESL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>55</td>
<td>12.3 (N=7)</td>
<td>16.4 (N=9)</td>
<td>7.3 (N=4)</td>
</tr>
<tr>
<td>2007-08</td>
<td>55</td>
<td>12.3 (N=7)</td>
<td>16.4 (N=9)</td>
<td>12.3 (N=7)</td>
</tr>
</tbody>
</table>

Goals for the reporting period & related actions taken/accomplishments

*Address staffing challenges and additional costs resulting from increased adult/child ratio and credentialing requirements mandated by new Department of Social Services (DSS) regulations and National Association of Young Children (NAEYC) accreditation.*

- Our tuition is considerably lower than that of comparable area programs. To achieve compliance with the state Appropriations Act, a requested tuition increase was approved by the Board of Trustees for the 2008-09 year.
• Development of a plan to address budget concerns and staffing of assistant teachers is underway.

**Develop organized plan for providing annual professional development/training required by DSS and NAEYC standards.**

- We re-designed the master teacher evaluation process to conform with NAEYC professional qualifications for teachers and be consistent with the College and EHHP processes and forms. Each master teacher now has an annual Individualized Professional Development Plan. Our long-term goal for each master teacher is to identify scholarship interests, establish a writing agenda, and articulate how teacher research is applied to daily practices to integrate the concept of the teacher scholar, as described by the EHHP.
- Improved orientation programs were developed for students employed as assistant teachers.

**Continue to develop our curriculum and technology initiatives.**

- We re-structured 4’s and 5’s classes beginning Fall 06 as a combined, mixed-age group to (a) facilitate collaborative development of teachers’ expertise with emergent curriculum, (b) address environmental considerations with over-crowding of learning centers and materials in the two rooms and (c) consider possible research questions related to the potential benefits of looping and multi-age grouping.
- We offered supplemental programs for the children in Spanish, art, movement, and music.
- We conducted a month-long Celebration of the Arts during the Spoleto Festival in 2007 with an art show and reception open to the campus and general public.
- We initiated an annual evening event for children ‘Polar Express Night’ inviting them to come to school for unveiling of gingerbread house constructions, refreshments, and a movie to allow parents a couple of hours to themselves close to the holidays.
- In 2007-2008, we participated in Gibbs Museum Artist in Residence program.
- We re-designed and expanded our website to include interactive calendar of events added to parent page, Resource page with weblinks to useful community, state, and early childhood resources, Project link with digital documentation of long-term child-initiated projects aligned with newly approved Early Learning Standards, Staff page with photos and biographies.
- Our paper newsletter was replaced with a ‘news blog’ on the homepage of our website.
- Regular contributions of powerpoint presentations about ECDC activities were created for the monitors in the EHHP lobby.
- Our technology equipment was upgraded to provide laptop and wireless access for all four master teachers, replaced computer in the kindergarten classroom, and acquired digital cameras and audio recorders for each teacher and shared portable smartboard, computer, and document camera for classroom research activities with children.
- All the commercial artwork in the building was replaced with framed artwork done by ECDC children.
- We are gradually replacing plastic and primary-colored environmental elements with natural colors and materials and move towards more natural and home-like lighting.
- A long-range plan for replacement of aging equipment and materials was developed.
- We conducted a fundraising project to upgrade playground garden plantings, support extension of the curriculum to include gardening and ecologically-sustainable activities, and establish a permanent memorial garden for Grace Feingold, dedicated May 4, 2007.
- We conducted a one-week summer workshop in June 2008 focusing on implementation of new assessment system Fall 2008, and development of an electronic process for collection, management, and reporting of evidence and data.

**Continue to participate actively in campus and local community collaborative initiatives.**
• We coordinated collaborative study abroad in June 2007 and May 2008 to Reggio Emilia, Italy with Clemson University and the University of South Carolina to study innovative pre-school practices and programs.
• We met with representatives of several departments on campus external to the SOEHHP to discuss possible collaborations (Psychology, Visual and Performing Arts, Languages, Management & Entrepreneurship, Hospitality)
• ECDC hosted a graduate assistant from the French Department Fall 2006.
• We established and maintain close and productive working relationship with our Technology Liaison, Mendi Benigni that has been instrumental in identifying and moving forward initiatives that are an integral component of long-term development of our mission.
• Interactions with faculty and students from the three departments within the SOEHHP and the Teaching Fellows were expanded. Our director and master teachers are frequently requested as guest speakers for education courses, and the program director teaches one course per year in the SOEHHP.
• We welcomed participation of individual faculty as ‘experts’ from numerous departments in long-term child-initiated projects (e.g. Biology, Math, Geology, Performing Arts, English, Media & Communications)
• We planned and conducted evening informational and dialogue sessions with parents about the ECDC curriculum, assessment processes, the new SC Early Learning standards, health and safety issues, and ECDC/elementary school transitions.
• ECDC continues participation with Memminger Partnership project.
• We coordinated Trike-a-thon to benefit St. Jude’s Research Hospital (Fall 06)
• Kindergarten children participated in fund-raising for Dr. mutindi ndunda’s Harambee Service Project to benefit the Emmanuel Children’s Center in Kenya during 2007-2008.
• We maintain active participation in local accreditation facilitation project that draws together directors and teachers from programs pursuing NAEYC accreditation
• We engage in active participation in informal regular meetings/networking with directors of private programs in the local area

Address increasing demand from CofC families for child care services.
• ECDC provided support for Faculty Welfare Committee’s initiative to design and conduct electronic campus-wide survey.
• The director appeared on local television twice during the reporting period and ECDC was profiled in a major two-day local newspaper feature (Spring 2008) about child care quality, affordability, and access issues.

Faculty Accomplishments and Awards

Student Assistant Teachers: In the spring of 2007, our entire student staff was nominated as student employees of the year and subsequently recognized for their dedication and work at ECDC. Several of our student assistant teachers are recognized as Teaching Fellows, and two were honored with competitive scholarship awards in May 2007, Bonnie Fralix (N.E. Miles Scholarship) and Lindsey Westbury (Sharon Stella Holbert Memorial Scholarship).

Graduate Assistants: Among our graduate assistants during the reporting period, Ryan Stone participated in a research project with Dr. Ann Wallace and Mary White that resulted in two conference presentations and a publication currently in press. Kerri Maughon was awarded the Goizueta Fellows Endowed Scholarship. Ashton Cawthorn participated in study abroad June 2007 to Reggio Emilia, Italy.

Master Teachers: All teachers in licensed programs must document at least fifteen hours per year of professional development and annual re-certification for First Aid, Infant and Child CPR and Blood Borne Pathogens training. Because training offered through DSS is typically geared towards providers with far less education and experience
than our master teaching staff, in the past two years they have been encouraged to present at local or state level conferences, and focus professional development activities towards national conferences or institutes. The permanent faculty at ECDC maintain professional memberships in NAEYC and its South Carolina affiliate, SCAEYC, and the National Coalition for Campus Children’s Centers (NCCCC). To summarize the four master teachers’ activities:

Summer 2006 – Mary White and Deanna Satzger attended a two-day workshop at Virginia Tech on the Reggio Emilia approach

Fall 2006 - all 4 teachers attended the NAEYC annual conference in Atlanta

Spring 2007 - Mary Whit presented the results of her research with Dr. Ann Wallace and graduate assistant Ryan Stone at National Council of Teachers of Math (NCTM) annual conference in Atlanta.

Fall 2007 - Phyllis Gates, Mary White (with GA Ryan Stone) presented at SCAEYC in Columbia; Phyllis Gates, Stephanie Johnston, and Deanna Satzger attended NAEYC in Chicago

Spring 2008 – Mary White attended the CofC Faculty Technology Institute; Phyllis Gates attended the SCDOE Early Learning Standards Institute at South Carolina State University in Orangeburg. Mary White completed an independent study that resulted in a co-authored manuscript with Dr. Jaruszewicz that has been submitted and is under review for publication in the *Early Childhood Education Journal*.

Summer 2008 – all four teachers participated in a one week workshop facilitated by Mendi Benigni to upgrade their technology expertise relative to on-going curriculum and assessment system needs. Stephanie Johnston was invited to be a reviewer of the *South Carolina Guidelines for Infants and Toddlers*, currently in draft form but designed to complement the newly approved *Early Learning Standards*.

Phyllis Gates and Mary White are currently certified as trainers through First Steps for DSS workshops targeted to area child care professionals and providers and regularly conduct workshops in the local area several times each year.

Our teachers are actively involved in community activities. Phyllis serves Holy Trinity Greek Orthodox Church as a Sunday school teacher, Vacation Bible School program director, and Philoptochos Society board member. She is also a member of the governing council for Whitesides Elementary School. Deanna Satzger and Stephanie Johnston provide volunteer services to the East Cooper Montessori Charter School. Deanna serves as a volunteer at SeaCoast Community Church and worked on Summer Orientation at CofC in 2008. Mary White is active at her church and worked with disadvantaged children in Mississippi during the summer of 2008.

*Director: Dr. Jaruszewicz is an active board member of the National Association of Early Childhood Teacher Educators (NAECTE), serving as chair for the state affiliates and coordinator of the conference proposal review process. As a board member of SCAEYC, she coordinates activities of student chapters across the state. She also serves on the Trident United Way Success by Six Vision Council, locally. During the two-year reporting period, her professional accomplishments included:*

*Awards:*
Tenure and promotion to rank of Associate Professor, March 2007.

*Teaching:*
EDEE 510 Introduction to Early Childhood Education, Fall 2006
Study abroad to Reggio Emilia, Italy June 2-23, 2007 (adjunct for Clemson University)
EDEE 613 Curriculum and Development in Early Childhood Education, Spring 2008
Independent Study: Mary White, Spring 2008.

Publications:


Publications accepted for review:
Rosen, D. & Jaruszewicz, C. Developmentally Appropriate Technology Use and Early Childhood Teacher Education. Journal of Early Childhood Teacher Education.


Conference Presentations:
Baum, A. & Jaruszewicz, C. (2006, November 8). Becoming involved in NAECTE: exploring membership and involvement in the National Association of Early Childhood Teacher Educators. Presentation/invited session at the National Association of Early Childhood Teacher Educators Annual Conference, Atlanta, GA.


**Professional Development:**
NAEYC Annual Conference, November 9-11, 2006, Atlanta, GA.
SCAEYC Annual Conference, October 14-15, 2006, Columbia, SC.
College of Charleston Faculty Technology Institute, March 7-9, 2007
Society for Information Technology in Teacher Education Annual Conference, March 18-20, 2007
CPR/FA, April, 2007
DHEC Pandemic Training, May 23, 2007
SCAEYC Annual Conference, October 17-18, 2007
Whiteboard Training, September 25, 2007
NACCCE Annual Conference, November 7, 2007
South Carolina Early Learning Standards Institute, April 28-29, 2008
NAEYC Professional Development Institute, June 8-11, 2008
Renewed IRB certification via new system, Collaborative Institutional Training Initiative (CITI).

**Professional Service to College and Community:**
Planning committee for 4K Now: A fix that works! (TUW Policy breakfast October 24, 2007)
Facilitator: Teaching Fellows Summer Retreat, 5/16 & 17, 2008
United Way Campaign Coordinator for School of Education, Fall 2007
SOEHHHP Ad Hoc Committees: Intro ECE Syllabus for UG program,
C of C Pandemic Committee
Thesis advisor: Ann Witt (Major advisor), Jamie Browder (Committee member), Shana Taylor (Committee member), Bianca Swinburne (Major advisor),
SWOT Team, College of Charleston Strategic Planning Initiative, Spring 2008
Manuscript review for *Action Research:* “A system of hypotheses as a method in a research and development model.”
External panel member for Tenure and Promotion for the Department of Management and Entrepreneurship

**Volunteer Service to Community:**
Habitat for Humanity, New Orleans, LA December 2007 and June 2008
Trident United Way Kick off to Kdg, 1/24/07

**Program Assessment Data and Reports**
ECDC is midway through our accreditation period with NAEYC, due for reaccreditation December 2010. Our accreditation is kept current via annual reports submitted each year in December; our accreditation continues to be maintained. This credential means that through assessment data gathered from parents, staff, and trained NAEYC observers over the past two years that our program meets the rigorous standards set by NAEYC above and beyond those required by the South Carolina Department of Social Services. The NAEYC accreditation standards and information about the process can be found at www.naeyc.org.

**Parent Questionnaires**
The internal annual parent questionnaire was re-designed in 2005 to be consistent with the ten revised NAEYC Accreditation standards approved for use beginning 2006, as at the time of our data collection, the revised NAEYC parent tool had not been released to the public. We used this instrument again for the 2006-07 year. In 2007-08, we distributed the *Self-Assessment Family Survey*, the official tool used to collect data from parents for the accreditation process.

**2006-07 Data:** 49 surveys were distributed, 21 returned (42.8%). The ten questions focused on: (a) promoting positive relationships, (b) well-rounded curriculum, (c) cultural sensitivity, (d) assessment of child progress, (e) health and nutrition, (f) qualified staff, (g) collaborative relationships with families, (h) community involvement, (i) physical environment, and (j) leadership and management. Seven additional questions focused on professional behavior, interactions, and communications between parents and teachers. 100% of ratings for each question were positive; no negative responses were received. Parents were encouraged to make narrative comments and a few parents took that opportunity to note suggestions for improvements. Content analysis of the comments suggested great satisfaction with the curriculum, lead teachers, communication, and upgrades to the physical environment. Among the positive comments:

- I was most happy with the mixing of the 4’s and 5’s classes; I was very pleased and impressed by the willingness of everyone at ECDC to accommodate the learning needs of my child this year. I appreciated that [my child’s teacher] was in constant communication with me about my child and wanted to investigate sources that would help her teach him. This example of going above and beyond is why my children are at ECDC.
- [The physical environment] is wonderful. New garden & playground equipment are top notch. Like idea of natural wavelength light.
- ECDC provides fantastic opportunities for children to learn, with, and from the community
- ECDC does a wonderful job making learning feel like (as it should) a natural part of life. The curriculum and teachers encourage our son to ask questions and connect ideas.
- He positive changes made this year in support of the staff in both the physical and professional environments have been tremendous. Bravo!
- The security measures implemented this year are both impressive and reassuring. The playground improvements are phenomenal!
- The leadership brought to ECDC this year has been long overdue. She provides the ECDC family with a kind but firm set of boundaries. She considers all opinions. As a parent, I know her door is always open.
- The teachers and the assistants are very respectful and warm. They really make you feel good about leaving your child in their care.
- I really liked the teacher/parent conferences with both the verbal and written communication provided about my child’s progress.
- We really appreciate the blend of different cultural input (stories, songs, etc.) and various explorations into other languages!
- [ECDC is] very culturally aware & appropriate

Suggestions for improvements included:

- I think a wider diversity of culturally appropriate materials could be incorporated
• It would be great if we could get a monthly report of our child’s progress. Shorter than the semester report, of course.
• ECDC should ask parents to help provide supplies, etc. so that funds are put to best use.

2007-2008 Data: 49 surveys distributed, 22 returned (44.8%). The NAEYC tool has 26 items that can be answered ‘yes, no, don’t know, or N/A. There is no opportunity provided on this instrument for comments.

<table>
<thead>
<tr>
<th>NAEYC Self-Assessment Family Survey, May 2008</th>
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<tbody>
<tr>
<td><strong>Length of time enrolled in ECDC</strong></td>
</tr>
<tr>
<td># of students:</td>
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<tr>
<td><strong>Age of child enrolled in ECDC</strong></td>
</tr>
<tr>
<td># of students:</td>
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</tbody>
</table>

**Answer:**

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
<th>DK</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have a good relationship with my child's teacher</td>
<td>22</td>
<td></td>
<td></td>
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<tr>
<td>2. The teacher takes good care of my child, helps my child learn to get along with others, and is a good teacher</td>
<td>22</td>
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<tr>
<td>3. The teacher often shares information about things happening in the program and wants to know about things my child is doing at home</td>
<td>21</td>
<td>1</td>
<td></td>
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<td>4. I talk with a teacher about my child at least once a week</td>
<td>21</td>
<td>1</td>
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<td>5. I have received information at enrolment and/or throughout the year about the program and my child's classroom including information about (a) program mission and philosophy</td>
<td>21</td>
<td>1</td>
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<tr>
<td>(b)....rules and expectations</td>
<td>22</td>
<td></td>
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<td>(c)....procedures for drop-off and pick up and handling emergencies</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>(d)....when my child may be exposed to contagious diseases and what I should do to protect my child</td>
<td>22</td>
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<tr>
<td>6. I receive this information in a language that I understand</td>
<td>22</td>
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<tr>
<td>7. The teacher asks about things that are important to our family and uses this information to help my child grow and learn</td>
<td>18</td>
<td>3</td>
<td></td>
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<tr>
<td>8. For families who speak a language other than English at home, the teacher and I discuss the language used to teach my child</td>
<td>4</td>
<td>1</td>
<td>16</td>
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<td>9. I am invited to take part in classroom activities and events</td>
<td>20</td>
<td>1</td>
<td></td>
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<td>10. When I disagree with how a teacher works with my child, I feel comfortable letting the teacher know and working together to find a solution that works for both of us</td>
<td>17</td>
<td>2</td>
<td>2</td>
<td></td>
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<tr>
<td>11. I am comfortable with what my child is learning and how my child's progress is measured. I have the opportunity to discuss what is learned and how it is measured</td>
<td>18</td>
<td>1</td>
<td></td>
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<td>12. I know how the program makes sure that information is kept confidential</td>
<td>20</td>
<td>1</td>
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<tr>
<td>13. I receive written reports about my child at least twice a year</td>
<td>19</td>
<td>2</td>
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<tr>
<td>14. I am told about my child's progress in language I understand and in ways that are respectful to me and my family</td>
<td>21</td>
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<td>15. The teacher and program work with me to meet my child's individual or special needs and help me get other resources within the community when needed</td>
<td>18</td>
<td>1</td>
<td>2</td>
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<td>16. The program helps me get to know other families in the program</td>
<td>20</td>
<td>1</td>
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<td>17. I am always welcome at the program and am invited to participate by helping to plan events, being involved in decisions about the program, and taking on leadership roles</td>
<td>21</td>
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<td>18. I am provided a translator when needed</td>
<td>1</td>
<td>19</td>
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<td>19. The program staff helps me learn about community events and resources that can help my child and family</td>
<td>20</td>
<td>1</td>
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<tr>
<td>20. The program gives me information to help my child make a smooth transition to kindergarten or first grade</td>
<td>20</td>
<td>2</td>
<td>1</td>
<td>5</td>
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<tr>
<td>21. I believe the program administrator is an effective leader</td>
<td>20</td>
<td>1</td>
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</table>
22. I have been or will be included in program improvement efforts including a yearly program evaluation

23. When program evaluations are completed, I receive information about the findings.

24. I generally feel respected by the program staff and that my contributions are valued.

25. For families with babies only

26. For families with babies or children with special nutritional needs: Staff work with me to meet my child's nutritional needs and document for me what my child eats each day

<table>
<thead>
<tr>
<th></th>
<th>18</th>
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<td>23.</td>
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<td>24.</td>
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<td>26.</td>
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</tbody>
</table>

**Data analysis:** While program feedback continues to be overwhelmingly positive, without knowing the reasoning behind any ‘no’ ratings on this survey, it is difficult to tell what, if any, changes or clarifications need to be made. For questions # 3 and 7, for example, our teachers do home visits before the beginning of the year and discuss the information parents provide on our detailed *Home information Form*, which they then use to plan and individualize curriculum. We post regular and frequent news updates to our website, hallways and classroom sign-in areas, and email parents frequently about classroom activities. We also distribute two-way “Celebrations and concerns” communication forms weekly to all families to encourage them to share information with us. It is difficult to understand why a parent would reply ‘no’ to either of these questions. In question #4, did the parent reply ‘no’ because of some deficiency on the teacher’s part, or because they are not the parent who picks up the child on a regular basis? The information in question #5a is posted to our website, included in the *Parent Handbook*, and posted in the center. Similarly for question #13, we close the center one day in the fall and spring for parent/teacher conferences and all families receive a lengthy narrative with photographs and portfolio artifacts for each child. Interim reports and additional conferences are initiated if/when necessary in between those times. Related to question #20, we hold an information session for parents once a year when we invite parents from prior years and representatives from area public and private schools specifically to discuss this issue and answer questions. Whether or not the parents who replied ‘no’ took advantage of this opportunity is not known.

We find this instrument inadequate for our internal purposes, but since we are now required to use it by NAEYC, next year we will distribute an addendum to the survey requesting narrative explanation of any ‘no’ ratings to help us interpret the results. We will issue a written report/summary of the findings from the prior year to parents at the beginning of the year to address question #23 and make copies of our annual reports available.

**Other Activities:**

*Research and development:* IRB approved research projects conducted during the reporting period included:


Hartman, J. (Fall 2007) Diffusion of the Reggio Emilia Approach among teacher educators in South Carolina. (Doctoral candidate, Clemson University)

Thompson-Ross, L. (Spring 2007). Pre-school play behavior: solitary, parallel, or group play? (Undergraduate student research facilitated by Psychology Faculty member).

Hutchinson, T. (Spring, 2008). Evaluation of eye movement as a method of showing autistic tendencies in 3 month-3 year old children. (Math & Sciences Faculty member)

Maymester/summer school: We offered both Maymester and Summer I session in 2007. In 2008 we offered Maymester session but did not offer Summer I session, due to a lack of funding to staff the classrooms.

Recruitment activities: Our waiting list continues to hold steady at 307 families through fall 2010. No recruitment efforts are needed at this time.

Summary:
Future plans and proposed changes:
1. To address increased NAEYC accreditation standards requirements for staff qualifications and teacher/child ratios, our current reliance on undergraduate and graduate students as support staff is being evaluated. Similarly, resulting demands on our budget are being addressed.
2. A feasibility study for the possible use of the vacant building at 11.5 St. Philip is on hold as our potential for collaboration with Memminger Elementary School will be affected by the CCSD planning process for the future vision and direction of the school and surrounding community, of which we are a part.
3. We will continue to develop present initiatives as described in this report, in particular those which support the academic dimensions of our mission. Specifically, we intend to continue to explore how we can expand our collaborations with the SOEHHP and other departments, faculty, and students on campus and increase our visibility in the community, state, and region.
4. We look forward to development of our research agenda and opportunities to provide evidence from our program that can be helpful in our role as a demonstration program to SOEHHP and other schools. We see our publication efforts, website, continued advocacy efforts, and technology initiatives as instrumental to this endeavor.
Introduction

The Office of Professional Development in Education again has had two outstanding years of performance and growth. We have developed a strategic plan of action as a guide and evaluation tool. The most significant improvements has been our expansion of program offerings in previously un-served areas and enrollment growth. Our overall figures reflect this growth and the excellent service approach used by OPDE personnel. During the past two years we accomplished:

- EDPD On-line Registration
- Professional Partnership (AP Courses) and grant funding with SCDE
- Partnership offerings of Catalog courses with two school districts
- Professional growth of staff by their service on professional Boards
- Fee increases and development of public relations materials
- Expansion of our service area

Our total revenue has continued to improve each year and with the number of courses offered and enrollment increases we hope to stabilize income. We are hopeful that during this economic downturn the school districts will continue to have funds to fully support their professional development goals. While the overall figures have grown slowly, the number of contract courses facilitated and revenue generated by theses courses have showed an increase.

**Mission:** The mission of the School of Education, Health, and Human Performance (EHHP) Office of Professional Development in Education (OPDE) is to provide a support service for school districts, schools, and agencies to offer efficient and effective professional development opportunities for their personnel. Further, OPDE is a professional partner assisting individuals and groups of educators in their quest to improve education for all learners.

**Steering committee information:** The OPDE does not have any steering committees. However, its actions are governed by the School of Education, Health, and Human Performance’s Administrative Council.

**Programs/services:** The primary purpose of the Office of Professional Development in Education (OPDE) is to provide professionally oriented graduate courses in collaboration with schools, districts, and other agencies which offer professional development experiences for educators. OPDE works with practitioners to design quality, rigorous graduate level courses which meet academic standards of the College at the same time they address a particular school, district, or other educational agency initiative or need.

Goals and Objectives:

**Goal -1**
To increase student enrollment figures and the number of EDPD courses offered.

Accomplishments: During the past two years the course entry date process went through a transitional period. As a result of this change, our numbers for each registration period are consistent across terms each year. We now use a set start date for each term and have been able to track our numbers more effectively. A major improvement during this evaluation period was our expansion of courses with non school base program and the inclusion of the Advanced Placement Institutes. We continue to meet individually and in regional workshops with
Staff Development Directors. We feel the current Instructor/Course evaluation process has been effective and will continue the current approach.

**Goal – 2**  
Work with Department Chairs to expand Catalog offerings.

**Accomplishment:** As stated above, this has been an exceptional year for catalog and contract courses. The number of course offerings has grown significantly during this evaluation period and we are optimistic that this growth will continue. The increased number of catalog courses has also helped to improve our revenue base.

**Goal – 3**  
Develop strategies to promote the Office of Professional Development in Education.

**Accomplishment:** During the past two years the OPDE successfully revised our Webpage, sent out E-Holiday cards, supported the State Staff Development Conference, redesigned some of our public relations items, revised our handbook, and continued to publish our Bi-annual Electronic Newsletter. We have maintained our efforts to meet with Staff Development Directors around the state. The focus visits for the coming school year will take place in Colleton and Jasper counties.

**Goal - 4**  
Develop a list of instructors in various locations around the state that can serve as adjunct faculty to teach catalog courses facilitated through OPDE.

**Accomplishment:** During the coming year, we hope to developed a list and present it to the TEDU to have these adjuncts approved to teach catalog courses.

**Enrollment and Revenue Data:**

**Summary of statistics for 2006–07 and 2007-08:** The charts below give specific information about different type courses offered by OPDE, enrollment, revenue, and contract (curriculum) courses facilitated, as well as figures on the incentive plan.

In summary, the tables below outline the following figures for 2006-07 and 2007-08:

<table>
<thead>
<tr>
<th>Courses for 2006-2007</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Type</strong></td>
</tr>
<tr>
<td>$30 per participant</td>
</tr>
<tr>
<td>$45 per participant</td>
</tr>
<tr>
<td>$60 per participant</td>
</tr>
<tr>
<td>$120 per participant</td>
</tr>
<tr>
<td>$3,500 per class</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment and Revenue 2006-2007</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session</strong></td>
</tr>
<tr>
<td>Summer II 03</td>
</tr>
<tr>
<td>Fall</td>
</tr>
<tr>
<td>Spring</td>
</tr>
<tr>
<td>Summer I (est)</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
### Enrollment and Revenue: Three Years at a Glance

<table>
<thead>
<tr>
<th>Session</th>
<th>04 05</th>
<th>05 06</th>
<th>06 07</th>
<th>04 05</th>
<th>05 06</th>
<th>06 07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer II 03</td>
<td>280</td>
<td>307</td>
<td>277</td>
<td>$18,845</td>
<td>$17,640</td>
<td>$15,315</td>
</tr>
<tr>
<td>Fall</td>
<td>1046</td>
<td>667</td>
<td>682</td>
<td>$88,280</td>
<td>$73,800</td>
<td>$76,220</td>
</tr>
<tr>
<td>Spring</td>
<td>598</td>
<td>609</td>
<td>668</td>
<td>$57,900</td>
<td>$62,920</td>
<td>$57,450</td>
</tr>
<tr>
<td>Summer I (est)</td>
<td>285</td>
<td>225</td>
<td>642</td>
<td>$18,575</td>
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<td>$44,000</td>
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<tr>
<td></td>
<td>2,209</td>
<td>1808</td>
<td>2269</td>
<td>$183,600</td>
<td>$183,960</td>
<td>$192,985</td>
</tr>
</tbody>
</table>

**Incentive Costs for 2006-2007**

| Darlington | $1,140 |
| Total      | $1,140 |

**Contract Courses Facilitated by the OPDE in 06-07**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Enrollment</th>
<th>Revenue</th>
</tr>
</thead>
<tbody>
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<td>Summer II</td>
<td>3</td>
<td>$0</td>
</tr>
<tr>
<td>Fall</td>
<td>6</td>
<td>$11,000</td>
</tr>
<tr>
<td>Spring</td>
<td>6</td>
<td>$11,000</td>
</tr>
<tr>
<td>Maymester</td>
<td>1</td>
<td>$1,500</td>
</tr>
<tr>
<td>Summer I (est)</td>
<td>4</td>
<td>$10,000</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>$33,500</td>
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</table>

**Courses for 2007-2008**

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Sum II</th>
<th>Fall</th>
<th>Spring</th>
<th>Sum I</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>$30 per participant</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>$45 per participant</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>$60 per participant</td>
<td>23</td>
<td>28</td>
<td>34</td>
<td>49</td>
<td>134</td>
</tr>
<tr>
<td>$90 per participant</td>
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<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>$120 per participant</td>
<td>2</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>$3,500 per class</td>
<td>0</td>
<td>8</td>
<td>6</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>44</td>
<td>42</td>
<td>62</td>
<td>173</td>
</tr>
</tbody>
</table>

**Enrollment and Revenue 2007-2008**

<table>
<thead>
<tr>
<th>Session</th>
<th>05 06</th>
<th>06 07</th>
<th>07 08</th>
<th>05 06</th>
<th>06 07</th>
<th>07 08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer II 03</td>
<td>307</td>
<td>277</td>
<td>506</td>
<td>$17,640</td>
<td>$15,315</td>
<td>$32,100</td>
</tr>
<tr>
<td>Fall</td>
<td>667</td>
<td>675</td>
<td>690</td>
<td>$73,800</td>
<td>$76,220</td>
<td>$68,075</td>
</tr>
<tr>
<td>Spring</td>
<td>609</td>
<td>675</td>
<td>675</td>
<td>$62,920</td>
<td>$57,450</td>
<td>$61,110</td>
</tr>
<tr>
<td>Summer I (est)</td>
<td>225</td>
<td>912</td>
<td>912</td>
<td>$29,600</td>
<td>$44,000</td>
<td>$66,280</td>
</tr>
<tr>
<td></td>
<td>1808</td>
<td>2783</td>
<td>2783</td>
<td>$183,960</td>
<td>$192,985</td>
<td>$227,565</td>
</tr>
</tbody>
</table>
Incentive Costs for 2007-2008

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Aiken</td>
<td>$4,740</td>
</tr>
<tr>
<td>Berkeley</td>
<td>$2,220</td>
</tr>
<tr>
<td>Sullivan</td>
<td>$900</td>
</tr>
<tr>
<td>Dorchester</td>
<td>$600</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$8,460</strong></td>
</tr>
</tbody>
</table>

Contract Courses Facilitated by the OPDE in 07-08

<table>
<thead>
<tr>
<th>Courses</th>
<th>Enrollment</th>
<th>Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer II</td>
<td>2</td>
<td>21</td>
</tr>
<tr>
<td>Fall</td>
<td>7</td>
<td>102</td>
</tr>
<tr>
<td>Spring</td>
<td>6</td>
<td>129</td>
</tr>
<tr>
<td>Maymester</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td>Summer I</td>
<td>9</td>
<td>132</td>
</tr>
<tr>
<td></td>
<td><strong>25</strong></td>
<td><strong>403</strong></td>
</tr>
</tbody>
</table>

Goal - 5
Coordinate contract courses and other off-campus graduate activities.

Accomplishment: The OPDE Director has continued to work with Department Chairs from EDEE and EDFS concerning policies and procedures for catalog courses that would be offered beyond a 25 mile radius. The review and approval of catalog courses and adjunct instructors will continue to reside in the departments, and the administration of these courses will continue to be facilitated through OPDE. During the past year we successfully facilitated two EDFS 670 courses in Lexington and Charleston counties. As a result of this collaborative effort we now have two cohorts of 40 teachers that will take all five courses in the ESOL program over the next two years.

Other Accomplishments

1. Worked with CPIE to provide professional development courses for Burke High School teachers.
2. Offered additional on-line three credit hour courses through a service provider on the topic of “Differentiated Instruction and Safe School Management” during fall 2006 and fall 2007.
3. Had discussions with TEDU Chair about the possibility of adding more on-line catalog courses.
4. Offer regional workshops and continued to meet individually and/or make personal contact with targeted Staff Development Directors.
5. We continue to work with the SC Staff Development Council to sponsor an event at their annual conference.
5. Increase the use of on-line registration and work to increase our connections with non-school base agencies.

Collaboration

The OPDE Director and Assistant for Administration and Public Relations participated in regional meetings in Kershaw, Chester, York, Georgetown, and Charleston Counties over the last two years. We continue to offer two regional workshops per semester in various part of the state. Additionally, we held several individual meetings around the state with staff development personnel to promote the OPDE and recruit new enrollments. Kandy White also made individual visits with course initiators to discuss renewing collaborative efforts. The strategic plan calls for continuing efforts of this type with additional focus being given to coastal counties.
Future Plans

As we plan for the future we will allow our strategic plan to serve as a guide and make adjustments as appropriate. Major goals continue to be growth of the program, quality educational experiences, and providing excellent service to our participants. We are very hopeful that the on-line registration process will help to improve office effectiveness and assist with the anticipated growth in enrollments. We will continue our recruitment efforts with electronic communications and personal visits. We plan to continue using the public relations items as a promotional outlet. As in the past, a major goal will always be excellence in course offerings and participant enrollment. Our long term goals continues to be at least one EDPD course taught in each coastal county of South Carolina and to increase overall enrollments plus revenues above those of past years.
Initiated in 2005, the mission of the Center for Partnerships to Improve Education (CPIE) is to work collaboratively with low-performing schools to improve student outcomes. Funded by the state of South Carolina and affiliated with the College of Charleston’s School of Education, Health, and Human Performance. In late 2005 CPIE entered into a collaborative agreement with the Charleston County School District to improve student outcomes at Burke High School (Grades 7-12), a low-performing school in downtown Charleston. Since that time other Charleston County schools (Memminger, Baptist Hill High School, MGAP at James Island Middle School, Clark Academy) have been added to the partnership. The Center for Partnerships at the College of Charleston faculty and staff are at partnership schools from three to four years.

The Center utilizes a three-strand collaborative partnership model—teaching and learning (professional development, technical assistance, conferences, consultants, summer enrichment, tutoring), community partnerships (mentoring, resources, scholarships, motivational activities) and research—based on need to improve student outcomes. Our partnerships for student and school success include schools, businesses, nonprofits, and governmental agencies.

There are several advisory boards associated with the Center. They include a Teacher/Educator Advisory Board that meets quarterly, an external partnership group that meets quarterly, and an internal College of Charleston Comprehensive Council representing Center activities that meets three times during the school year. The Center sponsors a yearly school improvement conference that local educators attend at no charge.

Goals

The Center for Partnerships’ goals are to:

- Improve performance and reduce the dropout rates of students
- Increase enrollment of minority and low-income students in institutions of higher learning
- Prepare youth for employment in the 21st century workforce
- Re-engage disaffected students in education
- Educate teacher candidates to work effectively in low-performing schools and to seek employment in such schools
- Establish expectations, incentives, and professional development for teachers to make a long-term commitment to work in low-performing schools
- Improve understanding in higher education and businesses of the issues limiting urban and rural students’ futures and identify ways to address these issues.

The Center primarily works in high schools; Burke and Baptist Hill’s student graduation rates, SC school improvement rating, SAT scores, and several End-of-Course averages in core content areas have improved over the past two years. The CPIE has made a concentrated effort to make college more accessible to students in these schools. The Center has arranged college speakers, admission officers, summer programs, motivational activities, college resources for students. We have formed a strong partnership with Trident Tech and they support vocational activities (vocational programs, dual enrollment, advising, technical assistance) in our high schools. CPIE offers a variety of motivational activities to students—tutoring, summer enrichment, mentoring, classroom books, incentives for good citizenship and good grades, a Cotillion, educational speakers, and field trips. Some preservice teachers have been placed at partnership schools with mixed results. This area requires additional planning and work for 2008-09. Teachers at partnership schools and other local schools are offered target professional development—technology, single gender, poverty—and an annual school improvement conference.
by CPIE. This is another area that requires concentrated effort in 2008-09, particularly teacher incentives for working in low-performing schools. We have educated our partners—business, governmental, and nonprofits—about the issues limiting students in rural and urban schools.

**Reports**

The Burke 2006-07 evaluation report, the 2006-07 MGAP at James Island Middle School evaluation report, and the 2007-08 MGAP at James Island Middle School evaluation report are included in this biannual report. The 2007-08 evaluation reports for Memminger and Burke will be completed by August 31, 2008 and are not included in this document.
The research contained herein was conducted as part of an evaluation of an educational reform involving the College of Charleston and the Charleston County School District. Opinions expressed herein are those of the authors and do not necessarily reflect the views of the College of Charleston or the Charleston County School District.

Executive Summary

The primary mission of the Center for Partnerships to Improve Education (CPIE) is to collaboratively work to improve student outcomes. In late 2005, CPIE entered into a collaborative agreement with the Charleston County School District to improve student outcomes at Burke High School (Grades 7-12), a low performing school in downtown Charleston. The Center utilized a three-strand collaborative partnership model—Teaching and Learning, Community Outreach, and Research—to improve student outcomes at Burke.

This is the first annual evaluation of the effort to work collaboratively to improve student outcomes. This report focuses on the first year of the reform initiative and discusses recommendations for implementing the initiative during the 2007-08 school year. The report shows that the partnership has laid a foundation for change at Burke High School. Five themes have emerged from the qualitative data analysis process:

- The College of Charleston faculty’s technical assistance has had a limited impact on Burke faculty;
- The College of Charleston faculty has had a limited impact on Burke students;
- The availability of time and structural barriers at Burke High School limit the impact of the partnership;
- The principal coach has had a positive impact on the administrators at Burke; and
- CPIE has helped organize the external community partners. However, the external partners face challenges with communicating with Burke staff.

This report establishes a baseline with which to measure future impacts of the collaborative reform effort on student outcomes at Burke High School. Based on the student outcome results and themes that emerged from the evaluation, recommendations were formulated that will put into place at Burke during the next school year.

Part 1: Overview and Background

In 2005, the South Carolina Legislature authorized and the South Carolina Commission on Higher Education approved the creation of a center designed to improve education through partnerships. The School of Education (now the School of Education, Health, and Human Performance) at the College of Charleston ushered in a new era of expansion by creating the Center for Partnerships to Improve Education (CPIE). The CPIE mission is to improve schools by creating effective partnerships among the College of Charleston, school districts, businesses, families, and the greater community. This non-profit educational organization resolves through collaborative effort, the problems that confront underachieving school communities in South Carolina. This report provides an overview of the Center for Partnerships to Improve Education and Burke High School, describes the collaborative reform model utilized by the Center, outlines work at Burke High School during the 2006-07 school year, and provides baseline information for measuring the influence of the CPIE model on the school community at Burke.
The Center for Partnerships to Improve Education

The South Carolina education system is struggling in comparison to education systems in other states. For example, South Carolina consistently ranks last in high school completion rates (Young, 2005). Also, Education Week (2007), a national education publication, reported that in 2004 only 53% of high school seniors graduated from South Carolina high schools. It is equally important to note that elementary and middle schools faced similar performance related challenges. The 2005 National Assessment of Educational Progress (NAEP) report on reading showed that 75% of the eighth-graders in South Carolina tested at the “below” or “below basic” achievement levels with regards to proficiency in the academic subject area. Similarly, in mathematics, nearly 70% of eighth-graders tested at the “below” or “below basic” achievement levels (National Center for Education Statistics (NCES), 2005). Legislators, educators, community members, and business leaders across the state share the need to address poor performance in the South Carolina education system.

The purpose of CPIE is to address these issues through partnerships. Partnerships offer stakeholders the opportunity to collaboratively work toward improving performance at different levels of the education system. The CPIE approach to partnerships has the following goals:

- Improve performance and reduce the drop-out rates of students
- Increase enrollment of minority and low-income students in institutions of higher learning
- Prepare youth for employment in the 21st century workforce
- Re-engage disaffected students in education
- Educate teacher candidates to work effectively in low-performing schools and to seek employment in such schools
- Establish expectations, incentives, and professional development for teachers to make a long-term commitment to work in low-performing schools.
- Improve understanding in higher education and businesses of the issues limiting urban and rural students’ futures and identify ways to address these issues.

A three-strand partnership model embodies these goals. The three strands are: 1) Teaching and Learning, 2) Research, and 3) Community Outreach. Burke High School faculty, College of Charleston faculty, and External Community Partners are encouraged to operate within this model to support partnership reform. For example, College of Charleston faculty members with expertise in a content area, such as mathematics or science, collaboratively work with Burke High School faculty to support school improvement in the area of Teaching and Learning. In the area of research, CPIE conducts research and provides school decision-makers with information that supports the decision-making process. Finally, the Community Outreach strand brings together the school, the College of Charleston, and the greater community to work toward improving schools. CPIE’s planning team is comprised of selected teachers and administrators, CofC faculty, school personnel, and a South Carolina Department of Education representative.

In response to poor student performance in several schools located within the Charleston County School District (CCSD), CCSD requested that CPIE enter into an agreement to improve the educational outcomes at Burke High School. Burke High School was a test site for the partnership model, and the hope is to increasingly utilize the partnership model in both rural and urban areas in Charleston County and the state.

The History of Burke High School

Burke is the only high school located on the peninsula in Charleston, South Carolina. Charleston, South Carolina is a mid-major city with approximately 100,000 residents. The history of Burke High School is rooted in a mission to educate working class and poor African-American children. In 1894, John L. Dart established the Charleston
Normal and Industrial Institute. This school was primarily a grammar school, but evolved into The Charleston Colored Industrial School, which provided education for grades six through eight and included a curriculum that focused on cooking, sewing, laundry, and agriculture for girls, and carpentry, cabinet-making, and agriculture for boys. In 1921, the school was re-named for a former school commissioner, J.E. Burke, and became Burke Industrial High School. In 1923, the school was designated a combination industrial, elementary, and high school. In the 1940s, the school established a grade 9–12 format.

The early history of Burke High is rife with struggle for resources, segregation, and isolation from the greater Charleston community. For example, between the 1920s and the 1940s teachers at Burke High School were predominately African-American and paid less than their Caucasian counterparts. Furthermore, students were taught in inadequate and overcrowded facilities void of a curriculum that was approved by the South Carolina Department of Education. From the 1950s through the 1980s the school saw an increase in enrollment and marked improvements in the curriculum and physical plant. However, the school was dogged by a perception that it was an unruly place that did not graduate academically well prepared students.

The Academic Magnet School (currently located in North Charleston) shared a campus with Burke High School between 1988 and 1996. The arrangement ended when the Charleston County School Board and Charleston City Council agreed to give the magnet school its own campus. In 1998, a $350 million dollar bond referendum to improve 76 schools countywide was introduced. The proposal included plans for a new Burke High campus. This involved expanding the campus to include the Rhett Building, thereby unifying the campus for the first time. In 2003, a $34.4 million state-of-the-art campus facility replaced its predecessor. The new campus facility included a gymnasium, a theater, a library, and a cafeteria.

The high school’s current curriculum includes five major areas of study: academic, career and education technology, health occupations, hospitality and tourism, and information technology. In 2005, the school was expanded to include grades 7 and 8, following the reconstitution of Rivers Middle School. The addition of the middle school students required additional renovation to the Rhett Building. The resulting space shortage and implementation problems with the middle school’s programs became an issue of fervent community concern.

Currently, Burke High School enrolls 1093 students in grades seven through twelve and has 90 teachers which results in a 12:1 student-to-teacher ratio (South Carolina Department of Education, 2006; http://ed.sc.gov/topics/researchandstats/schoolreportcard/, accessed July 19, 2007). The Burke High School student population is 99% African-American, with less than one percent identifying themselves as Latino, or Caucasian, not Latino. Furthermore, Burke is a Title I school as 93% of the students are eligible for the free or reduced-priced lunch program. Despite a favorable student-to-teacher ratio, the school has failed to meet Annual Yearly Progress (AYP) benchmarks as determined by the No Child Left Behind statute. In 2006, the school failed a state education review, received an unsatisfactory rating, and cited by the state board of education for not implementing school improvement recommendations. As a result, the school narrowly avoided a takeover, and is under periodic review by the South Carolina State Board of Education. As of 2007, Burke High School had not reached performance targets and became a member of the Palmetto Priority Schools, a state-level reform effort designed to offer additional assistance to 16 chronically underperforming schools.

On the positive side, despite dismal test scores, Burke High School has strong community support. There are approximately 35 organizations within the downtown Charleston community that have contributed fiscal and human resources to improving the student experience at Burke High School. The external partners represent church organizations, non-profits, private industry, community-based organizations, government agencies, and higher education institutions. Figure 1 demonstrates the diverse partners involved in the reform effort at Burke High School.
Students have experienced success at Burke despite media reports and public perception that Burke is a bastion of futile education practices. For example, the school has an award-winning band program and every year students attend higher education institutions. However, these accolades are rarely part of the general discourse about the school. CPIE entered into partnership with the Burke High School community to collaboratively and systemically work toward improving student performance, coalescing community resources, and improving the public’s perception of Burke High School.

**The CPIE Model at Burke High School**

Components of the CPIE reform model include Teaching and Learning, Research, and Community Outreach. The model utilizes technical assistance and professional development provided by CofC faculty members, support and guidance of a principal coach, internship opportunities at Burke for clinical interns (student-teachers); and external support in the form of tutoring, mentoring, scholarships, and professional development from the external community partners.

The partnership activities implemented by CPIE at Burke High School are guided by the principle of responding to the needs of K-12 schools. The Center’s motto, “We are here to help you. What do you need and what do you want?” guided decisions to implement certain partnership activities. In practice, this resulted in implementing activities that responded to the voiced concerns and needs of the Burke school community at the district, school, and community level.

The inaugural year of the partnership, 2005-2006, focused on relationship building and implementing activities that supported the development of relationships between the Burke school community and CofC faculty. The

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1 Several partners exist within one organization. For example, the College of Charleston bullet encompasses partnerships with several campus departments. Appendix A contains a complete list of partner organizations.
partners swiftly implemented a tutoring program for tenth-grade students, held a summer enrichment program for rising eighth- and ninth-grade students, organized a dual enrollment course in English for high school students, offered Advanced Placement professional development, supported a community oral history project, and conducted research about science language in the classroom. The relationship building that took place in the year 2005-2006 supported the partnership work that took place during the 2006-2007 school year. Noted below is a truncated list of collaborative activities that took place during the 2006-2007 academic year. The activities included:

- expanded tutoring programs supported by College of Charleston students;
- infusion of the Ruby Payne Bridges Out of Poverty professional development workshops;
- expansion of the technical assistance and professional development provided to teachers; in the core subject areas (English, mathematics, science, social studies);
- the continuation of several programs including a summer enrichment program for seventh- and eighth-grade students, a summer reading program, and a summer professional development experience for teachers; and
- additional technical assistance that enabled teachers to create project-based assignments in English and history.

It is important to evaluate the long-term impact of the collaborative relationship between the College of Charleston and Burke High to test the efficacy of the partnership model. In addition, to effectively impact change in other schools and districts it is important to document the impact of the partnership relationship at Burke High School.

**Data Collection**

Data collection will occur over a period of three consecutive school years (2006-09), which will enable the CPIE staff members and the external evaluator to evaluate the effectiveness of the CPIE model. Furthermore, this research will offer a better understanding of the partnership concept as a school improvement approach in low-performing schools. The annually collected data will provide a longitudinal discussion of the following questions:

1. What are the characteristics and qualities that differentiate the CPIE partnership model from other successful and unsuccessful school partnership and reform initiatives?
2. What are the cultural dynamics in a changing school and community that support or hinder change efforts, and how do power and influence play into these dynamics?
3. To what extent have intervention efforts by CPIE (professional development of partners, professional development of teachers, a principal coach, community outreach, and ongoing research studies by CofC faculty) been effective in establishing a successful partnership?

This report will focus on providing a formative perspective of the partnership effort. Furthermore, the report establishes a baseline data set that includes demographic data, perceptual data, and program data. The following questions guide the current evaluation report:

1. What trends exist in the baseline student test score data?
2. What do the faculty and administrators at the College of Charleston and Burke High perceive as the benefits and challenges of the collaborative effort?
3. What do the community partners perceive as the benefits and challenges of the collaborative effort?

This evaluation required the collection and analysis of qualitative and quantitative data. The qualitative data includes interviews with Burke High School faculty (10), College of Charleston faculty (6), Burke High School administrators (8), External Community Partners (4), and the Principal Coach. In addition, department chairs at the middle and high schools participated in focus group interviews. Quantitative data was collected in the form of
student test scores on high stakes test and discipline data from the 2006-07 school year. The evaluation instruments are included in Appendix B.

**Part Two: Quantitative Data Report**

Quantifiable data that indicate the impact of the partnership model on students is of major interest to the legislature, the South Carolina Department of Education, local educators and parents, as well as educators considering adopting the CPIE approach. To that end, the creation of a baseline data set will present a picture of Burke High School. This chapter will present baseline information using data reported by the South Carolina Department of Education and collected from the Charleston County School District.

**Baseline Measures**

The following tables present quantitative analysis of selected variables at Burke Middle School and Burke High School. Also, selected information on student behaviors and academic performance at Burke Middle School and Burke High School are included. The two purposes of this analysis are (1) to describe the situation at Burke, and (2) to provide baseline information to which comparisons of future performance could occur. The data sources include the Charleston County School District Department of Assessment and Accountability and the South Carolina Department of Education.

**State Report Card**

| Table 1  
| 2006 State of South Carolina Annual School Report Card  
| Burke High School Profile – Selected Variables  
| Student N = 1093 |
|-----------------|------|------|
| Improvement Rating | average | below average |
| AYP | No | No |
| Retention rate | 18.1% | 26.7% |
| Eligible for gifted/talented | 2.9% | 0.2% |
| Out of school suspensions or expulsions for violent and/or criminal offenses | 5.3% | 0.5% |
| Enrolled in AP/IB Programs | 0.0% | 4.8% |
| Annual dropout rate | 14.0% | 28.0% |
| Career/technology students mastering core competencies | 59.4% | 62.9% |
| Parents attending conferences | 48.2% | 25.5% |
| Percent eligible for LIFE scholarships | 0.0% | not on report card |
| Graduation rate | 27.0% | not on report card |

The profile of Burke High School from the state report card indicates gains in the Improvement Rating, the dropout rate, and the percent of parents attending conferences.
### Attendance

**Table 2**

<table>
<thead>
<tr>
<th></th>
<th>9&lt;sup&gt;th&lt;/sup&gt;</th>
<th>10&lt;sup&gt;th&lt;/sup&gt;</th>
<th>11&lt;sup&gt;th&lt;/sup&gt;</th>
<th>12&lt;sup&gt;th&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closing Enrollment</td>
<td>207</td>
<td>139</td>
<td>113</td>
<td>124</td>
</tr>
<tr>
<td>ADA</td>
<td>194.76</td>
<td>137.92</td>
<td>127.84</td>
<td>103.77</td>
</tr>
<tr>
<td>Total Absences</td>
<td>4103</td>
<td>2275</td>
<td>1764</td>
<td>1336</td>
</tr>
<tr>
<td>Absences per Student</td>
<td>19.82</td>
<td>16.36</td>
<td>15.61</td>
<td>10.77</td>
</tr>
</tbody>
</table>

Note that the average number of absences per student decreases steadily from 9<sup>th</sup> grade to 12<sup>th</sup> grade. The changes in closing enrollments indicate that many students drop out between the 9<sup>th</sup> and 10<sup>th</sup> grades.

### Suspensions

**Table 3**

<table>
<thead>
<tr>
<th></th>
<th>2005-06</th>
<th>2006-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burke Middle</td>
<td>70.19%</td>
<td>87.30%</td>
</tr>
<tr>
<td>Burke High</td>
<td>33.29%</td>
<td>44.43%</td>
</tr>
</tbody>
</table>

The percent of students receiving at least one suspension is very high in the middle school compared to the high school. We need to determine whether this is due to differences in student behavior, differences in what constitutes an infraction, differences in enforcement, or some other factor.

### Discipline

**Table 4**

<table>
<thead>
<tr>
<th>Discipline Category</th>
<th>7&lt;sup&gt;th&lt;/sup&gt;</th>
<th>8&lt;sup&gt;th&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disturb Class</td>
<td>160</td>
<td>207</td>
</tr>
<tr>
<td>Cutting Class</td>
<td>53</td>
<td>46</td>
</tr>
<tr>
<td>Disrespect</td>
<td>269</td>
<td>198</td>
</tr>
<tr>
<td>Refusal to Obey</td>
<td>383</td>
<td>450</td>
</tr>
<tr>
<td>Dress Code</td>
<td>78</td>
<td>145</td>
</tr>
<tr>
<td>Tardy</td>
<td>33</td>
<td>58</td>
</tr>
<tr>
<td>Profanity</td>
<td>72</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>9th</td>
<td>10th</td>
</tr>
<tr>
<td>------------------</td>
<td>-----</td>
<td>------</td>
</tr>
<tr>
<td>Leaving Class</td>
<td>43</td>
<td>28</td>
</tr>
<tr>
<td>Cut Detention</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Leaving School</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>Grand Total</td>
<td>1,097</td>
<td>1,223</td>
</tr>
<tr>
<td>Incidents per pupil (Grand total divided by half the ADM for grades 7 and 8)</td>
<td>8.22</td>
<td>9.16</td>
</tr>
</tbody>
</table>

Table 5
2006-2007 Discipline Incidents by Grade Level
Burke High School

<table>
<thead>
<tr>
<th>Discipline Category</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disturb Class</td>
<td>161</td>
<td>45</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>Cutting Class</td>
<td>88</td>
<td>26</td>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td>Disrespect</td>
<td>70</td>
<td>21</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Refusal to Obey</td>
<td>46</td>
<td>22</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Dress Code</td>
<td>37</td>
<td>11</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Tardy</td>
<td>37</td>
<td>23</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td>Profanity</td>
<td>20</td>
<td>15</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Leaving Class</td>
<td>17</td>
<td>6</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Cut Detention</td>
<td>8</td>
<td>0</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Leaving School</td>
<td>8</td>
<td>6</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Total Across 36 Categories</td>
<td>554</td>
<td>211</td>
<td>129</td>
<td>125</td>
</tr>
<tr>
<td>Incidents per pupil (Total divided by the ADA)</td>
<td>2.84</td>
<td>1.53</td>
<td>1.01</td>
<td>1.20</td>
</tr>
</tbody>
</table>

The number of discipline incidents in the 7th and 8th grades is very large, averaging more than eight incidents per student. Refusal to obey and disrespect are the most frequently occurring categories.

The number of discipline incidents decreases from the 9th to the 12th grade. The large decrease from 9th to 10th grade is likely to be related to the number of students who drop out during that time period. Disturbing class, cutting class, and showing disrespect are the most frequent discipline incidents.
Table 6

<table>
<thead>
<tr>
<th>Palmetto Achievement Challenge Test (PACT)</th>
<th>Percent of Students Scoring Below Basic Across Grades and Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade 7</td>
</tr>
<tr>
<td></td>
<td>2004-05</td>
</tr>
<tr>
<td></td>
<td>N Tested</td>
</tr>
<tr>
<td>ELA</td>
<td>153</td>
</tr>
<tr>
<td>MAT</td>
<td>169</td>
</tr>
<tr>
<td>SCI</td>
<td>166</td>
</tr>
<tr>
<td>SOC</td>
<td>171</td>
</tr>
<tr>
<td></td>
<td>Grade 8</td>
</tr>
<tr>
<td></td>
<td>2004-05</td>
</tr>
<tr>
<td></td>
<td>N Tested</td>
</tr>
<tr>
<td>ELA</td>
<td>123</td>
</tr>
<tr>
<td>MAT</td>
<td>138</td>
</tr>
<tr>
<td>SCI</td>
<td>140</td>
</tr>
<tr>
<td>SOC</td>
<td>139</td>
</tr>
</tbody>
</table>

The focus of the table is on the Below Basic performance level because a) it is the most serious level to address and b) considering all of the performance levels, content areas, and years in the same table would be too complex to understand easily.

The data for 2004-05 and 2005-06 were taken from the South Carolina State Department of Education website. The 2006-07 data were provided by the Department of Assessment and Accountability of the Charleston County School District.

Note that the percent scoring Below Basic is never below 50%. The Grade 7 Science and Social Studies results are much worse than the other grade-subject-year combinations. These results should be interpreted with caution because, for example, the 7th graders in 2005-06 become the 8th graders in 2006-07, but the numbers of students tested change from one year to the next.

Table 7

<table>
<thead>
<tr>
<th>Tracking Individual Students Across Years on the PACT ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 7</td>
</tr>
<tr>
<td>Number at Performance Level Spring 2004</td>
</tr>
<tr>
<td>Percent Remained at the Same Performance Level</td>
</tr>
<tr>
<td>Percent Decreased Performance Level</td>
</tr>
<tr>
<td>Percent Increased Performance Level</td>
</tr>
<tr>
<td>Below Basic</td>
</tr>
<tr>
<td>Basic</td>
</tr>
<tr>
<td>Proficient</td>
</tr>
</tbody>
</table>
### Table 8

<table>
<thead>
<tr>
<th>Grade 8</th>
<th>Number at Performance Level</th>
<th>Percent Remained at the Same Performance Level</th>
<th>Percent Decreased Performance Level</th>
<th>Percent Increased Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Basic</td>
<td>67</td>
<td>76.1</td>
<td>23.9</td>
<td></td>
</tr>
<tr>
<td>Basic</td>
<td>33</td>
<td>69.7</td>
<td>18.2</td>
<td>12.1</td>
</tr>
<tr>
<td>Proficient</td>
<td>2</td>
<td>50.0</td>
<td>50.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Advanced</td>
<td>0</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 7</th>
<th>Number at Performance Level</th>
<th>Percent Remained at the Same Performance Level</th>
<th>Percent Decreased Performance Level</th>
<th>Percent Increased Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Basic</td>
<td>68</td>
<td>91.2</td>
<td>0.0</td>
<td>8.8</td>
</tr>
<tr>
<td>Basic</td>
<td>48</td>
<td>58.3</td>
<td>37.5</td>
<td>4.2</td>
</tr>
<tr>
<td>Proficient</td>
<td>11</td>
<td>54.5</td>
<td>45.5</td>
<td>0.0</td>
</tr>
<tr>
<td>Advanced</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 7</th>
<th>Number at Performance Level</th>
<th>Percent Remained at the Same Performance Level</th>
<th>Percent Decreased Performance Level</th>
<th>Percent Increased Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Basic</td>
<td>51</td>
<td>82.4</td>
<td>0.0</td>
<td>17.6</td>
</tr>
<tr>
<td>Basic</td>
<td>55</td>
<td>56.4</td>
<td>27.3</td>
<td>16.4</td>
</tr>
<tr>
<td>Proficient</td>
<td>5</td>
<td>80.0</td>
<td>20.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Advanced</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 8</th>
<th>Number at Performance Level</th>
<th>Percent Remained at the Same Performance Level</th>
<th>Percent Decreased Performance Level</th>
<th>Percent Increased Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Basic</td>
<td>56</td>
<td>69.6</td>
<td>30.4</td>
<td></td>
</tr>
<tr>
<td>Basic</td>
<td>62</td>
<td>50.0</td>
<td>45.2</td>
<td>4.8</td>
</tr>
<tr>
<td>Proficient</td>
<td>11</td>
<td>9.1</td>
<td>81.8</td>
<td>9.1</td>
</tr>
<tr>
<td>Advanced</td>
<td>1</td>
<td>100.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>
An interesting pattern emerges when individual students are tracked from one year to the next on the PACT. Students who are in the Below Basic performance level tend to stay in that level from one year to the next. About 70% to 90% of the students did so, on both the ELA and MAT sections.

Students in the Proficient or Advanced performance levels tended to have lower performance levels on the next year’s test. Fewer students scored in these top two performance levels, so the percents are based on a small number of students. Even so, the percent that decreased was considerable, often near 80%, and students almost never increased from Proficient to Advanced.

**HSAP Results**

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Number at Performance Level Spring 2005</th>
<th>Percent Remained at the Same Performance Level</th>
<th>Percent Decreased Performance Level</th>
<th>Percent Increased Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Basic</td>
<td>61</td>
<td>70.5</td>
<td>29.5</td>
<td>29.5</td>
</tr>
<tr>
<td>Basic</td>
<td>34</td>
<td>70.6</td>
<td>20.6</td>
<td>8.8</td>
</tr>
<tr>
<td>Proficient</td>
<td>4</td>
<td>50.0</td>
<td>50.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Advanced</td>
<td>3</td>
<td>33.3</td>
<td>66.7</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 7</th>
<th>Number at Performance Level Spring 2005</th>
<th>Percent Remained at the Same Performance Level</th>
<th>Percent Decreased Performance Level</th>
<th>Percent Increased Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Basic</td>
<td>37</td>
<td>86.5</td>
<td>0.0</td>
<td>13.5</td>
</tr>
<tr>
<td>Basic</td>
<td>59</td>
<td>49.2</td>
<td>50.8</td>
<td>0.0</td>
</tr>
<tr>
<td>Proficient</td>
<td>30</td>
<td>13.3</td>
<td>86.7</td>
<td>0.0</td>
</tr>
<tr>
<td>Advanced</td>
<td>1</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 8</th>
<th>Number at Performance Level Spring 2005</th>
<th>Percent Remained at the Same Performance Level</th>
<th>Percent Decreased Performance Level</th>
<th>Percent Increased Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Basic</td>
<td>49</td>
<td>89.8</td>
<td>0.0</td>
<td>10.2</td>
</tr>
<tr>
<td>Basic</td>
<td>51</td>
<td>35.3</td>
<td>64.7</td>
<td>0.0</td>
</tr>
<tr>
<td>Proficient</td>
<td>8</td>
<td>25.0</td>
<td>75.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Advanced</td>
<td>3</td>
<td>66.7</td>
<td>33.3</td>
<td>0.0</td>
</tr>
</tbody>
</table>
The data for 2004-05 and 2005-06 were taken from the South Carolina State Department of Education website. The 2006-07 data were provided by the Department of Assessment and Accountability of the Charleston County School District. The percent of students who satisfied the English/Language Arts requirement has increased across the last three years. The percent that satisfied the Mathematics requirement is lower and did not increase in 2006-07.

End Of Course Examination Results

<table>
<thead>
<tr>
<th>ELA</th>
<th>2006-07</th>
<th>Math</th>
<th>2006-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>% Level 1</td>
<td>% Level 2</td>
<td>% Level 3</td>
</tr>
<tr>
<td>ELA</td>
<td>172</td>
<td>23.3</td>
<td>45.9</td>
</tr>
<tr>
<td>Math</td>
<td>204</td>
<td>49.5</td>
<td>34.3</td>
</tr>
</tbody>
</table>

Table 10
South Carolina End-of-Course Examination Program

<table>
<thead>
<tr>
<th>English 1</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>% A</td>
<td>0.8</td>
<td>1.6</td>
<td>0.5</td>
</tr>
<tr>
<td>% B</td>
<td>3.8</td>
<td>5.8</td>
<td>5.0</td>
</tr>
<tr>
<td>% C</td>
<td>9.6</td>
<td>11.1</td>
<td>9.5</td>
</tr>
<tr>
<td>% D</td>
<td>25.4</td>
<td>28.4</td>
<td>20.4</td>
</tr>
<tr>
<td>% F</td>
<td>60.4</td>
<td>53.2</td>
<td>64.7</td>
</tr>
<tr>
<td>N</td>
<td>240</td>
<td>190</td>
<td>221</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Algebra 1/ Mathematics for the Technologies</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>% A</td>
<td>0.3</td>
<td>3.2</td>
<td>0.4</td>
</tr>
<tr>
<td>% B</td>
<td>2.8</td>
<td>4.1</td>
<td>0.4</td>
</tr>
<tr>
<td>% C</td>
<td>15.0</td>
<td>20.1</td>
<td>11.3</td>
</tr>
<tr>
<td>% D</td>
<td>33.4</td>
<td>35.2</td>
<td>26.9</td>
</tr>
<tr>
<td>% F</td>
<td>48.5</td>
<td>37.4</td>
<td>60.9</td>
</tr>
<tr>
<td>N</td>
<td>326</td>
<td>219</td>
<td>238</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Science</th>
<th>N=144</th>
</tr>
</thead>
<tbody>
<tr>
<td>% A</td>
<td>0.0</td>
</tr>
<tr>
<td>% B</td>
<td>1.8</td>
</tr>
<tr>
<td>% C</td>
<td>3.0</td>
</tr>
<tr>
<td>% D</td>
<td>6.0</td>
</tr>
<tr>
<td>% F</td>
<td>89.2</td>
</tr>
<tr>
<td>N</td>
<td>166</td>
</tr>
</tbody>
</table>
The EOC results in Table 10 indicate that there were slightly fewer As, Bs, Cs, andDs but more Fs in 2006-07 compared to 2005-06. The Mathematics results are similar, but the losses are greater. The change from 37.4% F to 60.9% F is substantial. The Physical Science results are stable across the years, but they are dismal. Almost 90% of the students are in the F category every year.

Summary of the Quantitative Data

The quantitative information provides a profile of Burke Middle and Burke High School over the past few years. The general pattern is one of low performance across several different tests and high levels of absences, suspensions, and discipline incidents. The lowest test performance is in the Sciences. There are some positive outcomes such as the fact that the percent of students who satisfied the English/Language Arts requirement has increased across the last three years. The Improvement Rate on the state report card has gone from below average to average. The dropout rate has been cut in half. It is also true that the suspension and discipline data improve in the higher grades, but this may just be a function of who has dropped out of school.

Part Three: Qualitative Data Report

In order to support the goals of this partnership it is necessary to ascertain the perceived impacts and benefits of varying components of the partnership model on teachers and students. This section of the report will identify several themes that have emerged from an analysis of the qualitative data. The qualitative data includes interviews with CoFC and Burke faculty, administrators, and the community partners. Data collection occurred during the spring semester 2007 after the completion of the first full year of the partnership. The data addresses the following questions:

1. What do the faculty and administrators at the College of Charleston and Burke High perceive as the benefits and challenges of the collaborative effort?
2. What do the community partners perceive as the benefits and challenges of the collaborative effort?

Evaluation Question 1: What do the faculty and administrators at the College of Charleston and Burke High School perceive as the benefits and challenges of the collaborative effort?

Emerging Theme One: CoFC faculty technical assistance has had an impact on Burke faculty. However, the impact is limited to the teachers who are willing to accept technical assistance.

Distrust best describes the inaugural year of the partnership. One administrator stated,

[Last year] the [Burke] faculty did not have a trusting relationship with [CoFC] faculty. ... There was a lot of talk behind [closed] doors about professors helping to shut down the school and/or reassign kids. (1.3.12.07.st)

All of the College of Charleston faculty members acknowledged an awareness of this sentiment and went into the partnership during the first year with the intention of establishing trust. One faculty member explained, “My relationship with the teachers has really grown ... we spent the first year working with the department heads and building trust, and it’s paid off this year.” (2.2.20.07.st)

Many CoFC faculty members expressed that they have developed a strong relationship with teachers and have impacted teacher practice. Generally, CoFC faculty viewed themselves as enablers or facilitators because they supported teacher efforts to implement strategies or techniques that many teachers normally would not be able to implement. One faculty member believed that CoFC faculty efforts have improved teacher enthusiasm. The faculty member explained:

Teachers weren’t very enthusiastic about the [South Carolina Humanities Council] grant ... some of the teachers didn’t have the confidence to implement the
strategies. However, with success the teachers became more comfortable. Also, the teachers observed that students were eager to implement these strategies which led to student excitement. (1.2.19.07.st)

Several CofC faculty members shared the sentiment that there has been an impact on Burke teachers. In addition, faculty members expressed that they primarily prefer collaborating with Burke teachers who are willing to collaborate with university faculty. One CofC faculty member explained, “All teachers are invited to our meetings ... I primarily work with the teachers that want my help.” (4.2.26.07.st) Another faculty member added, “You have to be flexible because teachers need different things ... For example, I am co-teaching with a teacher ... because they asked me to co-teach ... other times I act as a sounding board.” (3.2.21.07.st) Faculty members acknowledge that even though they work with the willing there are limits to their involvement with faculty. One faculty member explained, “This project is not being implemented at the ninth-grade level because they need better teachers and they are still building trust. However, it’s difficult to build trust when it’s not likely that those teachers will be there next year.” (1.2.19.07.st)

University faculty members have sufficiently built trust and have had an impact on Burke faculty. However, the impact and trust is limited to the Burke faculty members that want to be a part of the reform effort.

**Emerging Theme Two:** The CofC faculty has had an impact on the students at Burke High School.

The collaboration between Burke faculty and CofC faculty has impacted student dispositions toward learning. For example, CofC faculty and Burke school administrators have observed differences in student behavior that they attributed to the presence of CofC faculty at Burke High School. One administrator explained:

...there has also been an impact on students. Teachers and students are more engaged. For example, [I have] noticed a change in student demeanor. ... I [formally saw] students with a body language that says, ‘Please stop talking, so I can go!’ Now, I see students at least listening to teachers. (6.3.14.07.st)

Another administrator explained:

The writing and history projects have been powerful for our students ... the partnership has allowed us to do some things that we couldn’t do on our own. It was good to see CofC faculty helping our teachers and our students. (5.3.13.07.st)

CofC faculty worked very hard to demonstrate to students that they cared about their success. One faculty member explained that it took time demonstrating an ethic of care to students. The faculty member believed that building the ethic of care with students was crucial to developing rapport with students and eventually impacting them. The faculty member explained:

Students are glad to see me because they equate me with something interesting. Last year, students really got to know me, especially when we took that trip last spring. They know that I care about them and that means something ... I was thrilled when I witnessed a student having a conversation with the docent ... it indicated the student was using her critical thinking skills and connecting the information received from the docent to her prior knowledge. (1.2.19.07.st)

Each faculty member interviewed was able to describe an example that illustrated a change in student disposition about learning or a meaningful interaction with a student.

**Emerging Theme Three:** The availability of time and structural barriers at Burke High School limit the impact of the partnership.
Much of the school-university partnership literature denotes the availability of time as the primary barrier that prevents participation in school-university partnerships. This is also the case at Burke High School as CoC faculty cited time as the biggest barrier to participating in the reform effort at Burke. A faculty member explained:

> Providing teachers technical assistance is very time-consuming. I spend an estimated 25 hours at Burke High School. It’s still not enough ... the teachers who need the most help are the most time-consuming. (1.2.19.07.st)

Structural issues within the school further exacerbate the challenges presented by a lack of time. A faculty member expressed this idea:

> Teachers don’t have time to participate in the reforms. For example, I meet with the teachers weekly. However, this meeting takes place at about 4:30 after teachers meet in their other groups. Time is limited by [the teacher’s] additional responsibilities. (2.2.20.07.tb)

The faculty member further elaborated:

> [My work] would be more meaningful and better supported if the structure and organization allowed me more time to work with teachers. For example, inclusive planning could be supported by common planning periods. However, the structure and organization of the school day does not allow that to happen. (2.2.20.07.tb)

Some school administrators have also postulated that the structure of the school limits the partnership:

> One of the other things that could be done is to look at a smooth transition from eighth grade to ninth grade. We need vertical articulation in the content areas, but it is difficult for the teachers to meet because the middle school teachers start their day 30 minutes before the high school teachers start and end their day 30 minutes after the high school teachers end theirs. The middle school teachers are compensated for their longer day, but this makes it difficult to schedule meetings that both groups would attend. (8.3.12.07.sj)

The issue of time repeatedly appeared in interviews across groups. Also, the sentiment expressed in many interviews identified the structure of the school day as incompatible with the reform.

**Emerging Theme Four:** The Principal Coach has had a positive impact on the administrators at Burke High School.

Administrators interviewed about the principal coach position resoundingly felt that the principal coach position was a positive aspect of the partnership with Burke High School. One administrator explained:

> [The Principal Coach] has been helpful to the staff at both the middle school and at the high school. [The Principal Coach and the Principal] are both very experienced at other schools, so to have two experienced people is a win-win situation. They fill in the gaps where we were lacking ... The principal coach pulls information for the External Review Team and knows how to put it together. She mapped out who will handle what. We all appreciated it. She has kept her ERT focus throughout the year. She explained to the teachers what Dr. Goodloe wanted to see when she came here. She is so good ... (6.3.14.07.st).

Even though the principal coach’s job responsibilities were to primarily work with the principal and assist the staff members with meeting the requirements of the External Review Team (ERT) Report, a report written by a team of
investigators from the state department of education, the principal coach has profoundly impacted the assistant administrators at the school. One administrator explained:

The principal coach has been instrumental in informing the principal about Charleston County. The principal coach has been able to help me grow as a new administrator because of her communication skills. And she hasn’t stepped outside of her role in this process. For example, the principal coach helped us with the ERT. She helped us effectively manage the process and document the enhanced experience that we are providing here at Burke High School. (1.3.12.07.sj)

The principal coach greatly impacted the school at the administrative level. Many teachers could not identify a specific situation in which the principal coach impacted their teaching.

**Evaluation Question #2: What do the community partners perceive as the benefits and challenges of the collaborative effort?**

**Emerging Theme Five:** The external partners are more organized. However, they still face challenges communicating with Burke High School staff members.

The Center for Partnerships has effectively organized the partner’s efforts and increased awareness in the community for the reform effort at Burke High School. A CoC administrator noted, “This year has been spent defining roles, expanding the Community Outreach Team, and facilitating the effort at Burke.” (1.5.31.07.st) A Burke administrator added:

There were partners present when I came on in January, but there was no organization. We didn’t have trouble drumming up community involvement; it has always been there it simply needed organization. Everything was haphazard with no rhyme or reason. (7.3.13.07.sj)

An external partner acknowledges the Center’s role in organizing the external partners. The external partner added:

The Center has done a great job this first year helping us figure out who the partners are and what they have to offer. She said that now we need to measure what impact we are having and how we can more effectively and efficiently collaborate to help Burke. She said we need to identify which partners have the most to offer and go with them. We need to avoid having too many cooks in the kitchen. (1.5.15.07.js)

Those involved with corralling community resources and partners consistently identify communication with Burke High School faculty as a challenge. An external partner explained:

We need more input from Burke. We aren't stepping on each others toes anymore ... as often, but we can’t get into Burke regularly because they don't call back. (1.5.15.07.js)

A Burke High School administrator further commented, “This is a big job. We should probably hire someone to work just with the external partners.” (7.3.13.07.sj) Furthermore, stakeholders acknowledge and hope that C PIE will increase its efforts to facilitate communication. A CoC administrator explains:

The Center is doing a great job of and should continue to keep the lines of communication open. For example, invitations should go out to the outreach team when events are being held by specific external partner organizations. This will allow the external partners and the Community Outreach Team to stay in constant contact with each other. (5.31.07.st)
There was a sentiment expressed by everyone that CPIE has organized the external partners. However, the partners are not able to efficiently communicate with Burke High School staff members.

**Part Four: Analysis and Recommendations**

This section provides a brief analysis and recommendations regarding the collaborative reform effort at Burke High School. The analysis advances a perspective on the impact of the faculty on teachers and students, and a perspective on the structure and organization at Burke High School. Lastly, the recommendations encourage Burke and CofC faculty to find ways to encourage school wide change.

Qualitatively, it appears that the partnership model has impacted parts of the school community at Burke. Collectively, CofC faculty perceived that their efforts have impacted teachers and students. In addition, Burke administrators have observed changes in student dispositions in classrooms that involve a Burke faculty member with a CofC faculty member. However, the influence of CofC faculty members was limited to teachers (and the students of those teachers) who were in direct contact with CofC faculty.\(^2\) In effect, the reform effort was compartmentalized to teachers who decided to seek out a university faculty member and/or assistance from CPIE. This conclusion is drawn from the observation that randomly selected interviewed teachers could not attribute an impact on their teaching practice to the reform efforts initiated by CofC faculty or the Center for Partnerships to Improve Education. Commonly, these same teachers would comment that they are aware of the reform, but have not received any direct benefit from the reform effort.

The second major idea that emerged from the qualitative data was the structure and organization of the school may have inhibited the Center’s effort to implement a holistic reform. Currently, Burke High School operates as two different schools: a middle school and high school. In fact, one faculty member asserted there are three cultures at Burke: the middle school, the ninth grade academy, and the high school. Collaborative planning time among Burke faculty may offer a viable method to meet varying teacher needs. One Burke teacher explained:

> ... the idea of the principal coach is great, but it is not implemented heavily in the middle school. ... the make up of Burke is unique, because the middle school and the high school are supposed to be unified under one principal .... However, the faculty does not feel as if it is one school, because there are different policies in place in each school. The faculty members see [the middle school principal] as the principal of the middle school and feels that the principal coach should be trailing her as well. (4.4.20.07.tb)

The school is not structured or organized in a way that allows teachers to communicate about professional practice. Specifically, the school day does not allow a university professor to work with middle and high school teachers during a collaborative planning period. CofC and Burke faculty members expressed frustration with the structure and organization of the school. One Burke faculty member identified a lack of opportunity to share teacher expertise between colleagues as the reason for leaving Burke High School.

Incorporating the external partners into the reform effort was a challenge. The external partners interviewed for this project were appreciative of CPIE’s role in organizing the external partners. Although much of the year has been spent establishing policies and procedures, many of the external partners have recognized the need for the Center to assist with focusing the external partners’ efforts. The largest challenge faced by the external partners is communicating effectively and efficiently with the school. There is a general sentiment that Burke High School cannot respond quickly to offers of assistance from external partners. One administrator explained:

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\(^2\) This analysis does not take into account the faculty interaction that occurred during the summer programs.
We would have names of external partners with no contact information and all of
the information was not in one specific place. People would bring ideas to me
that and I would try to get back to them, but I just don’t have the time ... we need
a lot of help organizing parents too. If they want to do this right we should
probably hire someone. (4.3.29.07.st)

The external partners are an important part of the program. However, it seems that administrators and teachers
are so diligently working with the reform in curriculum and instruction that, in addition to their primary
responsibilities, the school staff members have had a difficult time responding to offers of assistance from
external partners.

Lastly, the use of a principal coach appeared to be the strongest component of the partnership model. Based on
information gathered from the respondents, the principal coach has handled all the responsibilities given to her
with diligence. In addition to fulfilling the requirements necessitated by the ERT report, new administrators have
expressed an appreciation for the Principal Coach’s approach to leadership and her role in mentoring new
administrators. Not just anyone could step into that role as it appears that the success of the principal coach
concept in this school was dependent on the experience and interpersonal characteristics of the person in that
position. The current principal coach was able to experience success because she operated within the parameters
of the job description without stepping on anyone’s toes. The data is clear that the success of this component of
the model was due to the strong character and interpersonal characteristics of the individual rather than the
creation of this position in structure.

Recommendations

Three recommendations stem from this report: 1) the partnership should work to make the reform effort
schoolwide, 2) create opportunities for middle and high school faculties to share expertise, and 3) implement
systems that better enable the external partners to communicate with the staff members at Burke High School.

1. The partnership should look for opportunities to entice the entire faculty at Burke to participate in the
reform effort. Furthermore, the school administration should look at ways of building buy-in among more
of the faculty at Burke High. Again, there are indications that the reform is only impacting teachers who
have self-selected to play a role in this reform effort. Encouraging more Burke faculty to participate in this
effort may increase the impact of the reform on the entire school.

2. Burke High School should examine the policies governing the structure of the school day. The results
indicate that the current structure has made collaboration difficult. Administrators, CoC faculty, and
some teachers have expressed a need to collaborate vertically across grades 7-12. The same respondents
have expressed that the current structure and organization of the school day prevents cross-grade level
teamng. The partnership has focused on creating professional learning communities at Burke High
School; creating these learning communities is a significant step towards allowing teachers to collaborate.

3. Finally, CPIE should work with the Charleston County District level administration to further support and
facilitate any effort to include the external partners in the reform effort at Burke High School. The
external partners are pleased that they are now more organized. However, the partners are still
frustrated that their calls are unanswered when they attempt to contact individuals at Burke. Perhaps
that while there is a point person at Burke to coordinate the efforts of the external partners, the job of
coordinating the external partners may be too big of a task in consideration of the daily responsibilities
required of an administrator.

Conclusion

Across interviews people are pleased with the initiative to improve the student experience at Burke High School,
and it is clear that the partnership has had some success by intentionally focusing efforts on the teachers who are

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willing to participate in the reform. However, while the interviewees recognized positive changes at Burke High School there is the general feeling that the changes have not gotten to the root of the issues at Burke. Stakeholder opinions about the root causes of Burke High School’s current situation range from historical neglect of the downtown African-American community to teacher apathy regarding downtown students and the teaching profession to administrative instability. The truth is likely somewhere in the middle. However, it is clear that the partnership has laid a foundation for remediating historical neglect by providing African-American students the opportunity to experience college through summer enrichment programs and building a collegial culture among teachers by creating professional learning communities. These activities will provide a firm foundation so that future generations of Burke students will encounter a positive school culture.

Works Cited


THE MGAP 2006-07 COHORT: A ONE YEAR FOLLOW-UP

In 2006-07, Charleston County School District operated the Middle Grades Acceleration Project (MGAP) in seven schools as part of a larger effort to address the diverse learning needs of overage students. Established in 2004-05, MGAP is designed to provide an alternative learning environment for 7th grade students who are two or more years overage for their grade and below grade-level in reading and/or math. The goal is to accelerate the learning of these students and move them toward their age-appropriate grade level. Students who successfully complete the MGAP year are promoted to 8th grade.

This report represents the first follow-up study of these participants' experiences after leaving the MGAP program. It provides a snapshot of the 2006-07 MGAP cohort’s first year in high school, including information related to their enrollment status, attendance, discipline and achievement. We also hear from the students themselves, through questionnaires conducted during the spring semester of their 9th grade year.

It should be noted that the findings presented here generally refer to the overall 2006-07 MGAP cohort of students, regardless of the specific MGAP site attended. To allow for ease of comparison, however, the tables present data by two groups of students: 1) those who attended the James Island Accelerated Program in 2006-07 and 2) those who attended any of the other three MGAP sites.

The 2006-07 Cohort's Freshman Year: 2007-08

Enrollment Status

**Overall Cohort**
- Of the 159 students who were promoted to ninth grade at the end of 2006-07, the majority (n=131, 82%) returned in 2007-08 and finished the school year in a CCSD school. A small number of students either did not return to CCSD in 2007-08 (n=7) or returned but later moved out of the district (n=7).
- Of the remainder: three students enrolled in an alternative educational setting (adult education, home school) and one student was expelled. An additional ten students withdrew from school and their current status is unknown.

Comparing Sites
- JIAP students were more likely to complete the school year in CCSD: 94% of JIAP completed the school year in a CCSD school, as compared to 79% of students from other MGAP sites.
- One-third of the JIAP students (n=11) students attended Clark Academy in 2007-08 (four students attended for only part of the year).

<table>
<thead>
<tr>
<th>Status in 2007-08</th>
<th>Overall Cohort</th>
<th>JIAP Site</th>
<th>Other MGAP Sites</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># Students %</td>
<td># Students %</td>
<td># Students %</td>
</tr>
<tr>
<td>No-Show</td>
<td>7 4%</td>
<td>0 0%</td>
<td>7 6%</td>
</tr>
<tr>
<td>Returned to CCSD</td>
<td>152 96%</td>
<td>33 100%</td>
<td>119 94%</td>
</tr>
<tr>
<td>Completed Year in CCSD</td>
<td>131 82%</td>
<td>31 94%</td>
<td>100 79%</td>
</tr>
<tr>
<td>Transferred out of CCSD</td>
<td>7 4%</td>
<td>2 6%</td>
<td>5 4%</td>
</tr>
<tr>
<td>Home School</td>
<td>1 1%</td>
<td>0 0%</td>
<td>1 1%</td>
</tr>
<tr>
<td>Adult Education</td>
<td>2 1%</td>
<td>0 0%</td>
<td>2 1%</td>
</tr>
<tr>
<td>Expelled</td>
<td>1 1%</td>
<td>0 0%</td>
<td>1 1%</td>
</tr>
<tr>
<td>Unknown Status</td>
<td>10 6%</td>
<td>0 0%</td>
<td>10 8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>159 100%</strong></td>
<td><strong>33 100%</strong></td>
<td><strong>126 100%</strong></td>
</tr>
</tbody>
</table>

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3 There were MGAP sites at seven middle schools in 2006-07: Alice Birney, Brentwood, Burke, James Island, Laing, Schroder, and West Ashley.
4 A withdrawal code of "W20 – Unknown Status" is often used to inactivate a student’s record after the student has accumulated significant absences and attempts to contact the student are unsuccessful. Presumably, in some cases, students have dropped out; in other cases, students have simply moved from the area without officially withdrawing from the school.
Attendance

**Overall Cohort**
- The overall average attendance rate was 90.2% (individual students’ rates ranged from 10% to 100%)\(^5\).
- 64% of students had attendance rates of 92% or higher for their freshman year, including ten students who had perfect attendance (0 absences).

**Comparing Sites**
- Individual JIAP students’ rates ranged from 67% to 100% (three students had perfect attendance).
- The overall average attendance rate for former JIAP students (95.9%) is higher than that of students from other sites (88.7%). Likewise, a greater percentage of JIAP students had attendance rates of 92% or higher for their freshman year (88% of JIAP students compared to 58% of non-JIAP MGAP students).

<table>
<thead>
<tr>
<th>Attendance Rate</th>
<th>Overall Cohort (n=152)</th>
<th>JIAP Site (n=33)</th>
<th>Other Sites (n=119)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># Students</td>
<td>% Students</td>
<td># Students</td>
</tr>
<tr>
<td>92% or higher</td>
<td>98</td>
<td>64%</td>
<td>29</td>
</tr>
<tr>
<td>80-91%</td>
<td>33</td>
<td>22%</td>
<td>3</td>
</tr>
<tr>
<td>70-79%</td>
<td>9</td>
<td>6%</td>
<td>0</td>
</tr>
<tr>
<td>60-69%</td>
<td>6</td>
<td>4%</td>
<td>1</td>
</tr>
<tr>
<td>Less than 60%</td>
<td>6</td>
<td>4%</td>
<td>0</td>
</tr>
</tbody>
</table>

Discipline

**Overall Cohort**
- The number of suspensions ranged from 0 to 9 per student.
- Over half (54%) did not have a suspension. An additional 26% had 1-2 suspensions.
- Two students were assigned to Murray Hill Academy and one student was expelled.

**Comparing Sites**
- The number of suspensions for JIAP students ranged from 0 to 7 per student.
- Compared to students from other sites, JIAP students were less likely to be suspended or expelled.
  - Over three-quarters (76%) did not have a suspension; six students (18%) had 1-2 suspensions.
  - None of the students were assigned to Murray Hill Academy or expelled.

<table>
<thead>
<tr>
<th>Count of Suspensions</th>
<th>Overall Cohort (n=152)</th>
<th>JIAP Site (n=33)</th>
<th>Other Sites (n=119)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># Students</td>
<td>% Students</td>
<td># Students</td>
</tr>
<tr>
<td>0</td>
<td>82</td>
<td>54%</td>
<td>25</td>
</tr>
<tr>
<td>1</td>
<td>22</td>
<td>14%</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>17</td>
<td>11%</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>8</td>
<td>5%</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>5%</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>7</td>
<td>5%</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td>2%</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>1%</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>3</td>
<td>2%</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>1%</td>
<td>0</td>
</tr>
</tbody>
</table>

\(^5\) Includes two students with extremely low attendance rates: 1) a rate of 10%, representing 18 absences within the 20 days the student was enrolled, and 2) a rate of 15%, representing 53 absences during the student's 63 days of enrollment. In both cases, the student attended a few days following their enrollment, then failed to return. Schools withdrew the students using the “Status Unknown” code described above.
Achievement

Overall Cohort
- The average student attempted 6 credit hours and earned 4 credits. The number of credits earned ranged from 0.0 to 8.5.
- Nearly half (46%) of students earned 2.5 credits or less.
- Approximately half of all students are passing their four core subject areas. More students are passing their ELA and Science courses (54% passing each) than Social Studies (46%) or Math (45%) courses.
- Very few students are receiving As or Bs in their core courses, and those who are passing are likely to be doing so with a grade of ‘D’.

Comparing Sites
- The average JIAP student attempted 7.5 credit hours and earned 5.5 credits. Their number of credits earned ranged from 1.0 to 8.0.
- JIAP students were more likely to pass their freshman year core courses than were students who attended other MGAP sites.
  - Course failure rates among JIAP students range 25% (ELA) to 33% (Math and Social Studies) while failure rates among students from other sites range from 51% (Science) to 61% (Math).
- Like their peers from other sites, many JIAP students are passing their courses with a grade of ‘D’.
- JIAP students appear to be somewhat stronger in Math than in other subjects, as evidenced by a greater percentage of students earning As, Bs, and Cs in this course.

<table>
<thead>
<tr>
<th>Credits Earned</th>
<th>Overall Cohort (n=152)</th>
<th>JIAP Site (n=33)</th>
<th>Other Sites (n=119)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># Students</td>
<td>% Students</td>
<td># Students</td>
</tr>
<tr>
<td>0.0</td>
<td>31</td>
<td>20%</td>
<td>0</td>
</tr>
<tr>
<td>0.5 – 2.5</td>
<td>39</td>
<td>26%</td>
<td>7</td>
</tr>
<tr>
<td>3.0 – 5.5</td>
<td>29</td>
<td>19%</td>
<td>5</td>
</tr>
<tr>
<td>6 or more</td>
<td>53</td>
<td>35%</td>
<td>21</td>
</tr>
</tbody>
</table>
A Word from the Students

In February 2008, MGAP program staff visited the 2006-07 MGAP cohort at their current high schools. Through informal group interviews and written questionnaires, students were asked a series of questions regarding their transition to high school including: (a) what things they looked forward to and were concerned about when they were in MGAP regarding the move to high school; (b) rating the difficulty of the move to high school; (c) who and what helped them through the transition; (d) what was the most difficult part of high school; (e) how satisfied they are with their current grades; (f) what assistance they need to be successful; and (g) how MGAP can best prepare students for high school. A total of 71 questionnaires were returned. A complete report of the results is located in the Appendix.

- Over two-thirds of respondents (71%) said that transition from MGAP to high school was ‘easy’ or ‘somewhat easy’. Ease of adjustment varied greatly, ranging from 56% of students at North Charleston High School to 100% of students at Wando reporting an easy/somewhat easy transition.

- Over three-fourths of the students feel that they are a part of the school (82%) and have at least one adult at the school that they are comfortable talking to about personal questions or concerns (76%).

- While still in MGAP, students had looked forward to having more freedoms (58%), being able to choose some classes (53%) and making new friends (53%) in high school and had been concerned about the amount of homework (53%), the difficulty of classes (42%), getting lost or not getting to class on time (32%), and the pressure to do well (32%).

- Students identified the schedule/number of classes, difficulty of the course work, and time-management as the most difficult aspects of actually being in high school. Students in larger high schools also mentioned that becoming familiar with the building was a challenge.

- Students stated that teachers (100%) and students/friends (94%) at their current high school had been helpful in the transition. However, only 69% of students felt that teachers at their current school cared about students.

- Talking with their MGAP teachers about going to high school (94%) and visiting the high school during the MGAP year (92%) were also viewed as very helpful in moving from MGAP to high school.

- Students suggested that talking about the behaviors that would be expected of them in high school and offering tips for studying, time-management and staying focused would help prepare MGAP students for the transition.

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6 Based on an instrument developed by Akos & Galassi (2004); used with permission. Akos, P. & Galassi, J. (2004). Middle and high school transitions as viewed by students, parents, and teachers. Professional School Counseling, 7, 212-345.

7 Number of responses per school: Wando – 6; Burke – 9; North Charleston – 9; Stall – 10; Garrett – 13; West Ashley – 24. It should be noted that students were not asked to identify which of the MGAP sites they attended; therefore, responses cannot be compared across sites.
The Accelerated Program
James Island Middle School
End of Year Report
2007 – 2008

“The goal of the Accelerated Program is to address the age disparity of highly capable students by promoting achievement and leadership through the use of relevant and challenging academic instruction in small class settings, with individual attention and support.”

The Accelerated Program, an extension of the Middle Grade Acceleration Project (MGAP), officially began on July 5, 2006. 2007 - 2008 was the program’s second year in operation. The partnership for this program was established between the College of Charleston’s Center for Partnerships to Improve Education and Charleston County School District. Additional partnerships were formed between the program and Partners for Acceleration, Lowcountry Environmental Education Project (LEEP) and Outward Bound Expedition Learning.

The 2007 – 2008 staff consisted of a full time director, a full time counselor, and three full time classroom teachers. There were 33 students, representing four middle schools, who completed the program. The middle schools represented were James Island Middle, Fort Johnson Middle, Haut Gap Middle and St. Andrews Middle.

Enrollment

<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American Male</td>
<td>14</td>
</tr>
<tr>
<td>Caucasian Male</td>
<td>3</td>
</tr>
<tr>
<td>Hispanic Male</td>
<td>3</td>
</tr>
<tr>
<td>African American Female</td>
<td>5</td>
</tr>
<tr>
<td>Caucasian Female</td>
<td>6</td>
</tr>
<tr>
<td>Hispanic Female</td>
<td>1</td>
</tr>
<tr>
<td>Asian Female</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
</tr>
<tr>
<td>Range of calendar days overage at start of school year</td>
<td>1,145 - 417</td>
</tr>
</tbody>
</table>

The school year began with 33 students, all of whom were nominated, applied, interviewed and officially accepted. Three students were accepted into the program during the first quarter. Two students were released due to failure to meet criteria and expectations of the program and one student moved.

PBIS

The Accelerated Program followed the district’s initiative of implementing positive behavior management systems within schools and programs. The program’s system included daily and weekly incentives chosen by peer council members, Monday and Friday meetings with the entire program to recognize and give compliments. Additional components of the system included daily team meetings which were held to check in and set goals, reflection took place as needed, and participation in the James Island Middle School Positive PAWS reward program.
Team building took place on an ongoing basis along with individual conferencing, mentoring and counseling as needed. Parents were also contacted on an ongoing basis to share good news regarding their student’s progress.

**Behavior**

<table>
<thead>
<tr>
<th>Type</th>
<th>Total for Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of in school suspensions issued for Accelerated Program students</td>
<td>0</td>
</tr>
<tr>
<td>Number of Saturday Schools issued to Accelerated Program students</td>
<td>0</td>
</tr>
<tr>
<td>Number of out of school suspensions issued by the Accelerated Program for students</td>
<td>0</td>
</tr>
<tr>
<td>*Number of suspensions issued by the administration of the host school for students of the Accelerated Program</td>
<td>0</td>
</tr>
</tbody>
</table>

**Counseling**

The chart below indicates a breakdown of the Accelerated Program’s counseling component.

<table>
<thead>
<tr>
<th>Type</th>
<th>Total for Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Counseling Session</td>
<td>758</td>
</tr>
<tr>
<td>Small Group Sessions</td>
<td>116</td>
</tr>
<tr>
<td>Classroom Lessons</td>
<td>85</td>
</tr>
<tr>
<td>Consultations (teachers, admin., support)</td>
<td>422</td>
</tr>
<tr>
<td>*Student Based Meetings (IEP, transition, etc.)</td>
<td>39</td>
</tr>
</tbody>
</table>

*This does not include quarterly promotion meetings conducted with the director for each student. It also does not include meetings for career counseling which was conducted by the counselor of the Accelerated Program.*

In addition to the services listed above, every student of the Accelerated Program was involved in weekly girls and boys lunch groups. Seven boys and five girls also participated in a weekly anger management group.

**Achievement**

**MAPS Testing**

MAPS testing took place in the Fall of 2007, Winter 2007 and Spring 2008. Students are registered and compared with 8th grade testing data.

**MAP Testing Growth**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>*Reading / ELA</td>
<td><strong>18</strong>&lt;br&gt;Range of improvement - +3 - +21</td>
<td>9&lt;br&gt;Range of loss – -1 - -8</td>
<td>3</td>
</tr>
<tr>
<td>Math</td>
<td>18&lt;br&gt;Range of improvement +1 - +12</td>
<td>9&lt;br&gt;Range of loss -2 - 10</td>
<td>3</td>
</tr>
</tbody>
</table>
*3 students joined the program after the first MAP testing therefore, comparisons can not be made. 1 student was absent.
** The numbers appear the same for math and ELA however, the students showing improvement or loss do not necessarily match.

<table>
<thead>
<tr>
<th>Content Area</th>
<th># of Students Making Gains from Fall 2007 – Spring 2008</th>
<th># of Students Showing Loss from Fall 2007 – Spring 2008</th>
<th># of Students Remaining the same from Fall 2007 – Spring 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Reading / ELA</td>
<td>25&lt;br&gt;Range of improvement - +3 - +25</td>
<td>6&lt;br&gt;Range of loss - -1 - -6</td>
<td>2</td>
</tr>
<tr>
<td>Math</td>
<td>28&lt;br&gt;Range of improvement +1 - +17</td>
<td>5&lt;br&gt;Range of loss - -1 - 9</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/ELA</td>
<td>18%</td>
<td>67%</td>
<td>12%</td>
<td>3%</td>
</tr>
<tr>
<td>Math</td>
<td>45%</td>
<td>55%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

*The same type of predicted results were not available from Spring MAP testing*

**Promotions**
Promotion meetings were held at the end of each quarter. Portfolios were kept for each student to use in his or her reflection on performance for the nine weeks. Each student met individually with the counselor and/or director to review grades, behavior, attendance and overall participation in the program. A 5 point rubric was used with each student. Parents were invited to attend each promotion meeting.

**Number of Students Promoted**

<table>
<thead>
<tr>
<th>First Quarter (7.5)</th>
<th>29 students received full promotion&lt;br&gt;5 students received full promotion at interim of second quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Quarter (8.0)</td>
<td>28 students received full promotion&lt;br&gt;5 students received full promotion at the interim of third quarter</td>
</tr>
<tr>
<td>Third Quarter (8.5)</td>
<td>27 students received full promotion&lt;br&gt;The remaining students received full promotion before the start of the fourth quarter</td>
</tr>
<tr>
<td>Fourth Quarter (9.0)</td>
<td>33 students received full promotion to the 9th grade</td>
</tr>
</tbody>
</table>

**Curriculum and Instruction**
7th and 8th grade reading, math and ELA standards were taught within the school year. Math was taught using a variety of strategies including learning stations, projects, manipulatives and
student led lessons. The main focus of the math class was applying process to real life application. The reading class fully implemented Read 180. Small groups and rotations within the class were flexible and changed according to student needs, abilities and interest. Thematic Inquiry focused on science and social studies and followed the yearlong theme planned over the summer by the staff of the program.

Flexible groups took place every Tuesday during the third quarter and a portion of the fourth quarter. Four groups of students focused on various skills that were determined through MAP testing and classroom needs. The groups and focus changed on a weekly basis. The staff of the Accelerated Program met every Monday to determine and plan flexible groups.

Study and organizational skills were addressed through daily morning meetings. The AVID curriculum was utilized, along with team building strategies from TRIBES. Every Monday the entire group met for a whole group focus on team building and/or goal setting.

All strategies, groupings, and approaches were based on researched-based best practices. Planning sessions took place every Tuesday.

<table>
<thead>
<tr>
<th>Curriculum Linked Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program</strong></td>
</tr>
<tr>
<td>Read 180</td>
</tr>
<tr>
<td>LEEP (Lowcountry Environmental Educational Program)</td>
</tr>
</tbody>
</table>

| Study and History (with C of C professor) | March 2008 – May 2008 |
| Outward Bound Expedition | March – April 2008 |

**Enrichment Experiences**

*Fieldtrips*
- Charleston Aquarium (LEEP)
  - Folly Beach (LEEP)
  - Freedom Writers (themes)
  - Magnolia Plantation (LEEP)
  - Charleston Scavenger Hunt (LEEP)
  - Spirit of South Carolina (MGAP)
  - African American Celebration at Wannamaker County Park (themes)
  - Ropes Course at James Island County Park (Outward Bound)
  - Bull’s Island (LEEP)

*Service Learning*
- Tutoring 2nd graders at James Island Elementary School
- Volunteered day of service to Lowcountry Crisis Ministries
- Garden project on the campus of James Island Middle School

*Student Experiences (all students participated)*
- Peer Council
- Communities In Schools Groups
- Get Smart Program
Career Exploration
- Job Shadowing
- Mock Interviews
- Job Applications
- Business Interviews
- Business Letters
- Kuder Career Inventory
- Career Speakers

Tutoring
- All students were offered individualized assistance when needed by counselors and director
- One-on-one reading took place daily for six students with director/counselor during independent reading
- Assistance was offered to all students as needed during related arts period and daily incentive time
- Seven students were tutored weekly by community volunteers

Mentoring
- All girls participated in a weekly girls group during lunch
- All boys participated in a weekly boys group during lunch

Partnerships
- College of Charleston Center of Partnerships to Improve Education
- Partners for Acceleration
- LEEP
- Outward Bound Expeditionary Learning

Family Involvement
- All students’ parents or guardians attended the initial interview and signed the contract describing their role in the program
- A “Meet and Greet” was held prior to the start of the school year
- An open house/interim distribution night was held for first quarter interim reports
- Thanksgiving Feast was held by the students of the program. All families were invited
- 30 out of 33 families of students attended the midyear promotion meeting
- Nearly 250 family members and friends attended the end of the year graduation/final promotion ceremony on the College of Charleston campus.

Transitioning of Accelerated Program Students (2006 – 2007) to High School
The Accelerated Program was designed as a “five year program” for students with the belief that the true determining factor of success is student high school graduation rate. Under this design, the program director and counselor are working to support the 33 students who completed the program during the 2006 – 2007 school year. The following is information representative of this group and efforts made in developing a transition program.
## Total Number of Individual Interventions

<table>
<thead>
<tr>
<th>Visits by students to the campus of the Accelerated Program</th>
<th>Examples of interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average twice per week</td>
<td>Help with school work</td>
</tr>
<tr>
<td></td>
<td>Behavior interventions</td>
</tr>
<tr>
<td></td>
<td>Finding employment</td>
</tr>
<tr>
<td></td>
<td>Attending school functions</td>
</tr>
<tr>
<td></td>
<td>Finding and providing</td>
</tr>
<tr>
<td></td>
<td>transportation to students</td>
</tr>
<tr>
<td></td>
<td>not attending school</td>
</tr>
<tr>
<td></td>
<td>Developing and monitoring</td>
</tr>
<tr>
<td></td>
<td>action plans for students</td>
</tr>
<tr>
<td></td>
<td>struggling in the 9th grade</td>
</tr>
<tr>
<td></td>
<td>Contacting and talking with</td>
</tr>
<tr>
<td></td>
<td>parents</td>
</tr>
<tr>
<td></td>
<td>Contacting and talking with</td>
</tr>
<tr>
<td></td>
<td>teachers</td>
</tr>
<tr>
<td></td>
<td>Keeping track 504 plans</td>
</tr>
<tr>
<td></td>
<td>and IEP</td>
</tr>
<tr>
<td></td>
<td>Speaking with counselors</td>
</tr>
<tr>
<td></td>
<td>Calling students on a regular basis</td>
</tr>
<tr>
<td></td>
<td>ETC...</td>
</tr>
</tbody>
</table>

*This is in addition to those listed above*

### Events

- **August 28, 2007** – Met with students at Clark for lunch and check in after first week of school  
- **October 4, 2007** – Met with students at Garrett to check in on progress at interim  
- **October 2, 2007** – Met with students at Clark to check in on progress at interim  
- **November 5, 2007** - Met with students at James Island Charter High School for lunch and report card meeting.  
- **November 6, 2007** – Met with students at Clark Academy for lunch and report card meeting.  
- **November 7, 2007** – Hosted reunion for students – 27 of 33 former students attended  
- **December 4, 2007** – Met with students at West Ashley High School for lunch and report card meeting  
- **January 23, 2008** – Met with students at Clark Academy for lunch and report card meeting  
- **January 24, 2008** – Met with students at James Island Charter High School for lunch and report card meeting  
- **January 25, 2008** – Met with students at Johns Island High School for report card check in  
- **January 31, 2008** – Met with students at Garrett High School for report card check in  
- **February 1, 2008** – Several students job shadowed for the day  
- **April 14, 2008** – Met with students at Garrett for final report card check in  
- **April 15, 2008** – Met with students at St. Johns High School for final report card check in  
- **April 18, 2008** – Met with students at James Island Charter High School for final report card check in  
- **April 23, 2008** – Met with students at Clark Academy for final report card check in  
- **April 23, 2008** – Hosted Garden Party at James Island Middle School  
- **June 1, 2008** – Riverdogs Baseball Game
Biannual Summary

Center for Partnerships schools have made progress over the past two years in the areas of improved student academic outcomes and school improvement ratings, student retention rates, SAT scores, targeted teacher professional development, and obtaining necessary classroom resources. Areas of weakness include a lack of participation from College of Charleston preservice teachers in traditionally low-performing schools and academic rigor in partnership classrooms. In addition, the level of participation from EHHP faculty in CPIE work needs to improve. Although most MGAP at James Island Middle School students are successful program completers (academics, behavior, service to the community), once they reach high school they flounder academically. Their grades are low and in many cases they fail classes. In 2008-2009 this situation will be remedied with CPIE staff support for former James Island MGAP students in selected CCSD high schools.