2010-2011 Annual Report
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During the 2010-2011 academic year, the School of Education, Health, and Human Performance (EHHP) provided quality academic and service programs while simultaneously building capacity and a solid framework for continued growth in concert with the strategic priorities of the College of Charleston. Following several years of dramatic change in the school’s structure, faculty and staff took the opportunity to develop and implement new academic programs.

EHHP’s curriculum has continued to expand to meet the needs of current and prospective students. The Health and Human Performance Department (HEHP) launched a new Coaching minor in the fall of 2011 and are in the advanced stages of approval for new majors in Public Health and Exercise Science. The Teacher Education Department (TEDU) continued efforts to expand interdisciplinary offerings by developing the Foreign Languages Teacher Education major, expanding the MAT in the Performing Arts, adding a new Secondary Education cognate major in Physics, and partnering with The Citadel on a MAT in Middle Grades and with MUSC on development of a Master’s in Child Life. We also promoted international studies by signing a bilateral agreement with the National Kaohsiung Normal University, facilitating expansion of our relationship with Quito, Ecuador’s Academia Cotopaxi, and exploring future partnerships with Hong Kong Baptist University. Finally, we continued efforts to address the growing demand for alternative education by providing distance learning, hybrid offerings, courses on CD-ROM and cooperating with the Berkeley County School District to provide graduate courses in the Masters in Teaching, Learning, and Advocacy to teachers in their community.

Diversity continues to be a top priority for EHHP, as we seek to diversify both our faculty and the ranks of future teachers and health professionals. Through faculty recruitment and retention, we’re working to ensure our professors and instructors are as diverse as the students they teach. Through our Changing the Face of Teaching initiatives, we are bringing awareness to the critical need for greater diversity in the teaching profession and helping to remove financial barriers to minority students who wish to become educators. This May, we celebrated the graduation of the first six graduates of such diversity efforts, two from the Call Me MISTER program and four from the Early Literacy Cohort.

To offset the financial challenges shared across campus, EHHP escalated development efforts to ensure students and faculty had access to the resources required for top-quality education experiences. Renewed emphasis was placed on fundraising for student scholarships, research funding proposals and philanthropic development, with demonstrated success in each of these areas noted throughout this report. Significant capital is still required to raise the quality of facilities like the Silcox Center to the caliber expected by College of Charleston students, but we remain committed to utilizing existing resources to their fullest as we continue our development activities.

EHHP faculty and staff have also worked to ensure our limited resources are used most effectively by maintaining high credit hour production and reducing instructional costs below that of our Delaware peers. Our entrepreneurial efforts remain active through the continued activities of the Office of Professional Development in Education and the pilot launch of the English Language Institute.

Though the achievements of our students and alumni are evidence of the quality of programs offered through EHHP, we are also working aggressively to maintain national accreditations. This year, the Early Childhood Development Center successfully renewed their accreditation through the NAEYC, while the Teacher Education and Athletic Training programs continued preparation for upcoming accreditation
renewals through NCATE and CAATE respectively. Faculty from TEDU and HEHP contribute to accreditation efforts by compiling data and closely monitoring student performance and adjusting accordingly.

The following sections highlight these activities and accomplishments, and the subsequent full reports provide additional insight into the progress made by EHHP in 2010-2011. We are proud of our contributions to the College of Charleston and to education and health professions, and we are committed to growth and improvement for the betterment of our School, its faculty and staff, students, our alumni and the greater community.

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

Additional Instructional Contributions

- Most of our students enjoy personalized attention through field experiences where or practica and clinical internships.

- Three First Year Experience courses were offered through EHHP, and one honors course was to be offered but had to be delayed due to FMLA/modified duties accommodations for the assigned faculty.

- Several HEHP courses, including Human Sexuality and Personal and Community Health, are electives taken primarily by non-majors.

- Each year, approximately 1,800 students enroll in activity courses offered by HEHP, including courses like yoga, dance, and aerobics. The department also offers fee based classes such as sailing and horseback riding.

- The Health minor offered through HEHP is exclusively for non-majors, and the Coaching minor serves both majors and non-majors.

Alumni

- Alumni accomplishments are recognized with personal correspondence and in the EHHP newsletter.

- Jill Chapman, one of our alumni, was awarded the Mentor of the Year award by South Carolina Council for Exceptional Children’s (CEC) Teacher Education Division. Another alumna, Tracy Brown, was recognized as the Rookie Teacher of the Year from CEC.

- Alumna Emma Rittenbaum was named Rookie Teacher of the Year by the Charleston County School District. She was named Outstanding Early Childhood student in 2010 during her senior year and now teaches first grade at St. James-Santee Elementary School.

Assessment Activities

- Teacher Education faculty are actively engaged in compiling data and writing Specialized Professional Association (SPA) reports in support of the department’s upcoming NCATE accreditation in November 11-13, 2012. Regular data summaries inform course and program review and revision, as well as revision of key TEDU assessment instruments. Additionally, the data inform the Assessment Committee, who, in conjunction with the support of TEDU administrators, OSSC staff, and program faculty members, is charged with creation and revision of data collection instruments and surveys.

- The Master of Education in Teaching, Learning, and Advocacy (MTLA) program held regular meetings to evaluate the program requirements, provide feedback, and discuss options throughout the semester. A faculty retreat was held in June to identify key skills and conceptual knowledge that all candidates in the program should have before entry into the program and those skills that need to be developed and enhanced before they graduate from the program.
• The Department of Health and Human Performance (HEHP) Assessment Committee has identified key learning areas for which student progress is assessed, including certification exams, graduate program acceptance, ADEPT standard performance and student GPA.

Celebrations and Recognitions
• New health and human performance graduates and teacher education candidates completing their clinical practice internships were recognized at the conclusion of the fall and spring semesters during our awards ceremonies.

• The Office of Student Services and Certification (OSSC) conducted Transition to the Profession Conferences for Clinical Practice interns at the end of each semester. Presenters included faculty, tri-county area principals and teachers and alumni currently employed as beginning teachers. Conference evaluations were overall positive and promoted the need for this conference.

• An annual scholarship luncheon recognized our School’s scholarship recipients and honored scholarship donors.

• EHHP and OSSC held the second annual Teacher Employment Expo for school districts in the state and teacher employment agencies. The purpose of the Expo is for districts to recruit clinical practice interns and for interns to connect with districts, distribute resumes and practice meeting district administrators. Twenty-two districts and organizations participated.

Communication
• The EHHP newsletter, Connections, was distributed in fall 2010 via print and electronic mediums.

• Salve et Vale, the HEHP newsletter, was published and distributed to students, faculty and alumni electronically twice during the academic year.

• Electronic and printed invitations were distributed for special events including scholarship fundraisers, the Changing the Face of Teaching Institute and other lecture events.

• The EHHP Facebook page grew to 650+ fans with regular postings on EHHP activities and news of interest to students, alumni and other fans.

• A new promotional video highlighting EHHP programs and activities was produced and will be distributed online in early Fall 2011.

Curriculum
• Fall 2011 marked the first time a new Coaching minor was offered.

• The M.A.T. in Middle Grades, offered in conjunction with The Citadel, was launched; two students are currently enrolled in the program.

• The planning summary for a new Master’s degree in Child Life was approved by the SC Commission on Higher Education (CHE) in January, 2011, and the full program proposal is currently in development.
• The CofC Board of Trustees approved the planning summaries for a new BS/AB in Exercise Science and a new BS in Public Health in April, 2011. Final approvals are pending review by the CHE.

• The program proposal for a new Foreign Languages Teacher Education major is in development and will be submitted for internal review in fall 2011. This program is being converted from an existing minor.

Interdisciplinary Programs
• EHHP offers interdisciplinary programs at both the undergraduate and graduate level, including Secondary Education degrees in multiple disciplines and the following programs:

<table>
<thead>
<tr>
<th>Program</th>
<th>Partner Organization(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.Ed. – Science &amp; Math for Teachers</td>
<td>On-campus; Six departments across two schools</td>
</tr>
<tr>
<td>M.Ed. – Languages &amp; Language Education</td>
<td>On-campus; Four departments across two schools</td>
</tr>
<tr>
<td>MAT – Choral Music</td>
<td>On-campus; Two schools</td>
</tr>
<tr>
<td>MAT – Middle Grades</td>
<td>The Citadel</td>
</tr>
<tr>
<td>Child Life Masters (in development)</td>
<td>On-campus and with MUSC</td>
</tr>
<tr>
<td>Public Health Major (pending CHE approval)</td>
<td>On-campus; Two schools</td>
</tr>
</tbody>
</table>

Distance Education
• All sections of the English for Speakers of Other Languages (ESOL) certificate program are hybrid offerings; several sections of Special Education (SPED) program courses are offered in distance and hybrid formations; and most Gifted and Talented (G&T) courses are offered via CD-ROM.

• The MTLA program has a cohort of 14 teachers from the Berkeley County School District who take classes on site in Berkeley County.

Diversity
• This year, TEDU had four African American female faculty members (two on visiting lines) and one Hispanic/Black female faculty member, with one African American male faculty member scheduled to return from personal leave in fall 2011. EHHP’s relationship with the National Association of Holmes Scholars Alumni supports TEDU’s recruitment of diverse faculty.

• HEHHP has one African American male and one Asian American male faculty member. There are 8 female and 7 male faculty members in the department. Two new female faculty members begin employment in fall 2011; one replaces a female who retired, and the second is a new line. In an effort to maintain faculty diversity and support recruitment of minority students, potential minority candidates have been identified to fill the faculty line to be vacated by Dr. Andrew Lewis’s retirement in 2012.

• In June, EHHP hosted the National Association of Holmes Scholars Alumni’s annual board retreat, including a special event to introduce the organization to students, faculty, and other members of the campus community and the Charleston community as a whole. EHHP has four faculty / staff members who are Holmes Scholars alumni who received funding through the Holmes organization to support their doctoral study.
The Changing the Face of Teaching (CFT) initiative at the College of Charleston aims to close the achievement gap, improving the achievement of minority students in South Carolina by providing financial assistance and support for minority teacher education candidates. Several scholarship opportunities are available to minority students pursuing degrees in teacher education at the College of Charleston under the umbrella of CFT, including the following:

- Volpe Fellowship – Provides full tuition ($24,800 over two years) to an African American male enrolled in the Master of Arts of Teaching program in early childhood, elementary, middle grades or special education. Abraham Champagne was selected as the Volpe Fellow for 2010-2011.
- Call Me MISTER – Provides educational support and a combination of forgivable teacher loans and scholarships to fund partial tuition and related expenses over four years for male, African American undergraduate students pursuing degrees in teacher education. At the beginning of the 2010-2011 year, there were 20 students in this program, the maximum permitted by funding.
- Early Literacy Cohort – Provides full tuition for minority students in the M.A.T. program focusing on early childhood education. Students work as teacher assistants in the Charleston County School District during the day and complete coursework during their evenings and summers. There were 5 students in the Cohort this year.
- Additional Scholarships - Strong preference for minority students is given to applicants of scholarships funded by the following: Coastal Community Foundation, Henry and Sylvia Yaschik Foundation, Dr. Andrew H. Lewis, and the Higdon Teacher Education Fund. The criteria for these scholarships vary, though opportunities are available to both graduate and undergraduate students and award amounts range from $1,000 to $5,000 per year.

On March 17, 2011, EHHP hosted the Changing the Face of Teaching Institute to raise awareness of the need for increased diversity in the teaching profession. The Institute featured keynote speaker Dr. Cleveland Sellers and a panel discussion among diversity leaders from across the state. Students, campus personnel, donors and other interested parties from the community were invited to attend all Institute events.

Entrepreneurial Programs

- The Office of Professional Development in Education (OPDE) continues to provide professionally oriented graduate courses in collaboration with schools, districts, and other agencies which offer professional development experiences for educators. 231 EDPD courses were offered, with 3,159 participants. 266 participants took part in 20 contract courses. OPDE expanded into two new counties this year, bringing the total number of counties served by the program to 33 of the 46 in SC.

- The pilot phase of the English Language Institute launched in July, 2011 with 7 students participating.

- Starting in January 2011, the College of Charleston began a new partnership initiative with the Berkeley County School District. The partnership assists current teachers in acquiring a Masters of Education in Teaching, Learning, and Advocacy (MTLA). All teachers enrolled in the program meet current graduate school admissions standards and work through the program as a cohort, taking one or two courses per semester until the program is completed.
External Funding

- More than $530,000 was received by the CofC Foundation for EHHP during the year, including grants, scholarship contributions and individual donations.

- Two new scholarships were created during the year, both funded by EHHP faculty members. The Dr. Andrew H. Lewis Scholarship and the Dr. Mary Sudzina Scholarship for Secondary English Education were awarded for the 2011-2012 academic year. A total of 20 scholarships are currently available through EHHP, with more than $100,000 available for tuition assistance annually.

- The following grants were awarded during the 2010-2011 academic year:

<table>
<thead>
<tr>
<th>Funding Organization</th>
<th>Project</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scivation</td>
<td>Nutritional Supplements &amp; Resistance Training</td>
<td>$16,800.00</td>
</tr>
<tr>
<td>Stranahan Foundation</td>
<td>RFBD</td>
<td>$33,244.00</td>
</tr>
<tr>
<td>Dept. of Health &amp; Human Services</td>
<td>Recreation for Asperger's/Autism</td>
<td>$14,058.00</td>
</tr>
<tr>
<td>S.C. Dept. of Education - Centers of Excellence</td>
<td>Advancement of New Literacies in Middle Grades</td>
<td>$112,500.00</td>
</tr>
<tr>
<td>National Institutes of Health</td>
<td>Minds in Motion</td>
<td>$28,000.00</td>
</tr>
<tr>
<td>Saul Alexander</td>
<td>Scholarships</td>
<td>$2,500.00</td>
</tr>
<tr>
<td>S.C. Department of Education</td>
<td>GATE</td>
<td>$194,355.00</td>
</tr>
<tr>
<td>U.S. Department of Education</td>
<td>Project CREATE</td>
<td>$73,989.00</td>
</tr>
<tr>
<td>S.C. Department of Education</td>
<td>PEP</td>
<td>$825,000.00</td>
</tr>
<tr>
<td>Coastal Community Foundation</td>
<td>Call Me MISTER</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>Kite Foundation</td>
<td>Impact of Social Media on Arts Attendance - Pilot Study</td>
<td>$6,000.00</td>
</tr>
<tr>
<td>U.S. Department of Education</td>
<td>Partnering to Improve Science and Mathematics Instruction and Student Achievement</td>
<td>$210,000.00</td>
</tr>
<tr>
<td>S.C. Department of Education</td>
<td>AP Teacher’s Institute</td>
<td>$19,659.00</td>
</tr>
<tr>
<td>IES (sub-award through UVA)</td>
<td>Efficacy of WINGS</td>
<td>$175,000.00</td>
</tr>
<tr>
<td>Hewlett Foundation (sub-award through Harvard)</td>
<td>Reading Buddies in Kenya</td>
<td>$337,797.00</td>
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<tr>
<td>Mott Foundation</td>
<td>21st Century Community Learning Centers - Comprehensive Report Development</td>
<td>$125,000.00</td>
</tr>
<tr>
<td>Yaschik Foundation</td>
<td>Changing the Face of Teaching</td>
<td>$10,000.00</td>
</tr>
<tr>
<td>Bank of America Foundation</td>
<td>Child Life Specialist Program Development</td>
<td>$10,000.00</td>
</tr>
<tr>
<td>Kite Foundation</td>
<td>Impact of Social Media on Arts Attendance - Full Study</td>
<td>$34,375.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>$2,230,277.00</strong></td>
</tr>
</tbody>
</table>

- Applications for an additional $1.4 million have been submitted and are pending responses as of the end of July, 2011.
• The fourth annual Jeremy’s Gala was held on April 7, 2011 and raised nearly $85,000 for scholarships for students completing their clinical internships.

• The annual Author’s Luncheon was held on January 15, 2011 at the Wild Dunes Resort. Guest authors included Diane Chamberlain, Tamar Myers, Ann Ross and Jeffery Stepakoff. Proceeds of the luncheon benefited the EHHP Wild Dunes Club Scholarship and Trident Literacy Association.

• EHHP collaborated with CCSD on $7 million Head Start grant.

Facilities
• The facilities at 86 Wentworth continue to be a valuable asset to both EHHP and the many other groups on campus who utilize the Alumni Center.

• Unfortunately, the majority of the facilities (offices, classrooms, labs) for the Department of Health and Human Performance in the Silcox Center are not attractive, environmentally appropriate and conducive to a professional work and study environment. The Silcox Center is a historic building and the College’s first gymnasium. At the corner of Meeting and George Streets, it could be renovated into a very attractive facility to house academic health and human performance faculty, students, programs, and also provide additional space for wellness and recreation.

• Memminger Elementary School was closed during the 2010-2011 academic year, and demolition began on the existing structure. The dean met regularly with CCSD representatives to discuss the future of this school and how EHHP and CCSD can continue to collaborate to improve early childhood education through partnerships.

• The ECDC continues to operate at maximum capacity, with enrollment limited by the size of the facility. The NAEYC accreditation report noted the physical environment met 84% of the criteria for assessment, the only criteria for which the ECDC did not rank at 95% or better. The report specifically cited outdoor environmental design and building and physical design as areas for ongoing improvement.

Faculty Workload
• This year, TEDU increased the number of occupied seats in courses from 14.55 seats/faculty member/semester in 2009-2010 to 21.20 seats/faculty member/semester. Credit hour production for TEDU this year was 187.2, higher than our Delaware Study Peer Group’s 3-year all faculty average of 151.33. The percentage of roster faculty and level adjunct dependence has remained stable over the past three years, though the percentage of adjunct funds generated from grant support has increased.

• HEHP productivity was similar to that of 2009-2010, with fall hours increasing from 5,195 in 2009 to 5,540 in 2010. Spring hours decreased from 5,832 in 2010 to 5,568 in 2011, yet the total hours for the academic year increased overall. In general, HEHP’s junior faculty members are focused on research and grant writing, but until recently they maintained 4 and 4 course loads. More recently, junior faculty have shifted, when possible, to 3 and 3 course loads, but many tenured faculty still teach 4 and 4 loads. HEHP’s tenured, research-oriented faculty will move to a 3 and 3 teaching load in the fall of 2011.
Faculty & Staff

- Drs. Margaret Hagood & Emily Skinner were appointed co-editors of the Journal of Adolescent & Adult Literacy for 2011 through 2016. JAAL is published by the International Reading Association and is the flagship journal for reporting of teacher scholar research of best practices related to adolescent and adult literacies.

- Susan Rozzi and Michelle Futrell collaborated on an athletic training book that was published in December of 2010.

- New TEDU professors in 2010-2011 included: Drs. Reid Adams, Laura Brock, Peggy Dubec and Beth Lloyd. Dr. Carwyn Sharp began as Assistant Professor in HEHP. New hires for 2011-2012 include Dr. Jon Hale in TEDU and Drs. Miriam Klous and Olivia Thompson in HEHP. Dr. Thompson is the first faculty member in Public Health. Dr. Rénard Harris will resume his position in TEDU in 2011-2012, and Dr. Quinn Burke will begin in August 2012.

- Dr. Diane Cudahy, Associate Professor in Teacher Education and Dr. Annette Godow, Senior Instructor in Health and Human Performance both retired in 2010-2011.

- In July 2010, Dr. Patty O’Donnell was hired as Grants Writer / Quantitative Researcher.

- Nancy Waller, assistant to the dean, retired in October, 2010. The position was reclassified, and Sara Perry was named Operations Manager in January, 2011.

- The Development Officer position previously held by Bridget Price was reduced to part time and then eliminated following Bridget’s return to school full-time.

- Linda Payne, Director of Student Services and Certification resigned to accept a recruiting position with the Charleston County School District. Kathy Schwalbe began serving as Interim Director in 2010 and Patty Schaeffer was named Interim Coordinator for Field Placements and Partnerships.

- Dr. Paula Egelson, Director for the Center for Partnerships to Improve Education (CPIE) resigned in late 2010. Lorraine Powers served as Interim Director until May, 2011. After a national search, Dr. Courtney Howard was named the new CPIE Director in August 2011.

- Tyler Henry resigned as Budget & Finance Coordinator, and the position was filled temporarily by Bob Fowler until the hire of Johan Granath in July 2010.

International Programs

- In April, the dean traveled to Taiwan to sign a bilateral agreement with National Kaohsiung Normal University and had the opportunity to visit with representatives of Hong Kong Baptist University to explore a possible relationship with their institution as well. In July, EHHP hosted NKNU’s Director for International Programs, Dr. Jade Lee, as she conducted research and gathered information to facilitate our student exchange.

- In May, Dr. William Veal took a group of students to Quito, Ecuador’s Academia Cotopaxi for a study abroad program. Dr. Meta Van Sickle and the dean had the opportunity to join them for a portion of their experience, during which they met with administrators to further develop our exchange program.
Outreach

- In late June, the dean traveled to Washington, DC with Rep. Floyd Breeland, our Call Me MISTER Coordinator, and two of our MISTERs, Damian Nelson and Eric Stallings, to meet with members of our S. C. Legislative Delegation as part of the American Association for Colleges of Teacher Education (AACTE) Day on the Hill. They had productive meetings with Congressmen Clyburn, Wilson, Mulvaney and Duncan and Senator Graham.

- In spring 2011, HEHP launched Charleston Physically Active Residential Communities and Schools (CPARCS), a pilot program in partnership with the City of Charleston’s Recreation Department. CPARCS’s undergraduate students provide no-cost wellness assessment, exercise prescription and training, and health advice to community members of all ages. Several funding requests have been submitted to advance long term goals including purchase of equipment, addition of literacy and nutrition education components, and enhanced program evaluation.

- The Center for Partnerships to Improve Education continued their partnership with Baptist Hill High School in 2010-2011, culminating with a project report completed in June 2011. Since 2007, CPIE has worked with BHHS, a small school with a student population of 450, to steadily improve its student outcomes. The Center provided the school with support and resources in the form of classroom libraries for English classrooms, materials for a literacy magazine, student tutoring assistance, parental involvement activities, and tours of local colleges.

- HEHP faculty initiated an agreement with Chucktown Squash regarding use of campus facilities. The community organization’s mission is to promote academic excellence, positive personal development and a healthy lifestyle to Charleston’s urban youth using the sport of squash.

- TEDU faculty members contributed to a task force created by the Charleston County School District to work in conjunction with the SC Department of Education to address merit pay for teachers.

- During fall semester, EHHP collaborated with the School of Business to present the annual Business-Education award at the Chamber of Commerce Education Foundation’s Business-Education Summit.

- Dr. Terry Peterson, Senior Fellow in EHHP, was selected by the Charles Stewart Mott Foundation to develop a comprehensive study of the reach and impact of the 21st Century Community Learning Centers (21st CCLC). The project will be funded by a $125,000 grant from the Foundation and will provide a thorough and comprehensive examination of the 21st CCLC initiative, including best practices, data and case studies from sources nationwide and advice from a number of education and expanded learning time experts.

- Dr. William Veal received $210,000 in funding from the US Department of Education to improve science, technology, engineering and mathematics (STEM) instruction and student achievement in four Lowcountry school districts. Starting in Summer I of 2011, 24 area teachers enrolled in two SMFT courses to earn graduate credit toward M.Ed.’s in Science and Mathematics. This grant will likely be funded for two more years, during which 50-60 teachers will take four SMFT courses per summer. It is hoped this will lead to an additional 5-10 teachers by fall of 2012 enrolling in the SMFT Program as matriculating students.
• At the request of the American Association for Colleges of Teacher Education and the SC Dean’s Alliance, the dean testified at a hearing hosted by the US Department of Education regarding teacher preparation and college completion as relates to the Higher Education Act and the federal budget for fiscal year 2012.

National Accreditation
• The ECDC’s site visit by the National Association for the Education of Young Children’s accreditation team took place on March 15, 2011 and re-accreditation was subsequently granted for May 1, 2011 through May 1, 2016. Of the ten standards evaluated by the NAEYC, the ECDC scored 100% or better on 7 and received scores of 97%, 95% and 84% on the remaining standards.

• The ECDC was successfully re-licensed by DHEC and DSS in September, 2010, with both licensures valid for the next two years.

• The next National Council for the Accreditation of Teacher Education (NCATE) reaccreditation visit is scheduled for November 11-13, 2012. In preparation for the next visit, the NCATE leadership team attended a workshop in Washington, DC in September 2010. Faculty were informed of new SPA reporting format and requirements, and all SPA reports will be submitted by Fall Semester 2011. All teacher education programs are reaccredited with national recognition.

• The next reaccreditation review by the Commission on Accreditation of Athletic Training Education (CAATE) will be held in November, 2012.

Student Accomplishments
• SMFT student Callie Van Koughnett received a Fulbright Graduate Student Scholarship to study and work in Denmark.

• One SMFT student worked with the Science and Math Hub to provide in-service science workshops for area teachers, and a group of three graduate students completed their capstone project working collaboratively with James Island Elementary School to develop an outdoor classroom.

• Four students completed the Early Literacy Cohort partnership with the Charleston County School District this year, including three students who focused on Early Childhood Education (Kenneth Sanders, Jameca Burdett and Mary Scott) and one who focused on Elementary Education (Sheldon Bloomfield.)

• Thomas Savage and Jimmy Freeman were the first two graduates of the Call Me MISTER program.

• Two students in the Call Me MISTER program, Quentin Ramsey and Thomas Savage, were recognized as Distinguished Scholars for their outstanding academic performance. One of the new MISTERs, Brandon Lee Dixon, was elected as the president of the College of Charleston chapter of the Black Student Union (BSU). Eric Stallings was elected as the president of the campus chapter of the Future Educators Association (FEA).

• 49 undergraduate and 27 MAT students completed clinical internships in the fall. In the spring, 117 undergraduate and 27 MAT students completed clinical internships.
• Four TEDU students achieved perfect scores on the PRAXIS exam.
• Two TEDU students were recognized through the McNair Scholars Program.
• 30+ HEHP students attended conferences throughout the region, including five student presentations.
• 38 HEHP students presented posters and two students presented their bachelor’s essay at the School of Science and Math Poster session.
• Exercise Science students helped develop and launch the pilot phase of the C-PARCS program.
• The MAT in Performing Arts graduated its third student, meeting the NASM accreditation requirement and allowing for listing of the choral music concentration as a fully approved program as part of the Department of Music’s accreditation process undertaken this year.
• The Teaching Fellows enrollment increased to 63 in 2010-2011, with 15 of those students being freshman. For the first time in several years, the program hosted a Teaching Fellows reception.

Support of Campus Initiatives
• Dean Frances Welch delivered an overview of EHHP diversity initiatives to campus and community leaders prior to the March 24 event “Nurturing Emerging Leaders: Pathways to College Access,” featuring U.S. Representative James Clyburn.
• Drs. Brian Lanahan and Reid Adams represented EHHP in the campus Bamboozled tournament and won first place!
• The CofC REACH program established the May-Welch Collaborator Award in honor of the contributions of Fran Welch and Cindy May. The award will be given annually to a College of Charleston community member who has work tirelessly with the REACH program toward a common vision of inclusive education.
NCATE Unit & Program Assessment Preparation Activities

Prepared by Dr. Sara Calhoun Davis, Associate Dean for Accreditation, Assessment, and Operations

The following planning document tracks the unit’s preparations for the NCATE continuing improvement accreditation visit in fall 2012, along with unit and program preparatory actions. This is a working document, adapting with more detail prior to each approaching deadline. Please refer to EHHP Assessment Handbook for acronyms and terminology used.

Fall 2010 - Two years prior to NCATE visit

Complete Intent to Continue NCATE Accreditation form (on NCATE website)

Current/continuing activities for the unit:
- Faculty survey on their commitment to use specific course delivery strategies that connect unit’s conceptual framework, standards, and dispositions
  - Share results with faculty
- Faculty survey on diversity
  - Share data with faculty
- Faculty reminders:
  - In course instruction and in syllabi
    - State protocols (matched with NCATE standards) are addressed in each program’s coursework (see SCDOE website)
    - Relevant components of Personal Pathways (EEDA legislation) is taught in program coursework (see SCDOE website)
    - Dispositions and standards relating to learning
  - In all minutes for all meetings, clearly label any discussion of data and data-driven changes to courses, programs, departments, or procedures.
  - Correct dispositions in all locations to read, “We engage in fair, responsible, and ethical practice.”
  - Semi-annual reporting to faculty and dean for discussion and analysis:
    - Programs submit to Academic Council (AC) and present to faculty overall summary and analysis of program data for previous semester, any strengths and weaknesses identified in course/s or program based on the data, and any recommended course or program changes that will be made based on the data. (submission date: mid-semester; presentation date: end of semester)
    - Unit submits to faculty and dean on each unit key assessment, the number and percent of candidates in each cell on the scoring scale, PRAXIS score data for the unit and for each of the content area tests, overall summary and analysis of data for the unit for the semester, strengths and weaknesses identified in the unit based on the data, and appropriate change(s) in the unit that will be made based on the data. (submission date: mid-semester; presentation date: end of semester)

Sept./Oct. 2010
- Attend AACTE conference in Washington addressing modifications to unit and program reviews
- Administrative Council meets for planning visit to share information from conference to pass on to program groups
- SPAs select consultant reviewers for reports to be completed May 2011
- Send requests and review timeline to program report reviewers (ongoing)
**Fall 2010**

- Semi-annual reporting to dean and faculty for discussion and analysis:
  - Programs submit to AC and present to faculty overall summary and analysis of program data for previous semester, any strengths and weaknesses identified in course/s or program based on the data, and any recommended course or program changes to be made based on the data.
  - Unit submits to faculty and dean on each unit key assessment, the number and percent of candidates in each cell on the scoring scale, PRAXIS score data for the unit and for each of the content area tests, overall summary and analysis of data for the unit for the semester, strengths and weaknesses identified in the unit based on the data, and appropriate change(s) in the unit that will be made based on the data.
  - Nov. 29: Assessment Committee meeting to plan data analysis/discussion for faculty meeting
  - SPA data discussions: ongoing in regular semester program meetings

**Dec. 2010**

- December 2: Two Years Out Planning Meeting: Dean, NCATE Coordinator, Assoc. Dean, TEDU Department Chair, DSIM with Don Stowe and Damara Hightower-Davis
- Handbooks provided for Hightower-Davis and Stowe
- December 7: full faculty meeting for unit data review, analysis and discussion

**Jan. 2011**

- Unit confirms on-site visit dates with SCDE and submits them to NCATE (Nov. 11-13, 2012)

**Spring 2011**

- Programs submit to AC and present to faculty overall summary and analysis of program data for previous semester, any strengths and weaknesses identified in course/s or program based on the data, and any recommended course or program changes that will be made based on the data.
- Unit submits to faculty and dean on each unit key assessment, the number and percent of candidates in each cell on the scoring scale, PRAXIS score data for the unit and for each of the content area tests, overall summary and analysis of data for the unit for the semester, strengths and weaknesses identified in the unit based on the data, and appropriate change(s) in the unit that will be made based on the data.
- Full faculty meeting to be scheduled for unit data review, analysis, and discussion
- SPA data discussions: ongoing in regular semester program meetings

**Feb. 2011**

- Notify NCATE to request SPA shell creation for EHHP program submission: Chris Scott
- Shells without data remain open for 5 months
- Set budget for NCATE in 2011-2012 budget proposal
- Begin pulling together exhibit sources and needs (see exhibits table)

**Mar. 15, 2011**

- In course instruction and in syllabi
  - State protocols (matched with NCATE standards) are addressed in each program’s coursework (see SCDOE website)
  - Relevant components of Personal Pathways (EEDA legislation) is taught in program coursework (see SCDOE website)
  - Dispositions and standards relating to learning
• In all minutes for all meetings, clearly label any discussion of data and data-driven changes to courses, programs, departments, or procedures.
• Correct dispositions in all locations to read, “We engage in fair, responsible, and ethical practice.”

May 2011
• Programs not submitting reports early to NCATE
  o Submit complete electronic program reports and electronic evidence to AC May 15, 2011
  o Send program reports to consultant/s for review May 15, 2011

Summer 2011
• Consultant/s return program report feedback June 2011
• Final program reports in paper and electronic form for submission to DSIM to be completed no later than Aug 15, 2011
• Plan for SCDE pre-visit late fall 2011

Fall 2011
• Gain approval from state for visit date (Sat-Wed.) and submit state approved visit date
• Submit electronic program reports to NCATE
• Programs submit to AC and present to faculty overall summary and analysis of program data for previous semester, any strengths and weaknesses identified in course/s or program based on the data, and any recommended course or program changes that will be made based on the data.
• Unit submits to faculty and dean on each unit key assessment, the number and percent of candidates in each cell on the scoring scale, PRAXIS score data for the unit and for each of the content area tests, overall summary and analysis of data for the unit for the semester, strengths and weaknesses identified in the unit based on the data, and appropriate change(s) in the unit that will be made based on the data.
• SPA data discussions: ongoing in regular semester program meetings

Nov. 2011
• Unit submits IR and Electronic Exhibits in AIMS for review by Offsite BOE team.
• Offsite team reviews IR and exhibits and prepares feedback report to unit on areas of concern to be addressed before the on-site visit by Jan 2012.

Sept. – Dec. 2011
• NCATE notifies the unit to check AIMS for the names and addresses of the assigned BOE team members who will conduct the onsite visit

Mar. 2012
• NCATE notifies the unit to check AIMS for the name and address of the assigned BOE team chair who will conduct on-site visit.
• Publish announcement of upcoming visit in local news media to invite/solicit third party testimony:

  “The School of Education, Health, & Human Performance at the College of Charleston is hosting an accreditation visit by the National Council for Accreditation of Teacher Education (NCATE) in fall 2012. We invite interested parties to submit third-party comments for review by the visiting team. Please note, comments must address substantive matters related to the quality of professional education programs offered, and should specify the party's relationship to the institution (i.e., graduate, present or former faculty member, employer of graduates)."
We invite you to submit written comments to:

Board of Examiners
NCATE
2010 Massachusetts Avenue NW, Suite 500
Washington, DC 20036-1023
Or by e-mail to: callforcomments@ncate.org

Copies of all correspondence, which must be received by NCATE no later than two months prior to visit, will be sent to the institution for response. NCATE will not consider anonymous comments.”

**Spring 2012**
- Programs submit to AC and present to faculty overall summary and analysis of program data for previous semester, any strengths and weaknesses identified in course/s or program based on the data, and any recommended course or program changes that will be made based on the data.
- Unit submits to faculty and dean on each unit key assessment, the number and percent of candidates in each cell on the scoring scale, PRAXIS score data for the unit and for each of the content area tests, overall summary and analysis of data for the unit for the semester, strengths and weaknesses identified in the unit based on the data, and appropriate change(s) in the unit that will be made based on the data.
- SPA data discussions: ongoing in regular semester program meetings

**Apr. 2012 (6 months prior to visit)**
- NCATE informs EHHP of name and address of BOE team chair

**Apr. 15, 2012 (6 months prior to visit)**
- EHHP submits program report rejoinders if necessary

**May 2012**
- Selection process for on-site interviews:
  - Choose 3 schools for visits/interviews (principal/faculty); prep training materials/update handbook
  - Choose interviewees for on-site interviews: notify/request, materials, meet with them

**Summer 2012 (4 months prior to visit)**
- Electronic offsite review
- Review and update all electronic exhibits to include artifacts from last 12 months of work
- Select and notify potential interviewees of schedule; meet with interviewees for review of visit procedures
- Plan for review with on-campus interviewees and schedule availability
- Plan for transportation to and from airport
- Begin scheduling on and off campus visits

**Jul. – Sept. 2012**
- NCATE sends third-party testimony to BOE chair and to institution for comment.
- Unit sends NCATE its response to third-party testimony, if any.
• NCATE sends a copy of institution’s response to third-party testimony, if any, to the BOE team chair.

Fall 2012 (60 days prior to visit)
• The Unit emails a draft of its response to the BOE
• Planning and scheduling each day’s work during visit
  o Additional information requests
  o List of requested interviews
  o List of requested school visits
  o Meal requests and scheduling
  o After this visit, we schedule requested interviews and select interviewees; schedule sent to BOE chair for approval

Fall 2012 (30-60 days prior to visit)
• The BOE team chair, state team co-chair, and state consultant conduct electronic pre-visit with the institution’s unit head and NCATE Coordinator
• NCATE BOE team conducts on-site review beginning on agreed upon date
• Unit Facilities reserved from Sunday-Tuesday afternoon on the planned visit
• Interviews
  o After the ELECTRONIC pre-visit, we will be advised about interview groups
  o All team members do not have to attend all interviews; BOE team chair will let us know after pre-visit what groups and how many of each they would like to interview: we set up interview schedules for both interview rooms concurrently (see above)
  o We choose who we would like to participate in each interview
  o Unit sets up interview schedule on days requested by BOE chair at pre-visit
  o Unit provide team EXCEL spreadsheet with interview schedule and names of interviewees
  o BOE team decides who will interview which group
• Exhibits for NCATE Visit
  o Exhibits will be electronic and available to BOE team members at least two months prior to the visit; no changes following 30 days prior to visit
  o Exhibits are organized by each element of standard (e.g., 4a, 4b)
  o New LMS, D2L; beta testing this summer and fall; best candidate for electronic exhibit room due to ease of use and flexible, leveled permissions
  o A second set of exhibits in paper form organized by each element of standard will be available to team in alumni center workroom
  o Examples of faculty research and publications will be available in the BOE workroom
  o Annual reports will be made available to BOE team through AIMS (electronically through NCATE); not necessary to duplicate reports in exhibits

Fall 2012 (~30 days post site visit)
• In AIMS, the Unit submits its final version of its IR Addendum that addresses issues raised in the feedback report from the Offsite BOE Team.

Nov 11-13, 2012 - SITE VISIT
• BOE team of 3-5 persons, including state representative(s), conduct the Onsite Visit to validate that standards continue to be met and follow-up on areas of concern addressed in the Offsite BOE team report.
• Visit scheduled from Sunday to Tuesday afternoon
Dec 2012 (~30 days post visit)
- BOE chair notifies the Unit that the final BOE Report is available in AIMS
- The Unit submits the IR Rejoinder in AIMS

Dec 2012 (2 weeks post rejoinder)
- BOE team chair submits a Response to the Rejoinder if s/he chooses to do so

Spring 2013
- Unit designs CAEP assessment plan for 2019 visit
- Unit and programs continue ongoing self-assessment regardless of new assessment design
- Programs submit to AC and present to faculty overall summary and analysis of program data for previous semester, any strengths and weaknesses identified in course/s or program based on the data, and any recommended course or program changes that will be made based on the data.
- Unit submits to faculty and dean on each unit key assessment, the number and percent of candidates in each cell on the scoring scale, PRAXIS score data for the unit and for each of the content area tests, overall summary and analysis of data for the unit for the semester, strengths and weaknesses identified in the unit based on the data, and appropriate change(s) in the unit that will be made based on the data.
- Full faculty meeting to be scheduled for unit data review, analysis, and discussion
- SPA data discussions: ongoing in regular semester program meetings
- NCATE Unit Accreditation Board (UAB) renders accreditation decision

Spring 2013 (2 weeks post UAB decision)
- NCATE notifies CEO of the institution, the unit head, and the state agency of a partnership state that the accreditation letter and action report are available in AIMS. A copy of the report will be mailed to the CEO.

Spring 2013 (4 weeks post UAB decision)
- Unless a decision is being appealed, NCATE sends information on the accreditation decision to the USDE and CHE. The list is also sent to the chief state school officer and state affiliates of NEA, AFT, and NSBA. It is also published on the NCATE website.
- Programs submit to AC and present to faculty overall summary and analysis of program data for previous semester, any strengths and weaknesses identified in course/s or program based on the data, and any recommended course or program changes that will be made based on the data.
- Unit submits to faculty and dean on each unit key assessment, the number and percent of candidates in each cell on the scoring scale, PRAXIS score data for the unit and for each of the content area tests, overall summary and analysis of data for the unit for the semester, strengths and weaknesses identified in the unit based on the data, and appropriate change(s) in the unit that will be made based on the data.
Curricular offerings unusual for your discipline
We proposed to teach one honors course this year. Due to FMLA/modified duties the course was delayed and will be offered Fall 2011 semester. Offering one honors course per year is a new trend for Department of Teacher Education (TEDU). This trend will be in place for the third year beginning this fall.

Three sections of the FYE program were taught by four EHHP faculty members (4.6%) this year. (Frances Welch and Paula Egelson taught one section fall semester and Diana Treahy Cheshire, Marie Manning and Susan Flynn each taught one section this year). We worked with Susan Kattwinkle for the 2010-2011 year to increase the number of sections we provided. The increase included two sections of combined TEDU/HEHP faculty members for spring (Flynn) and (Manning/Smail). Welch intends to offer another section in the near future; Owens will assume the Teaching Fellows section of FYE.

Distance education or hybrid course offerings
TEDU offers many courses in a variety of distance and hybrid formats. All the sections of the English for Speakers of Other Languages (ESOL) certificate program are hybrid offerings, several sections of Special Education (SPED) program courses are offered in distance and hybrid formations, and all Gifted and Talented (G&T) courses are offered via CD-ROM.

ESOL courses:
EDFS670 Principals and Strategies for Teaching ESOL (3)
EDFS671 Teaching Reading and Writing to K-12 Non-English Speakers (3)
EDFS672 Linguistic and Cultural Diversity in Education (3)
EDFS673 Assessing Student Performance (3)
EDFS674 Linguistics for ESOL Teacher (3)
EDFS680 Teaching English through the Content Areas (3)

SPED courses:
EDFS710 Introduction to Exceptional Children and Youth (3)
EDFS730 Characteristics of Individuals with Emotional Disabilities (3)
EDFS750 Characteristics of Individuals with Mental Disabilities (3)
We would like to add EDFS740 to this list in the near future

G&T courses:
EDFS 760 The Nature and Needs of Gifted and Talented Students: Historical, Philosophical and Current Perspectives (3)
EDFS 761 Introduction to Curriculum and Instruction for Gifted and Talented Students (3)
EDFS 763 Advanced Curriculum for Gifted
EDFS 764 Social and Emotional Development of Gifted Learners

We continue to offer these courses in the specified manner and expect rotation this year. All of the G&T and SPED courses taught in these manners had some grant support.
Departmental or program contributions to interdisciplinary, internationalization / globalization, personalized education and high impact student experiences

This year we taught courses in Ecuador. In the past we taught courses in other countries and intend to continue and expand this practice. This summer, we piloted the English Language Institute, an English ESOL (ELI) for college students from other countries. Our first cohort has the following enrollees: two US students, two from main land China, four from Ecuador, and two recent immigrants from Ecuador. We believe this program will generate funds and grow each year.

Two of our M.Ed. programs are fully implemented and continue to function as interdisciplinary programs. The Science and Mathematics for Teachers (SMFT) Program utilizes courses from six departments across two schools. The Languages and Language Education (LALE) Program, utilizes courses from four departments across two schools. Professors from both programs are dedicated and have appropriate backgrounds to teach the blended content/pedagogy required to help teachers better meet the needs of students in our K-12 systems. Both programs have advisory boards that include equal numbers of faculty from each school which meet regularly to ensure program rigor, integrity, and current content/pedagogy.

We also have one interdisciplinary MAT (choral music) program which was created across departments in the arts and in education. We had our second graduate from this program this year. Professors from both programs are dedicated and have appropriate backgrounds to teach the blended content/pedagogy required to help teachers better meet the needs of students in our K-12 systems. This program has an advisory board that includes equal numbers of faculty from each school which meets regularly to ensure program rigor, integrity, and current content/pedagogy.

This year we added the Middle Grades MAT program. This program is interdisciplinary within the College of Charleston and joint with The Citadel and currently has two students enrolled. This program uses existing courses from six departments at the College of Charleston and two courses that are cross-listed with the undergraduate Middle Grades program. This program should increase our enrollments in all of the courses offered, yet not cause additional needs in faculty or course offerings.

We also have one non-interdisciplinary M.Ed. program, the Teaching, Learning and Advocacy program. This program has two cohorts, the on-campus group and the specially designed Berkeley County cohort. The capstone course will be offered for the first time during fall 2011.

Education programs that meet NCATE SPA and Unit requirements are, by necessity, personalized education programs with high impact on students. All of our students enjoy personalized attention through a minimum of three field experiences where highly qualified local teachers host the students (singularly or in pairs) in their classroom. The college also provides a professor for additional reflection and feedback for each student during these field experiences. Finally, during clinical internship, each student is placed in a local school with a highly qualified teacher in their specialty area. The college provides, in addition to the teacher, a college supervisor who grades all work, assists with in-depth reflection on practice and provides practical advice on a regular and on-call basis for the entire semester. Our students find these courses and experiences to be highly beneficial to their practice and find the value (impact) of the experiences to be invaluable. Our data indicate these experiences are among the identifiable reasons that our graduates become successful teachers and are highly sought after in the Lowcountry and state.

Changes in departmental or program enrollments

The following is the first time we have been able to accurately account for the number of students in secondary education programs. In the past was they were listed as minors, thus it was not possible to gain an
accurate accounting of student numbers. The ability for BANNER to interface with our EDA-SYS program enables us to generate data like the following with confidence in its accuracy.

### Declared Minors

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### Graduate Program Enrollment

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Enrollment trends have been upward in secondary education and special education. The middle grades program has a slight increase, and the remaining programs remain stable. These trends are consistent for all undergraduate and MAT programs. SMFT and LALE enrollments remain stable and strong. MTLA had strong enrollments for fall 2010-2011. We will have data for the new joint MAT in middle grades next year. The School of the Arts reports the MAT in Performing Arts information.

**Departmental workload target vs. actual productivity**

Our target is 56 seats or 168 credit hour production per faculty member per semester. We increased the number of occupied seats in courses from 14.55 seats/faculty member/semester in 2009-2010 to 21.20 seats/faculty member/semester this year. These numbers are per faculty member in roster/visiting and
instructor lines and are verified by the Delaware Report showing such faculty average class size is 22.71 (Tenure Track Roster), 27.00 (Other Roster Faculty) and 23.14 (Adjuncts). (Twenty seats *3 courses = 60 seats/faculty member/semester.) We more than met our target number of students per faculty member this year, as verified by credit hour production and IFTE counts. Our credit hour production is higher than for our peer institutions. The 3-year all faculty average for our Delaware Study Peer Group is 151.33. Our average for this year is 187.2. I do not believe we can increase our average credit hour production without jeopardizing our NCATE SPA accreditations.

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| **Sections** | 67

The number of roster faculty has remained stable for the past three years. Our adjunct dependence has also remained stable over the past three years. A higher percentage of our adjuncts funds are now generated from grant support (Brock, Dubek, and Skinner, M.).

We have to pay travel costs for field courses and the clinical internship. To reduce travel costs we place interns in sections based on the location of the school. Then we match the school to the instructor who lives closest to the school to reduce the travel costs. To meet state and national accreditation requirements for separate courses per certification area, (e.g. early childhood, elementary, middle grades and special education (UG and MAT)) each have their own course. Secondary is required to have a course per content.
area (e.g. biology, chemistry, math, etc.). For our two PK-12 clinical internships (physical education and foreign language) we have specific course numbers with typically two to four students each.

To help explain the situation more, the highlighted cells show the courses that have regular enrollments and show about the same number of student seats per section as roster faculty, but the number of students in clinical practice sections remains very low. I think it is quite unreliable to use the current numbers. Here are several reasons for this thinking:

- We pay adjuncts by the intern and not by the course for clinical internship.
- We would jeopardize accreditation for our programs by combining all students into “generic” clinical internship sections, and
- We would increase our travel costs.

We need a better way to calculate productivity for the clinical internship which is nine hours for our MAT internship and 12 hours for the undergraduate internship. We need to work with personnel in Institutional Research to develop more appropriate reporting for the clinical internship semester.

**Instructional costs**

Our cost for Direct Instructional Expenditures is $118/student, far less than our Delaware Peers. We have cut our costs by $42 in one year and expect the cost reduction from 2009-2010 will continue this year.

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Our direct instructional costs are down from 2007-2008 to 2008-2009. For 2007-2008 our direct instructional expense was $6,908; in 2008-2009 the direct instructional expense was $6,660; in 2009-2010 our direct instructional expense was $5,547. This amount is $3,226 dollars less than our Delaware peers. I expect the expense to reduce each year by about $300. After this year the projected costs should stabilize. The cause(s) of the cost reductions are:

- The elimination of very small/tiny class sizes and the increase in class size in six courses across all programs.
- The next set of cost reductions will result from about 6-8 courses being cross-listed UG/MAT initial certification programs.

The cross-listed courses are essentially the same content because they are for initial certification and thus are required to meet the same accrediting standard(s). We have found some courses work well cross-listed and will again reduce a subset of courses with small student populations. TEDU has zero 100 level and one 200 level course cross-listed. This means we do not have large credit hour production courses for the first two years of students’ academic careers. We are a series of professional programs that are highly personalized, and we must live within the constraints of the State and NCATE accreditation and certification requirements. Even though we do not have supersized class enrollments, our cost per FTE student falls within the range of costs (lowest rate of $3,131 to the highest rate of $11,364). Our cost per FTE student is $5,547. Our Delaware Peers average expense is $8,773, which is higher than our expense in 2009-2010, and I expect it will remain higher as we have maximized our cost cutting measures.
Assessment activities
In July 2008, the TEDU was organized from two former departments, EDEE and EDFS. We are in our
time year of operation. We have accomplished many things over the past three years and are beginning to
function as one unit. To gain a better sense of department, we have accomplished the following:
• a new committee structure with jobs and responsibilities that stream into the EHHP and CoC
committee structure(s) and faculty responsibilities,
• a new policy and procedures document explaining the committee structure and responsibilities,
and
• successfully enacted a set of policies and procedures for the past year.

We are constantly required to review our 13 programs’ data to meet NCATE unit and SPA requirements.
At this time, all SPAs have writing teams and are in the final data analysis and writing stage of the process.
The unit is progressing well, and the reports are expected to be developed on the appropriate timeline. The
SPA writing assignments are distributed among the faculty, and SPA reports are all due this fall. Thus, the
faculty workload for the past year has been very high in service to create these reports. The SPA materials
cover all the goals and assessment needs for SACS and will also be used for that set of reports.

NCATE Assessment Summary
The Associate Dean for Accreditation, Assessment, and Operations; the Data Specialist and Information
Manager (DSIM); and the Assessment Committee oversee candidate data collection, dissemination, and
analysis for TEDU. The Assessment Committee is made up of representatives from each TEDU program
group and chaired by the Associate Dean. Unit data are entered in EDASYS; data maintained in this
system include standardized and individual program data (e.g., Praxis, ADEPT, dispositions) and key
assessment data on all candidates in the TEDU.

Data Collection and Use
EDASYS contains data in both aggregated and disaggregated forms (accessible from campus by all TEDU
faculty, administrators, and Office of Student Services and Certification [OSSC] staff) for analysis and
monitoring of candidate progression through each of four unit assessment points (UAP) in the program
sequence when student performance data is collected. The system also provides individual faculty advisors
the ability to enter information about general content of advising sessions in order to monitor candidate
progress through their programs. The DSIM works individually with each TEDU program to provide
specific data presentation requests for program data analysis and reporting needs. Additionally the DSIM
downloads ETS data into EDASYS for unit and program review and reports.

All TEDU programs reviewed by national programs and the CHE collect data on candidate content
knowledge, professional knowledge and skills, and candidate effects on both student learning and
candidates’ professional environments. TEDU uses data to monitor and assess candidate progress through
each UAP of the assessment system. Specifically, OSSC and faculty members, as advisors and instructors of
individual candidates, track each candidate’s progress through the program. Any candidate who does not
meet criteria for any UAP or is experiencing difficulty in the program is listed as a Student of Concern. The
TEDU has procedures in place to monitor and remediate these candidates.

Regular data summaries inform course and program review and revision, as well as revision of key TEDU
assessment instruments. Additionally, the data inform the Assessment Committee, who, in conjunction
with the support of TEDU administrators, OSSC staff, and program faculty members, is charged with
creation and revision of data collection instruments and surveys.
**Fairness, Accuracy, and Consistency of Assessments**

To maintain the fairness, accuracy, and consistency in its assessments, OSSC and roster faculty members participate in regular training of supervisors and cooperating teachers in use of ADEPT and other key assessments during fields and internships. Each TEDU program group meets regularly to review assessments based on data from those assessments. Faculty members also meet as teaching groups to regularly communicate with course instructors to discuss content and assessment consistency across course sections. At the end of each semester, OSSC coordinates with roster faculty and the DSIM to assist in accurate EDA-SYS assessment data entry.

**Summary of student accomplishments**

**Undergraduate Students Completing Clinical Internships**

<table>
<thead>
<tr>
<th></th>
<th>Early Childhood Education</th>
<th>Elementary Education</th>
<th>Middle Grades</th>
<th>Secondary Education</th>
<th>Special Education</th>
<th>Physical Education</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>45</td>
<td>37</td>
<td>16</td>
<td>30*</td>
<td>25</td>
<td>8</td>
<td>161</td>
</tr>
</tbody>
</table>

* Biology – 8, English – 6, Math – 4, History – 9, Political Science – 1, French – 1, Spanish – 1

**Undergraduate Students Recommended for Initial Certification**

<table>
<thead>
<tr>
<th></th>
<th>Early Childhood Education</th>
<th>Elementary Education</th>
<th>Middle Grades</th>
<th>Secondary Education</th>
<th>Special Education</th>
<th>Physical Education</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>44</td>
<td>33</td>
<td>16*</td>
<td>25**</td>
<td>22***</td>
<td>5</td>
<td>145</td>
</tr>
</tbody>
</table>

* Math – 7; Science – 2; Language Arts – 6; and Social Studies – 1
** Biology – 6, English – 5, Math – 4, History – 8, French – 1, Spanish – 1
*** Emotional / Learning Disabilities – 6, Emotional / Mental Disabilities – 16

**Graduate Students Completing Clinical Internships**

<table>
<thead>
<tr>
<th></th>
<th>Early Childhood Education</th>
<th>Elementary Education</th>
<th>Special Education</th>
<th>Performing Arts</th>
<th>Total</th>
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<tbody>
<tr>
<td>Total</td>
<td>19</td>
<td>24</td>
<td>9</td>
<td>1</td>
<td>53</td>
</tr>
</tbody>
</table>

**Graduate Students Recommended for Initial Certification**

<table>
<thead>
<tr>
<th></th>
<th>Early Childhood Education</th>
<th>Elementary Education</th>
<th>Special Education</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>18</td>
<td>22</td>
<td>8*</td>
<td>48</td>
</tr>
</tbody>
</table>

* LD – 5; ED – 2; MD-1

Two students who received specific honors and awards are:

- Lenise Bennett, McNair Scholars Program
- Shateara Hall, McNair Scholars Program

Teaching Fellows continues to be a strong program. We have the largest incoming class arriving in the fall 2011. This cohort is anticipated to have 30 students.
Diversity among faculty, including efforts made in recruitment to increase the presence of under-represented groups.

TEDU has four African American female faculty members (two on visiting lines) and one Hispanic/Black female faculty member. The College faculty diversity report shows 3 African/African American faculty members and two unknown. The departmental data equals the College data in the number of diverse faculty. While the option for two or more races exists on the College report, our faculty identify with one group and report in this manner. The remaining faculty members are white with 24 female and 6 male. We have one African American male faculty who is on personal leave this year and will return fall 2011. We also have other forms of diversity present within our faculty. We recruit for underrepresented groups through the Holmes Partnership, and we host the NAHSA conference every year.

Summary analysis of research and professional development

We had thirty roster faculty members for the 2010-2011 academic year. Of the thirty, 14 published a total of 23 pieces (one unpublished manuscript, peer-reviewed journal articles, and book chapters and books). Our faculty members have become more active in publication over the past five years and are situated to publish more in the coming years. Most faculty members have moved from publishing op ed. and curriculum pieces to research articles. Our faculty members use a variety of research traditions from quantitative to critical theory and are conversant in the research traditions in which they practice. Faculty members have completed the IRB process and are in the manuscript production phase of the publication process. Most of the early editions of these manuscripts were presented at conferences this year and will progress to “submitted for review” during this academic year.

Faculty members are currently choosing to describe the forms of inquiry and the nature of authorship to further define themselves as members of the research community in a broader context than the College for annual review, tenure and promotion purposes.

To assist in increasing the number and quality of publications, faculty members are encouraged to attend professional conferences and present papers. It is expected some of the papers will subsequently be formed into manuscripts for publications. The emphasis on research publication is clear, and faculty members agree publications that are not research are strong supplements to the research. To assist with writing, and research, we:

- Help provide travel funds to conferences,
- Provide site-licensed software (NVivo, JMP, etc.) for faculty member use,
- Hired a grant writer and researcher to assist faculty members (new assistance began fall 2010), and
- Work to ensure faculty members have one day/week without a teaching assignment for the purpose of research and writing.

This year TEDU had six externally funded grants for a total of $223,571. This dollar amount and number of funded projects will increase next year as several new grants have been funded and the existing grants will continue to be funded. These projects also assist faculty members in research and manuscript production.

Summary of departmental service contributions to the school, College, community, or profession

Service is the area every faculty member in TEDU has in abundance. Each faculty member serves on at least one departmental and/or EHHP committee. Every department member is part of a SPA writing team, with some taking the lead and others supplying supplemental information. Twelve faculty members are serving on college-wide committees this year. In addition, EVERY faculty member has a specific interaction with our local public schools and serves in various manners - from providing specific professional development
to working with professional learning communities. In addition, five faculty report interactions of an on-
going nature with the State, particularly the State Department of Education; seven report interactions in
the county / region; and ten report deep involvement with national / international organizations from
Presidencies, to service on committees and reviewers for conference proposals, to journal editorial review
boards. While this level of service is a strength, it is also a weakness due to the time commitments required.

**Summary of new or continuing outreach activities in your department**

We provide service to the state and local public schools at an extremely high rate. While these interactions
strengthen our ability to ensure current and effective pedagogy for our students, it also is extremely time
consuming. See Supporting Data to note a few of our special efforts.

**What obstacles prevent you from reaching specific departmental, school or College goals? In
what way can Academic Affairs support your efforts?**

We have many faculty members who are paid at a “below” market level, and this needs to be addressed.

The State has also added Regulation 62, which states we will now have certification in the area of Early
Childhood Special Education. We do not currently have the resources to develop or to run this program.
Because we are meeting our target number of students across the programs and because our cost per
student is substantially lower than our Peer Institutions’, we request an additional roster faculty line to meet
the need.

**Supporting Data**

**Publications**

Bartel, V. B. (2010). Home and School Factors Impacting Parental Involvement in a Title 1 Elementary

Co-authors: Ponitz, C. C, Brock, Laura L, Murrah, W. M, Warzalla, L, Bell, S, Morrison, F. J

484-491.

*Comparative Educational Review.*

Improving educational achievement and anaemia of school children: Design of a cluster
randomized trial of school-based malaria prevention and enhance literacy instruction in Kenya.
*Trials*, 11:93-100.

Practice and the Standards Shaping Our Programs. *Southeastern Regional Association for Teacher


Swanson, J. D. (2010). Teacher development to work effectively with these students. In VanTassel-Baska (Ed.) Critical Issues Series: Profiles and Patterns of Underrepresented Populations in Gifted Programs Waco, TX: Prufrock Press.


Feng, A., VanTassel-Baska, J., Swanson, J. D. Project Star Two Year Research Study Report.


Presentations and Conferences


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


Flynn, S. M. (February 2010). The Amazing Race Integrating Leadership Skills. Southern District Association for Health, Physical Education, Recreation and Dance Myrtle Beach, SC.


Flynn, S. M. (January 2011). Conducted a Physical Education Workshop, Ankeny School Corporation, Ankeny, IOWA.

Hagood, Margaret. "Coaching for change: A dialogue about teachers' and students’ powerful literacies." National Reading Conference, Fort Worth, TX, December 2010. Co-authors: Skinner, Emily, Hagood, Margaret C., Provost, Mary.

Hagood, Margaret. "Bring it to class! Unpacking pop culture in literacy learning: Examples from the text..." National Council of Teachers of English, Orlando, FL, November 2010. Co-authors: Hagood, Margaret C., Alvermann, Donna E, Hruby, Alison Heron.

Hagood, Margaret. “The College Reads! Personal connections and a reading from Three Cups of Tea.” Margaret C. Hagood.

Hagood, Margaret. "Using digital storytelling in content area middle grades..." South Carolina Middle School Association Conference, Myrtle Beach, SC, March 2010. Co-authors: Bulcher, Anne, Leland, Gerilyn, Moran, Margaret, McLeod, Joan, Hagood, Margaret C.

Manning, Marie. "The Impact Daily Physical Activity has on Individuals with Autism Spectrum Disorder (ASD)." Congress of the International Association of Physical Education in Higher Education (AIESEP), Corunna, Spain, October 2010. Co-authors: Smail, Karen M., Manning, Marie.


Swanson, Julie. "Longitudinal Study on South Carolina Gifted Students: Where are they Four Years later?" SC Consortium for Gifted and Talented Education, Charleston, SC, December 2010. Co-authors: Swanson, Julie Dingle, Lord, E. Wayne.


Swanson, Julie. "Longitudinal Study on South Carolina Gifted Students: Where are they Four Years later?" National Association for Gifted Children, Atlanta, GA, November 2010. Co-authors: Swanson, Julie Dingle, Lord, E. Wayne.


Vernon, E. & ndunda, m. (2010). Sea Seekers: Connecting Students with Scientists; Connecting Rivers with the Ocean, for the ASTE 2010 International Conference in Sacramento, CA

**Grant Activity**


Bartel, Virginia B., Sponsored by Non-funding stopped campus submission to ORGA, Culture Institute, Tufts University. (August 2010 - August 2012). Not funded.


Finnan, Christine R, College of Charleston, awarded $2,903.00. (September 2010 - April 2011). Funded.


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


Veal, William. DISK-Diffusion and Innovation of STEM Knowledge. NSF. (September 2009-August 2011). Amy L. Rogers, Co-Investigator; William Veal, Principal. Funded


Service
Adams, Reid. Race to Nowhere collaboration with Cooper School.

Bartel, Virginia. Early Childhood Development Coordinating Committee, Member.


Bartel, Virginia. Charleston County School District Early Childhood Literacy Task Force, Committee Member. (October 2010).

Bartel, Virginia. Unit Assessment Committee, Committee Member. (January 2008 - June 2010). Represent NAEYC.

Bartel, Virginia. School of Education Advisory Board, Committee Member.

Bartel, Virginia. State Department of Education Division of Teacher Quality.

Brock, Laura. Principal Investigator for an NIH-funded randomized controlled trial delivering a fine-motor (math and executive function) intervention during an after-school program at three Title I elementary schools in Charleston County School District.

Brock, Laura. Reviewer for the journal Early Education and Development.

Cheshire, Diana. SCCTM Advisory Assembly, Post Secondary Representative for Low County.


Cheshire, Diana. Student Government Association Advisor for Collegiate Education Association (CEA) College of Charleston, SC.

Cheshire, Diana. SCCTM Advisory Assembly, Post Secondary Representative for Low County.


Cheshire, Diana. Mathematics Curriculum Specialist for the South Carolina Department of Education, Columbia, SC.

Cheshire, Diana. South Carolina Middle School Association Collegiate Representative.

Cheshire, Diana. CofC/K-12 Mentor Program Developer and Director.
Cheshire, Diana. Volunteer Coach, Cario Middle School and Mount Pleasant Recreational Department

Cozart, Angela. Department Management Team, Committee Member, Member. (August 2009 - August 2013).

Cozart, Angela. MAT representative - work with fellow faculty members to facilitate department discussions/changes and oversight of department.

Cozart, Angela. Conference Chairperson. (February 2009 - January 2010).

Cozart, Angela. National Association of Holmes Scholars Alumni, Committee Member, Board Member. (January 2007 - January 2010).

Finnan, Christine. College Reads Committee, Committee Member. (August 2010 - July 2011).


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


Flynn, Susan. PE Central Dance Advisory Editing Board member (January 2008-present)

Flynn, Susan. PE Central High School Advisory Editing Board member (April 2007-present)

Flynn, Susan. Physical Best Curriculum and Fitnessgram Certified Instructor (April 2005-present)

Flynn, Susan. Teacher of the Year AAHPERD Committee (2010-2011)


Gutshall, Anne. Library, College Representative, August 2010 - May 2011.

Hagood, Margaret. Faculty Welfare Committee, Meeting Attendee, August 2010 - May 2011.

Hagood, Margaret. ECOREPS, Meeting Attendee, August 2008 - May 2011.

Hagood, Margaret. Faculty Senate Service, August 2008 - May 2011.


Hagood, Margaret. Faculty Hearing Committee, Meeting Attendee, August 2009 - May 2010.

Hagood, Margaret. SURF Grant Reviewer, Prepare/Grade Certification Exams, February 2010 - April 2010.
Blake Jones, Mary. Member of the College Research and Development Committee

Blake Jones, Mary. Member of the Department Research and Development Committee

Blake Jones, Mary. Member of the Ad Hoc T & P Committee

Blake Jones, Mary. Member of the ACEI SPA Group

Lanahan, Brian. President Elect-Small College and University Faculty Forum (SCUFF)

Lanahan, Brian. KDP Co-Counselor

Lanahan, Brian. EHHP-Faculty Senator

Lanahan, Brian. Grant Proposal Reviewer for Undergraduate Research and Creative Activities

Lanahan, Brian. Reviewer for The Journal of Social Studies Research

Lanahan, Brian. Reviewer for Social Studies Research and Practice

Lanahan, Brian. Proposal Reviewer for the College and University Faculty Assembly of the National Council for the Social Studies

Lanahan, Brian. Grant Writing Team Member-Teaching American History Grant-Successful Application for $993,578 over three years

Lanahan, Brian. Curriculum Materials Development for The Colonial Dames of America in the State of South Carolina-$7,000 course reassignment.

Lanahan, Brian. College of Charleston Fulbright Committee

Nabors, Martha. Faculty Senate Service, Member. (August 2008 - May 2011).

Nabors, Martha. SMFT Advisory Board, Member. (September 2004 - May 2011).


Nabors, Martha. Promotion and Tenure Committee, Alternate/14 Cases, Member. (December 2010 - February 2011)

Nabors, Martha. SURF Reviewer, Member. (February 2009 - December 2010).

Nabors, Martha. Review SURF proposals for acceptance.

Nabors, Martha. Deans Ad Hoc P and T Committee, Committee Member, Member. (September 2010 - May 2011).

Nabors, Martha. Elementary Advisory Committee, Committee Member, Member. (August 2010 - May 2011).
Nabors, Martha. Teaching Fellows Interviewer and Advisory Board, Committee Member. (August 2002 - May 2011).

Nabors, Martha. 1st school of EHHP Graduate Information session, College Representative, Member. (September 2010).


Perkins, Bob. Teacher Education Council, Committee Member, Member. (August 2002 - March 2011).


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

Perkins, Bob. Organized Division 12 (Technology Education) division presentations for annual conference.


Phillips, Michele. Chair-elect of Small College and University Faculty Forum (SCUFF) of the National Council for the Social Studies (November 2009-June 2010, November 2010-November 2011)

Provost, Mary. New Literacies grant work – service to the CCSD

Provost, Mary. Participate as member of Search Sub-Committee for Foundation/Literacy Line – spring 2010

Provost, Mary. Serve as a member of the College-level Search Committee for the Director of Disability Services – summer 2010

Provost, Mary. Serve as a member of the Graduate Council – fall 2010
Provost, Mary. Council for Learning Disabilities (CLD) – Conference Director, Executive Committee member, Past President; President and Newsletter Editor of CLD of the Carolinas beginning fall 2009 through present.

Skinner, Emily. Serve on college-wide Graduate Council.

Skinner, Emily. Contribute to Listen to the Wind Elementary Curriculum (Collaboration between CofC and CCSD).

Skinner, Emily. Serve on Journal of Adolescent and Adult Literacy Review Board.


Skinner, Emily. Review proposals for the National Reading Council Annual Conference.

Skinner, Emily. Serve on Poetry Anthology Review Board at The Cooper School (West Ashley).

Skinner, Emily. Facilitate Literacy Centers in Kindergarten Classroom at Laurel Hill.

Skinner, Emily. Mentor Academic Magnet Student on senior thesis.

Skinner, Emily. College of Charleston Research and Development Committee.

Skinner, Mike. External member of Psychology’s T & P Committee.

Skinner, Mike. Fulfill the following roles for the special education program area (GR & UG): Curriculum, Annual Goals, Certification & Praxis Review, Website Maintenance & Oversight, College Bowl Coach, SPA Data Collection and Writing.

Skinner, Mike. Member of CLD’s Ethical Standards Committee.

Skinner, Mike. Consultant to the SNAP Program.

Skinner, Mike. “Coach” of the College Bowl team that competes at annual SCCEC conferences.

Skinner, Mike. Member of the Special Education Advisory Committee.

Springer, Bonnie. SCTED President (Service to profession and greater community)

Springer, Bonnie. SC PBIS Leadership Team member

Springer, Bonnie. Charleston County Schools PBIS IHE/Technical Assistance consultant

Swanson, Julie. SC Department of Education Gifted and Talented Regulation Update Committee, September 2010 - July 2011.

Swanson, Julie. SCCGTE Board Strategic Planning Committee, Committee Member, January 2007 - June 2011.


Veal, William. External Reviewer for Tenure at another institution.

Veal, William. NSTA/NCATE audit team member.

Veal, William. NSTA/NCATE science folio reviewer.

Veal, William. Journal article reviewer (multiple journals).

Veal, William. Department of Education New Program Review Committee – Chair.

Veal, William. Science Fair Judge.


Consulting
Bartel, Jinny
2001 - Present. Consultant, Escuelitas de Nosara
Consultant, Walt Disney.

Hay, Genny
Consultant to Parents. (January 1993 - December 2010).
Consultant to parents of children with life-threatening food allergies.

Keyes, Denis
Consultant, advisor and expert witness in cases of inmates (on Death Row only) who have mental retardation. They are ineligible for execution.

Skinner, Mike
Assist with the interpretation of psycho-educational evaluations. Provide recommendations for accommodations and course alternatives;

Springer, Bonnie
Provide IHE technical assistance and support for the Positive Behavior Support Project that has been in process and implementation for four years.
Awards and Honors
Carolyn Anne Gutshall, Bonner Leaders Empowerment Award
Denis Keyes, Board of Directors for American Association on Mental Retardation
Bonnie Springer, PBIS Project Director for Charleston County School District
Diana Treahy Cheshire, EHHP, Teacher Scholar Award
Meta Van Sickle, Past President, Association for Science Teacher Educators
William Veal, ExCEL award faculty member from EHHP
Department of Health and Human Performance

Prepared by Dr. Mike Flynn, Department Chair

Instructional contributions to other units, programs, and initiatives
HEHP offers several elective courses in Health Promotion, such as Human Sexuality, and Personal and Community Health, Essentials of Nutrition, which are high demand courses taken primarily by non-majors. These courses provide important, practical information and are often a gateway into HEHP. That is, students often find our majors by taking one of these courses.

We also offer a minor in Health with 71 students and have a newly approved Coaching minor. The Health minor is exclusively for non-majors while the Coaching minor will serve both non-majors and majors.

The department offers activity classes that primarily serve non-majors. We offer yoga, aerobics, basketball/volleyball, martial arts, African dance, social dance, racquetball/badminton and several other courses. We have approximately 1,800 students enrolling in activity classes each year. We also have fee-based classes, such as ice skating, horseback riding, and sailing. The fees generated by these courses go directly to the outside contractor or sailing association.

We continue to be active in Honors research. Two students completed their Bachelor’s Essay for the Honors program with HEHP faculty in 2010-2011.

Departmental or program contributions to interdisciplinary, internationalization / globalization, personalized education and high impact student experiences
A new major proposal, developed in collaboration with Humanities and Social Sciences, was approved by college curriculum committee, faculty senate, and the Board of Trustees in 2010-2011. The final proposal awaits approval by the South Carolina Commission on Higher Education. If approved, the Public Health major will offer a B.S. (behavior and prevention) and B. A. (policy).

High impact learning experiences have been a focus of faculty for the past several years. The Health and Human Performance faculty excels in involving undergraduate students in the research process, with successful SURF grants, AYRG grants, bachelor’s essays for honors students, and a robust research experience provided by our capstone course in Exercise Science and Athletic Training (PEHD 498). HEHP also has an active internship program for our senior level students in health and exercise science (PEHD/HEAL403).

Changes in departmental or program enrollments
Our overall enrollment numbers increased from 2,130 enrollments in 2009-2010 to 2,240 in 2010-2011. There were substantial increases in enrollments in Athletic Training (127 to 195) and Health (525 to 632) and a modest decline in physical education (1,478 to 1,413 for exercise science and teacher education combined).

The number of HEHP majors has also increased substantially. In 2007, we had 257 majors in Athletic Training and Physical Education. In 2011, we had 347, an increase of 35% over four years.
Departmental workload target vs. actual productivity
Our total credit hour production was similar to the previous year. Credit hours for HEHP were 5,195 and 5,832 total credit hours in fall 2009 and spring 2010, respectively. This past year the total credit hours were 5,540 and 5,568 for fall 2010 and spring 2011, respectively.

Tenure-line and senior instructors taught a 4 and 4 workload for 2010-2011. Untenured, tenure-track faculty were on 3 and 3 loads for 2010-2011.

Instructional costs
The cost per student credit hour in HEHP was $145 in 2009-2010. The cost per FTE was $4344 for the same period. Our Delaware peers had significantly higher costs: $207 and $5576 per student credit hour and FTE, respectively.

Assessment activities
The HEHP assessment committee worked with the four program areas to develop the following learning outcomes:

**Athletic Training**
- Seventy percent (70%) of BS: Athletic Training graduates will pass the BOC Athletic Training Certification Examination on the first attempt while ninety percent (90%) will pass this exam within the first year of graduation.
- Ninety percent (90%) of BS: Athletic Training graduates seeking to continue their education will be accepted into a graduate-level or professional degree program.
- Ninety-five percent (95%) of BS: Athletic Training graduates will earn a grade of C or better in all academic courses in which the NATA educational competencies and clinical proficiencies are taught.

**Physical Education: Exercise Science**
- Twenty-five (25%) of exercise science students in the capstone class will present their research at a regional or national professional conference within 1 year of after graduation.
- Twenty-five percent (25%) of exercise science graduates will be working in the exercise science field or attending a graduate exercise science or medical degree program.
- Upon graduation seventy percent (70%) of students will demonstrate the knowledge, skills, and abilities identified by the American College of Sports Medicine (ACSM) Certified Health Fitness Specialist (HFS) or National Strength and Conditioning Association (NSCA) Certified Strength and Conditioning Specialist (CSCS).

**Physical Education: Health Promotion**
- Seventy percent (70%) of the public health majors will sit for the certification exam (CHES or Public Health) within a year of graduation and 80% will pass certification.
- Twenty-five percent (25%) of the public health graduates will be working in the field of public health or attending a graduate public health degree program (MPH).
- Students will design, implement, and evaluate a health promotion or public health event.

**Physical Education: Teacher Education**
- 80% of candidates in the Physical Education Teacher Education concentration will maintain a minimum cumulative GPA of 2.75.
• 90% of candidates in the Physical Education Teacher Education concentration will achieve and maintain a health enhancing level of fitness on 3 out of 4 fitness assessments on the President’s Challenge Adult Fitness Test.
• 90% of candidates in the Physical Education Teacher Education concentration will develop and implement developmentally appropriate instruction in K-12 environments that enhance student performance/learning. 90% of candidates will meet the acceptable level of performance as per the Assisting, Developing, and Evaluating Professional Teaching (ADEPT) based on the South Carolina Department of Education evaluation standards.
• 90% of candidates in the Physical Education Teacher Education concentration will design and analyze student learning outcomes based on a unit of instruction implemented during Clinical Practice. The results of the assessment will be used by the candidate to guide future curricular decisions. 90% of candidates will meet the acceptable level of performance as per the Assisting, Developing, and Evaluating Professional Teaching (ADEPT) based on the South Carolina Department of Education evaluation standards.

Summary of student accomplishments
• Kennie Bowling was accepted into her second year of the American College of Sports Medicine Leadership & Diversity Training Program.
• HEHP students attended the SC AAHPERD in Myrtle Beach (~25 students), the Southern District AAHPERD in Greensboro, NC, National Athletic Training Association meeting in New Orleans (4 students with two poster presentations), Southeast American College of Sports Medicine Meeting in Greenville, NC (7 students and three student presentations). HEHP students (~38) presented posters at the School of Science and Math Poster session.
• Katherine Logan and Crystal Dowd presented their bachelor’s essay at the School of Sciences and Mathematics poster session.
• Students in Exercise Science were involved in developing a community fitness and wellness program at the Arthur Christopher Community Center as part of their capstone experience.
• Students in HEAL 325 conducted a high-quality Health Fair in Silcox during spring 2011.
• The jump rope for heart event won an award for the most money raised by a college program.
• Exercise Science students conducted a fund raiser, “Rock This Party,” to raise money to support the C-PARCS program.
• Athletic Training students conducted a Kickball tournament to raise money for Louie’s Kids.
• The Health and Physical Education club conducted a dodge ball tournament to raise money for immunizations for children.

Diversity among faculty, including efforts made in recruitment to increase the presence of under-represented groups
The Department of Health and Human performance has only two faculty members (12.5%) from under-represented groups, one African-American and one Asian. There are 8 female and 7 male faculty members in the department. We hired two female faculty members who begin employment in fall of 2011, one replaces a female who retired, and the second is a new line.

Summary analysis of research and professional development

Research and Grant Activity
Department of Health and Human Performance faculty were PI, Co-PI, consultants, or evaluators on four successful external grants totaling $1,007,629 during the reporting year. There are three external grants pending, two to NSF (one Co-I and one Faculty Associate), and one to Autism Speaks. Susan Rozzi and
Michelle Futrell collaborated on an athletic training book that was published in December of 2010. HEHP faculty had 5 publications in refereed journals or edited volumes. HEHP had a solid record of success with SURF (2 in summer 2010), AYRG (2 in 2011), and Faculty R and D grants. Our faculty has an excellent record of research with undergraduate students with approximately 75 students completing the research capstone course and presenting at the School of Science and Math poster session over the past two years.

In general, our junior faculty members are focused on research and grant writing, but until recently the junior faculty were teaching a 4 and 4 course load. More recently, our junior faculty has been shifted, when possible, to a 3 and 3 course load, but our tenured are still teaching a 4 and 4 load. Our tenured faculty will move to a three and three teaching load in the fall of 2011. Prior to this change, there was no difference in teaching load between our tenured faculty and our senior instructors, but there was a different expectation for scholarly activity. The change in teaching workload should allow time for junior faculty to work in research and should also improve the overall research productivity of senior faculty.

We hired two new faculty members who will begin employment in fall 2011 and two announced retirements at the end of the 2011-2012 academic year. These vacancies will likely be filled in support of our Public Health major which is awaiting CHE approval.

The majority of HEHP research productivity is currently coming from a small number of faculty. High teaching loads could explain the overall lack of productivity, but simply reducing teaching load will not solve the problem. We need to find ways to nurture senior faculty, find positive outlets for their talents, and provide start-up grants or retraining opportunities.

Service
The HEHP faculty serve the College, Charleston and their respective professional communities exceptionally well. College service includes membership on the:

- Campus Action Team
- First Year Experience Committee
- Library Committee
- Women’s Studies steering committee
- Advisory Committee to the President
- Institutional Review Board
- Curriculum Committee
- Faculty R and D Committee.

Community service endeavors include:
- The SC Governor’s Council on Physical Fitness
- Cooper River Bridge Run executive board
- St. Andrew United Soccer Coaches Council
- Burke High School Band Booster Club
- Charleston Medical Society’s Health Council

HEHP faculty also serve the profession through the following:
- SC Alliance for Health Physical Education Recreation board member and Dance Nominating Committee and Constitution Committee
- South Carolina Athletic Trainers Association Chair
- Southern District American Association for Health, Physical Education, Recreation and Dance, Committee Member
• SC SDE Health & Safety Standards Writing Team, Committee Chair
• NATA Pronouncements Committee
• NCATE/NASPE Audit Team
• NCATE/NASPE, Lead Reviewer
• Research Consortium of the National Strength and Conditioning Association, Committee Member

Presentations and Conferences
While we serve the community and campus well, several faculty members have focused on attending and presenting at state, regional, national or international association meetings. These are important endeavors, and the conferences are at a level that provides effective training for our undergraduate focus. The department’s reputation will be improved however, if faculty members develop more of a national and international presence. Recently, faculty presented papers at national and international conferences including the following:
  • Congress of the International Association of Physical Education in Higher Education (AIESEP) in LaCoruna, Spain
  • International Society Exercise Biology, Miami, FL
  • National Athletic Training Association, New Orleans, LA (2)
  • National Strength and Conditioning Conference, Las Vegas, NV

Summary of new or continuing outreach activities in your department
HEHP students are frequently found in the community performing a wide variety of outreach activities. Our clinical practice interns and athletic training students are working in public schools, and at a variety of athletic training sites. We also have service learning credit incorporated into our introductory courses and several other course offerings. Our internship program also puts our students face-to-face with community members.

We have active fitness/wellness programs ongoing at Mitchell Elementary and Stall High schools, which also provide research opportunities for our faculty and students.

Dr Karen Smail runs a Saturday fitness program for children with Autism Spectrum Disorder. This program provides educational and research opportunities for our students and a wonderful outreach to families in the Lowcountry. Dr. Smail has received external funding to support this program.

In spring of 2011, HEHP and TEDU faculty conducted focus groups to determine needs for a new community fitness wellness program modeled after a successful program in Indianapolis, IN called PARCS (Physically Active Residential Communities and Schools). Dr. Nicole Keith from IUPUI visited Charleston, conducted the focus groups and assisted in the development of C-PARCS. A pilot program was conducted in the spring.

What obstacles prevent you from reaching specific departmental, school or College goals? In what way can Academic Affairs support your efforts?
With the growth in the number of majors, our facility is the biggest barrier to achieving our department goals. HEHP faculty members perform wonderful educational and research activities in a facility poorly-suited for the purpose. For example, we have four faculty sharing space in our exercise physiology lab and three faculty sharing space in our biomechanics lab. These labs are also used for teaching, which makes scheduling and access difficult. Most classrooms are much too small to promote effective teaching and learning. Therefore, our long term goal is to work toward a renovation of Silcox.
Grant writing will help to provide improved equipment and staffing over the short term. HEHP faculty members have recently written large grants, and there has been success in external grant writing. Reducing teaching workload should also help to achieve our research and scholarship goals over the short term. We hope to have new majors in Exercise Science and Public Health in place for the 2012-2013 academic year. It is important to consider how the new majors will impact our teaching needs, department resources, and overall number of majors.

Our faculty has an exceptional record of work with undergraduate students in research. The College of Charleston has identified involvement in undergraduate research as an important goal in the strategic plan, but excessive involvement can be a liability for a junior faculty member. Tenure and promotion guidelines are focused on both journal and research quality, but faculty fully invested in undergraduate research can have difficulty achieving these benchmarks because of the level of supervision required for undergraduate students. This provides some rationale for our department goal of developing master’s programs. Graduate students who are required to do thesis research can effectively harness the energies of undergraduate students and help to create more functional research collaborations with a professor. An ad hoc committee worked during 2010-2011 to develop a plan for a new master’s program, likely in Athletic Training and Exercise Science.

A reduction in teaching load should help to improve research and scholarly activity, but an immediate reduction in teaching load would not likely increase productivity for all faculty. Retraining programs (e.g., working with a faculty mentor from another discipline), rewards for collaboration or grantsmanship (e.g., summer salary for submitting a major grant proposal), or seed grants for pilot studies may be required, among other things, to stimulate productivity in senior faculty. These programs are dependent on resources and will have to be phased in at the department level. As resources improve college-wide, programs such as these would be useful for all faculty.
Master of Arts in Teaching (MAT)

Prepared by Dr. Angela Cozart, Program Director

Please see departmental data for the summary of diversity, teaching workloads, instructional costs, faculty productivity, research, professional development and service, honors/awards received by faculty, and consulting.

Distance education or hybrid course offerings
- EDFS 710 – Introduction to Exceptional Children and Youth
- EDFS 730 – Characteristics of Individuals with Emotional Disabilities
- EDFS 750 – Characteristics of Individuals with Mental Disabilities

Changes in departmental or program enrollments

MAT Program Enrollments

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Early Childhood</th>
<th>Elementary</th>
<th>Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-1011</td>
<td>65</td>
<td>60</td>
<td>32</td>
</tr>
<tr>
<td>2009-2010</td>
<td>56</td>
<td>65</td>
<td>26</td>
</tr>
</tbody>
</table>

Assessment activities
Faculty members are currently completing their accreditation reports for Early Childhood, Elementary, and Special Education in preparation for National Council for Accreditation of Teacher Education accreditation visit in 2012.

Summary of student accomplishments
One-hundred percent of Early Childhood, Elementary, and Special Education students passed the state-mandated PRAXIS assessment.

MAT Graduates 2010-2011

<table>
<thead>
<tr>
<th>Early Childhood</th>
<th>Elementary</th>
<th>Special Education</th>
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</thead>
<tbody>
<tr>
<td>20</td>
<td>24</td>
<td>9</td>
</tr>
</tbody>
</table>

Summary of new or continuing outreach activities in your department
The MAT programs worked to reach out to students in order to increase student retention. One of the programs’ initiatives was to offer a graduate information session for all School of Education, Health, and Human Performance graduate students. The only funds used were from The Foundation for light refreshment.
Master of Education in Teaching, Learning and Advocacy (MTLA)

Prepared by Dr. Mutindi Nunda, Program Director

Program Overview
The MTLA program is one of the newest programs to be implemented in the School of Education, Health and Human Performance. The main goal of the program is to advance the knowledge of professionals who are seeking to improve their effectiveness and who wish to serve as change agents in their classrooms, schools, and districts. The degree focuses on the needs of under-achieving children, especially those who live in poverty. Through the program, educators develop the skills, pedagogy and understanding/knowledge to improve their own practice as teacher coaches, curriculum specialists, lead teachers, etc.

Candidates are required to complete a total of 33 credit hours: 21 from core courses, 9 from the three optional course categories and an approved capstone project course for 3 credit hours. The candidates are no longer required to choose a concentration/strand as was the case when the program was first implemented. After the first year of its implementation, the degree was reconfigured along the Science and Mathematics for Teachers (SMFT) model which has a core and a menu of offerings. This has allowed us to schedule more smoothly, graduate students in a timely manner, fill classes, respond to student needs, and successfully get the degree off the ground. We are now offering the strengths of both strands and giving choice to our students. This change was approved and became effective in spring 2011.

The program opened its doors two years ago with an enrollment of nine students. Currently the program has an enrollment of over 50 students including the Berkeley County School District cohort. The program graduated its first two graduates in May 2011. This program is unique in the state and has attracted many applicants! The program will have at least 12 new students this fall. The program of study is as follows:

Core Courses (21 credits)
MTLA 601: Class, Race, and Gender in Education,
MTLA 602: Critical Issues in Contemporary Education,
MTLA 603: Family and Community Involvement,
MLTA 605: Literacy Development of Early Learners,
MTLA 607: Teachers as Advocates for Children and Youth
EDFS 632: Learning Cognition and Motivation
EDFS 705: Reflective Practice and Professional Development

Options (9 Credit hours)
Choose One
    MTLA 604: Identifying and Sustaining Effective Learning Communities
    EDEE 667: Curriculum Theory and Application
Choose One
    EDFS 672: Linguistic/Cultural Diversity in Education
Choose One
    MTLA 605: Literacy Development of Early Learners
    EDEE 678: Success in Literacy for Older Readers

Capstone (3 credit hours)
EDFS 702: Research and Development Project
Course Offering and Sequence
After the reconfiguration of the degree, the following course offering and sequence was developed. This sequence is currently being used by the advisors and advisees to complete the Programs of Study (POS).

<table>
<thead>
<tr>
<th>Even Fall</th>
<th>Odd Fall</th>
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<tbody>
<tr>
<td>MTLA 604: Identifying and Sustaining Effective Learning Communities</td>
<td>MTLA 605: Literacy Development of Early Learners.</td>
</tr>
<tr>
<td>EDEE 678: Success in Literacy for Older Readers</td>
<td>MTLA 601: Class, Race and Gender in Education</td>
</tr>
<tr>
<td>MTLA 601: Class, Race and Gender in Education</td>
<td>MTLA 602: Critical Issues in Contemporary Education</td>
</tr>
<tr>
<td>EDFS 711 Differentiating Instruction to Meet the Needs of Diverse</td>
<td>MTLA 604: Identifying and Sustaining Effective Learning Communities</td>
</tr>
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<tr>
<th>Odd Spring</th>
<th>Even Spring</th>
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<tbody>
<tr>
<td>MTLA 603: Family and Community Involvement</td>
<td>EDFS 635: Educational Research</td>
</tr>
<tr>
<td>EDFS 632: Learning, Cognition and Motivation</td>
<td>EDFS 632: Learning, Cognition and Motivation</td>
</tr>
<tr>
<td>MTLA 602: Critical Issues in Contemporary Education</td>
<td>MTLA 603: Family and Community Involvement</td>
</tr>
<tr>
<td>EDFS 705- Reflective Practice and Professional Development</td>
<td>MTLA 607: Teachers as Advocates for Children and Youth</td>
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<tr>
<th>Odd Maymester Evening</th>
<th>Even Maymester Evening</th>
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<tbody>
<tr>
<td>EDFS 672: Linguistic/Cultural Diversity in Education</td>
<td>EDFS 705- Reflective Practice and Professional Development</td>
</tr>
<tr>
<td>Odd Summer</td>
<td>Even Summer</td>
</tr>
<tr>
<td>EDFS 635: Educational Research</td>
<td>EDFS 635: Educational Research</td>
</tr>
<tr>
<td>EDEE 678: Success in Literacy for Older Readers</td>
<td>EDFS 711 Differentiating Instruction to Meet the Needs of Diverse</td>
</tr>
<tr>
<td>MTLA 607: Teachers as Advocates for Children and Youth</td>
<td>MTLA 605: Literacy Development of Early Learners</td>
</tr>
</tbody>
</table>

**Curricular offerings unusual for Department**
The MTLA program offers the following unique courses tailored to develop the skills, pedagogy and understandings to become effective advocates of their students and teacher leaders. The following courses are unique to the MTLA program.

- MTLA 601: Class, Race, and Gender in Education,
- MTLA 602: Critical Issues in Contemporary Education,
- MTLA 603: Family and Community Involvement,
- MTLA 604: Identifying and Sustaining Effective Learning Communities,
- MTLA 605: Literacy Development of Early Learners,
- MTLA 607: Teachers as Advocates for Children and Youth
- MTLA 702: Research and Development Project

The paperwork to change course number from EDFS 702 to MTLA 702 has been approved by the Graduate Council and it is awaiting senate approval in the fall.
Departmental or program contributions to interdisciplinary, internationalization /
globalization, personalized education and high impact student experiences
Because of the advocacy nature of the program, students pursuing degrees in other departments can take
some of our courses as concentrations and/or electives. A student from Arts management program will be
taking several MTLA courses for her concentration in fall 2011.

Distance education or hybrid course offerings
There is only one elective course in the MTLA program offered online, EDFS 672: Linguistics/Cultural
Diversity in Education. We anticipate courses offered online to increase with time and demand. The other
unique course offering is through the school districts. Currently, we have one cohort (14 teachers) from the
Berkeley County School District. The MTLA courses are taught within Berkeley County.

Departmental or program contributions to interdisciplinary, internationalization /
globalization, personalized education and high impact student experiences
The capstone experience for students in our program can result in activities that involve civic engagement
and service learning. To date, only two students have completed their capstone experiences. One of the
students engaged in a civic activity that involved a collaboration to bring vision clinics to disadvantaged
children in the Lowcountry area schools. Many children were found to have sight problems that were
corrected.

Changes in departmental or program enrollments
The changes in the MTLA program have been positive. The main change was the reconfiguring of the
degree. This change has streamlined the program. There is a high demand for the program (enrollment up
from nine students to over 50 students in two years).

Departmental workload target vs. actual productivity - See TEDU report

Instructional costs - See TEDU report

Assessment activities
As a new program with rapid growth, the Steering Committee and faculty teaching and advising students in
the program have met often to review the program requirements, provide feedback and discuss options
throughout the semester. On June 24, 2011, MTLA program held a retreat for faculty who are involved in
the program (past, current and future course instructors, advisors, etc.) to identify key skills and conceptual
knowledge that all candidates in the program should have before entry into the program and those skills
that need to be developed and enhanced before they graduate from the program. The following faculty were
in attendance: Jinny Bartel, Laura Brock, Christine Finnan, Peggy Dubeck, Anne Gutshall, Charissa
Owens, mutindi ndunda, Meta Van Sickle and Nicola Williams. The faculty noted that the MTLA
graduates should at the end of program:

- Demonstrate a clear understanding of policy, its implications to teaching and learning.
- Demonstrate competency in verbal and written communication skills.
- Demonstrate a good understanding of systems theory.
- Have grant writing skills.
- Show the ability to collaborate with colleagues, families, etc.
- Demonstrate ability to be self-reflective.
- Demonstrate knowledge of advocacy and be able to appreciate and value others’ perspectives/views
  on issues/policies/research.
• Have the ability to do elaborate literature review.
• Develop Critical thinking skills.
• Demonstrate the ability to empathize with those of parents, children from diverse backgrounds, etc.

An exit survey, based on the above key skills and conceptual knowledge and educator dispositions across the professional life span will be developed in the fall for graduates to provide feedback on the impact of the program. Of importance, however, was the faculty’s analysis of the courses where the above skills will be developed / enhanced.

Summary of student accomplishments
The MTLA program is new. This summer we had two students graduate from the program. We are certain these graduates have the skills and knowledge to advocate for children in diverse settings. One of the graduates has obtained a teaching position in Jacksonville, Florida.

Diversity among faculty, including efforts made in recruitment to increase the presence of under-represented groups
This program taps the strengths of the faculty and this diversity of expertise has greatly enriched the graduates’ knowledge and skills. The following faculty taught or will teach MTLA courses:

Reid Adams           mutindi ndunda
Virginia Bartell     Patty O’Donnell
Diane Cudahy         Charissa Owens
Peggy Dubeck         Nicola Williams
Christine Finnan     Meta Van Sickle
Anne Gutshall

See TEDU report for details, as faculty who teach MTLA courses are also TEDU faculty.

Summary analysis of research and professional development - See TEDU report
**Master of Arts in Teaching in the Performing Arts**

*Prepared by Dr. Bonnie Springer, Program Director*

**Program Overview**
The Master of Arts in Teaching (MAT) in the Performing Arts (PERF) is designed for individuals with undergraduate degrees in choral music, theater, and dance who want to become licensed arts educators in grades K through 12. There are three areas of study within this degree: Choral Music Education, Theater Education and Dance Education. Currently the only concentration approved by the South Carolina State Department of Education (SCSDE) is Choral Music. The program of study currently requires a minimum of 47 hours of graduate credit, including a full semester of clinical practice.

This year we celebrate the successful program completion of our third graduate - Mr. Christopher Green. This accomplishment was critical as we now have more than met the National Association of Schools of Music (NASM) accreditation requirement and are allowed listing of the choral music concentration as a fully approved program as part of the Department of Music’s accreditation process undertaken this year. It is projected that 2011-12 will celebrate the graduation of at least three more candidates, and 2012-13 will celebrate the graduation of at least five candidates. The program is growing in size and the quality of the program’s candidates is increasing.

The most significant accomplishments for the program this year relate to a major task identified as a focus in last year’s report - to work with the School of the Arts departments involved in the reaccreditation process (NASM for music department and National Association of Schools of Theater (NAST) for theater department). This work involved writing required report sections for accreditation documents, and developing curriculum alignment charts as required by the accrediting agency. This led to the most significant accomplishments for the MAT-PERF program this year – accreditation continuation and listing of the MAT PERF music concentration by NASM, and program approval by NAST!

Application to the NAST for accreditation for the Theater concentration was submitted, and approved. Upon receipt of the accreditation letter from NAST, proposals will be forwarded to the South Carolina State Department of Education and SACS for final approval of the theater concentration.

Significant accomplishments related to program improvement and quality assurance also include the implementation of the restructured Choral Music concentration course sequence, eliminating the need for sequential coursework, and allowing for candidates across cadres and concentrations to take courses together. This change was hoped to alleviate the concern for FTE in graduate specialty courses that historically have low enrollments. It was hoped that this change would foster the ability to hire adjuncts at a full semester salary, and to assist department chairs in ensuring that tenure track faculty’s teaching numbers were not impacted negatively through their participation in the graduate program. The plan was very successful. The majority of courses this year were able to be taught at almost “full enrollment” status. With the projected admissions for next year, this goal should be easily reached.

**Faculty**
Faculty continue to serve in leadership and consultation roles in the greater arts and education community of South Carolina and nationally. Faculty continue to seek out opportunities to refine and update their knowledge base in order to refresh and maintain the high standards of our graduate programs.
Additionally program directors/coordinators continually develop contacts and partnerships in the arts community which enrich the adjunct pool, and the pool of potential cooperating teachers for field and clinical practice placements.
Faculty with primary teaching, advising, program development, and program accreditation responsibilities are the program director and School of the Arts faculty:

- Dr. Bonnie Springer, Associate Professor and Program Director
- Dr. Robert Taylor, Associate Professor and Program Director
- Ms. Deanna McBroom, Associate Professor
- Ms. Laura Turner, Associate Professor
- Ms. Gretchen McClain, Assistant Professor

These faculty develop program guidelines, recruit students, form admission committees, approve adjunct instructors, and set program goals.

The Chairs of TEDU, Dr. Meta Van Sickle and MUSE, Mr. Steve Rosenberg have primary responsibility for personnel, scheduling, budgeting, and departmental level administration. Dr. Springer represents the program on the Graduate Council and coordinates activities related to accreditation.

Additional faculty have regular graduate teaching assignments within the MAT in the Performing Arts graduate program or teach the foundational courses that cross programs, but do not have advising or program development responsibilities:

- Ms. Valarie Morris, Professor and Dean
- Dr. Michael Skinner, Professor
- Dr. Marie Manning, Assistant Professor
- Dr. Kevin Eakes, Adjunct professor
- Dr. Elsa Dixon, Adjunct professor

All graduate faculty in the MAT in the Performing Arts program who teach methods courses and/or supervise clinical placements have extensive teaching experience (K-12 settings and college) and active professional development, research, and service agendas.

**Program Goals and Accomplishments**

The program director and choral music concentration coordinator established a set of annual goals for the MAT in the Performing Arts program. The accomplishments are detailed here.

**Goal 1: Monitor the choral concentration curriculum.**

Challenges with class size provided the program directors the opportunity to explore ways of offering coursework which eliminated the need for course sequencing. The outcome of this discussion is a course schedule where choral music specialty courses are each offered every third semester of the regular academic year. This means that only two specialty courses which have the most potential for low enrollments are offered each semester. All other courses in the program are also offered in other MAT programs on campus, and thus do not place the entire burden for FTE on one department, and pull their student base from a broad array of programs and departments. The table below outlines the course schedule for music specialty courses for the past year and the next two academic years:

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
<th>Summer 2010</th>
<th>Fall 2010</th>
<th>Spring 2011</th>
<th>Summer 2011</th>
<th>Fall 2011</th>
<th>Spring 2012</th>
<th>Summer 2012</th>
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<tr>
<td>MUSE 602</td>
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<td>MUSE 611</td>
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<td>MUSE 701</td>
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<td>Course</td>
<td>Fall 2009</td>
<td>Spring 2010</td>
<td>Summer 2010</td>
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<td>MUSE 704</td>
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</tbody>
</table>

Now that the Theater Concentration is in the final approval phase, the paperwork and approval process to change the course MUSE 704 to PERF 704 will be undertaken. The focus will be expanded beyond Trends and Issues in Music Education to Trends and Issues in Music, Theater and Dance Education. This will provide program candidates the opportunity to collaborate and learn from each other’s fields and will better prepare them to work on collaborative instructional and advocacy arts teams in public school settings.

Additional curricular needs were outlined to be addressed this year. They are as follows:

- Develop EITHER an undergraduate arranging course OR a one credit graduate arranging course. Determine if developing both and offering them as cross listed 300/500 courses would be best.
- Develop a number for graduate ensemble course OR double number existing ensembles to include graduate credits.
- Write and submit for approval course proposal for Independent Study credit in Music Education.
- The approval forms for these items have been completed, and will be submitted to the music department in the fall to begin the approval process.

**Goal 2: Develop the specialty curriculum for the Theater concentration.**

Six courses will comprise the theater concentration specialty coursework. Courses now have full approval at the College level and are ready for listing in the graduate catalog as soon as approval is obtained by NAST and the SCSDE. The brief course descriptions are as follows:

- **THRE 610 Theatre for *Young Audiences* Literature Seminar (3 hours)**
  Focus on survey of appropriate theatre literature for use across grade levels. Analysis and collection of appropriate repertoire across age and grade levels is emphasized.

- **THRE 611 Design with Schools in Mind (3 hours)**
  This course will build upon foundational knowledge gained from the pre-requisite courses of stagecraft, costume and scene design and construction, and lighting design. Students will gain knowledge of advanced principles and practical experience in both design and construction within the K12 school theatre setting with emphasis on safety and organization of volunteers. Lecture and laboratory work on departmental productions and fieldwork.

- **THRE 612 Advanced Acting and Directing Techniques *for the K12 Teacher* (3 hours)**
  Advanced concepts of the acting/directing process, including script analysis, staging practices, director/designer communications, and rehearsal techniques. The semester will culminate in a program of student-directed projects.

- **THRE 710 Foundations Preschool and Elementary Theatre Education Methods (3 hours)**
  Organization and management of preschool and elementary theatre programs and teaching methodologies. Course content will include fieldwork. Prerequisite: Theatre for Youth Literature Seminar

- **THRE 711 Middle and Secondary Theatre Education Methods (3 hours)**
  Organization and management of repertoire, programming considerations, and teaching methodology appropriate to Middle School/Junior High/High School students. Course content will include fieldwork. Prerequisite: Theatre for Youth Literature Seminar
• **THRE 712 Community and the Theatrical Classroom (3 hours)**
  This course will explore ways traditional and non-traditional productions can be extended into the community through teacher resource guides, in-service workshops, residencies, talkbacks, web pages, as well as uses of theatre games, improvisation, role play and devised performances for social education (i.e. drug, racial and violence issues).

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### MAT in the Performing Arts Theater Concentration Specialty Proposed Course Schedule

<table>
<thead>
<tr>
<th>Course</th>
<th>Spring 2012</th>
<th>Summer 2012</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Summer 2013</th>
<th>Fall 2013</th>
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<tr>
<td>THRE 6XX (Acting)</td>
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<tr>
<td>THRE 6XX (Lit. seminar)</td>
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<tr>
<td>THRE 7XX (Design)</td>
<td>X</td>
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<tr>
<td>THRE 711 (Elementary)</td>
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<tr>
<td>THRE 712 (Secondary)</td>
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<tr>
<td>THRE 7XX (Community)</td>
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<td></td>
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<tr>
<td>PERF 704 (Trends and Issues)</td>
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</tbody>
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**Goal 3: Recruit qualified students into the MAT in the Performing Arts Program.**

Work with Helen Tate on this articulation agreement is one of the most exciting accomplishments for this year. Graduate education courses at Columbia College were identified as equal to those in our MAT program. The agreement will allow Columbia College students who meet admission requirements to transfer in up to twelve semester hours of graduate credit in education. Additionally, Columbia College will work to insure that candidates from their program take all coursework required for admission and prerequisite to the music coursework offered in the Mat program at the college of Charleston. It is expected that this agreement will net approximately 6 additional candidates per year in the MAT choral concentration, ensuring meeting admission targets for this concentration.

Inquiries sent from graduate studies were followed up monthly by Springer with an email, phone call or both. A total of 25 potential candidates (increased from 17 last year) were contacted this way. Telephone and email inquiries resulted from the web page developed by Robin Zemp in collaboration with Chris Scott. More than 30 inquiries were followed up by Springer and Taylor (same as last year). Taylor actively recruited during the tours with his College choir and at National Choral Conducting and Music Educator events. Inquiries come from both in state and out of state artists interested in what the program has to offer. It is interesting that for the first time, our new students are coming from outside the College of Charleston’s undergraduate music majors. The students find this exhilarating as the program is now able to develop an identity clearly different from the undergraduate programs in music.

Examples of additional recruitment activities include:

- Springer and Taylor worked in consort with the Graduate Studies Office in the development of recruitment brochures.
- Information meetings were held with undergraduate students majoring in music. These meetings resulted in two program applications and several more inquiries. Three students sampled the program by taking one graduate course with special permission while still completing their undergraduate degrees. This idea will be more fully implemented next year.
- Jim Baumruther, Arts Coordinator for the Charleston County School District, assisted with recruitment into specific courses of interest to practicing educators seeking license renewal.
• Recruitment of non-traditional students in community venues such as the Charleston Symphony Orchestra Chorus.
• Development of an articulation agreement with Columbia College, providing for facilitation of admission and application of transfer credit from their program to ours.

### Applications

<table>
<thead>
<tr>
<th>Program</th>
<th>For Fall 2010</th>
<th>For Spring 2011</th>
<th>For Fall 2011</th>
</tr>
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<tbody>
<tr>
<td>MAT-PERF-choral</td>
<td>4</td>
<td>3</td>
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### Enrollment Trends

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<tr>
<th>Semester</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
<th>Fall 2010</th>
<th>Spring 2011</th>
<th>Summer 2011</th>
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<tbody>
<tr>
<td>Music specialty course enrollment (program candidates only)</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>7*</td>
<td>5</td>
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</table>

*Two candidates were dismissed from the program due to poor performance in core education classes. One candidate decided to pursue additional licensure in middle grades math education and postponed clinical practice for one semester. Two new students were admitted and started classes.

**Goal 4: Continue development and implementation of program assessment plans.**

The School of Education, Health, and Human Performance is in the process of planning for its reaccreditation visit. All candidates in teacher education programs must demonstrate competencies outlined in the School of Education Health and Human Performances’ Unit Assessment System. The assessment system for candidates in the MAT in the Performing Arts – Choral Music concentration links directly to the requirements in the Unit’s assessment system. The EDA-SYS data system has already linked these specific competencies for candidates in the MAT program. The Assessment system is attached with highlighted areas showing its alignments with the School of Education, Health, and Human Performances Unit requirements.

The NASM accreditation visit which was carried out this year for the Department of Music required demonstration of this assessment system. Reviewers were pleased with the assessment process in place for the MAT choral concentration.

**Goal 5: Prepare the proposal for submission for approval from the South Carolina State Department of Education for the Theater Concentration.**

A draft of the proposal is completed. Specific information was gathered from a NAST consultant, and we celebrated successfully gaining NAST approval (April 2011) for starting the program. The NAST accreditation proposal has already been provided to the graduate studies office and deans for both the School of the Arts and the School of Education, Health, and Human Performance. Now that we have the accreditation in hand, the draft SDE proposal will be edited with new faculty and budget information for submission to the SDE in fall of 2011.

**Goal 6: Maintain and revise the MAT in the Performing Arts website.**

Robin Zemp created an exceptional web page for the MAT in the Performing Arts and worked with Christopher Scott to link it to the School of Education, Health, and Human Performance webpage. The web page will continue to be refined to include all concentrations and changes in curriculum scheduling and more.
Goal 7: Determine personnel needs as a function of program development and accreditation requirements.
The timeline in the proposal for the graduate program designated this year as the time to advertise and recruit for a full time, tenure track position in music education for the choral music concentration. Although we have successfully hired very qualified adjuncts to teach the elementary and secondary methods courses, with tenuous course enrollments, compensation for adjuncts is a continual challenge. Dr. Kevin Eakes and Dr. Elsa Dixon have provided exemplary service as adjuncts in this capacity. Dr. Eakes has also successfully taught courses for TEDU. We were not able to secure a position this year, but we continue to be hopeful. It appears if we are able to secure a position, we will be able to fill it with qualified personnel.

Goal 8: Strengthen lines of communication across departments and schools and program administration.
The following items were identified as action steps for strengthening programmatic communication and administration:

- Be sure all MUSE students have Drs. Taylor and Springer listed as advisers.
- Continue advocating for a GA assigned to arts faculty who support the MAT program.
- Coordinate course schedules between the two departments to enable students to take classes without conflict.
- Develop a schedule and hold regular monthly meetings. Invite representatives of all concentrations and arts department chairs at least quarterly.

Graduate studies assisted to be sure all MAT-PERF students had Dr. Springer, program director, listed as co-adviser. This assisted greatly with advising during times of choir tour, etc. when Dr. Taylor was off campus. It also allowed for “group” advising related to class schedules and deadlines related to application for clinical practice. Work on both the NASM and NAST accreditation documents provided ongoing and intense collaboration. Because of this, a formalized system of meetings was postponed until 2011-2012.

The MAT-PERF program was assigned a ½ time graduate assistant. The position was filled in the spring of 2011 with two students hired in ten hour assistantships. Starting in fall of 2011, this will change to one student in a full year, ten hour a week position. This assisted greatly with the demands of program coordination for Dr. Taylor and Ms. Turner.

Program challenges and directions for next year

- Submit course revision paperwork for Trends and Issues in Music Education, changing it to meet the needs in all three arts concentrations.
- Complete course development and approval for the undergraduate arranging course needed as a prerequisite for the MAT in Performing Arts choral music concentration.
- Complete course development and approval for the graduate ensemble and independent study courses to support the choral music concentration.
- Complete the approval processes required by the South Carolina State Department of Education and SACS in order to start the Theater concentration in 2012.
- Complete Theater language for the graduate catalog and refine all needed admissions documents to prepare for program start up.
- Continue work with Columbia College to refine steps to implement the articulation agreement for recruitment of highly qualified candidates.
- Work with the music department to address minor concerns noted in the NASM accreditation report related to documentation and record keeping.
- Transition Program directorship to a faculty member from the School of the Arts.
- Hire a full time faculty member for the music concentration.
Master of Education in Languages

Prepared by Dr. Robyn Holman, Program Director

Program Overview
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. It may also respond to the interests of other language professionals or qualified individuals desiring to pursue advanced studies in language and linguistics. This program provides a solid background for future doctoral study in language education. The program is made up of two major components: core courses in linguistics, pedagogy, research methods, and technology; and language specific courses in French, Spanish, and the Teaching of English to Speakers of Other Languages. The program’s standards-based curriculum adheres to the guidelines for the preparation of language teachers put forth by the American Council on the Teaching of Foreign Languages (ACTFL) and the guidelines for Teachers of English to Speakers of Other Languages (TESOL). It conforms to EHHP’s conceptual framework, Teaching and Learning Standards, and the three Teacher Competencies. The M.Ed. in Languages program is in alignment with the institutional mission and the core values of the College of Charleston.

The M.Ed. in Languages is a part-time program that generally offers the student one or two courses per semester, including summers. During the academic year, campus courses are offered in the evenings in order to accommodate teachers’ schedules. The classes on teaching English to Speakers of Other Languages (ESOL) are available in a blended form, a combination of on-line and face-to-face meetings. In addition to 36 hours of coursework, candidates in the M.Ed. in Languages program are required to complete and document field work amounting to at least 50 hours. Non practicing ESOL track students desiring to obtain the South Carolina State ESOL endorsement use EDFS 704 Practicum, 100 hours, as their field experience. The “capstone” experience for the majority of candidates consists of the submission of a standards-based teaching portfolio. All students pass through an exit interview with three committee members.

In regards to the organization of the program, as this is an interdisciplinary degree program, the director reports to the dean of the School of Education, Health, and Human Performance, the dean of the School of Languages, Cultures and World Affairs, and also to the dean of the Graduate School. The program has no budget other than the funds allotted to it to hire one graduate assistant per year and a stipend for the program director. The program director hires and supervises the graduate assistant. In collaboration with the language department chairs, the program director schedules the Language Education (LALE) core courses and the French and Spanish content courses. Seasoned professors as well as junior faculty are encouraged to become involved in the teaching of their academic specialties. EHHP schedules the Educational Foundations (EDFS) classes which include the ESOL courses, Technology Education, and Research Methods. Roster faculty and qualified adjunct personnel assure the teaching of the ESOL courses. No faculty members teach full-time in the program. All have undergraduate teaching responsibilities in their individual departments.

A SCDE report of the M.Ed. program, required in preparation for the upcoming NCATE review, was begun in the fall of 2008. This report contains a list of assessments, the relationship of assessments to outcomes, evidence for meeting standards, the use of assessment results to improve candidate and program performance, and four years of data. Pertinent portions of the report follow. The entire report is available on request.
### M.Ed. Languages

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Candidates</th>
<th>Graduates</th>
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<tbody>
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<td>2010-2011</td>
<td>30</td>
<td>8</td>
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<tr>
<td>2009-2010</td>
<td>29</td>
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<td>2008-2009</td>
<td>33</td>
<td>6</td>
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<td>2007-2008</td>
<td>35</td>
<td>10</td>
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**Assessment activities**

Advanced programs for teachers must complete 6-8 assessments. All assessments are administered upon program completion.

- **Assessment of content knowledge**: language, linguistics, literature
  - Integrated Standards Portfolio: specifically, coursework that meets ACTFL and TESOL standard 1
- **Assessment of content knowledge**
  - Assessment of candidate ability to plan and implement appropriate teaching and learning experiences – Advanced Preparation of Teachers OR Assessment of Professional Knowledge – Non-Advanced Preparation of Teachers
  - Assignments and tasks completed in LALE 602 Advanced Methodology, EDFS Principles and Strategies of TESOL and included in portfolios which meet ACTFL standards 3, 4, 5, and TESOL standards 3, 4.
  - Narrative statement of field experience included in portfolio
- **Assessment of internship or other field-based experiences**
- **Assessment of candidate effect on student learning or on creation of supportive learning environments for student learning OR**
- **Assessment of candidate effect on professional environment – Non-Advanced Preparation of Teachers**
  - Portfolio: ACTFL standard 3a, TESOL standard 3a, narrative statement of Teacher Competencies, M.Ed. dispositions form
- **Assessment of cultural competency**
  - Assessment Specific coursework included in portfolio (ex. LALE 690 Pragmatics, FREN 680 French Colonial Legacy and Francophony, EDFS 672 Linguistic and Cultural Diversity, SPAN 615 Latin American Culture and Civ.) which support ACTFL standard 2, TESOL standard 2.of the effective use of resources
- **Assessment of the effective use of resources**
  - Specific coursework included in portfolio (ex. EDFS 635 Research Methods, EDFS 687 Technology Education, LALE 602 Advanced Methodology, research papers and projects prepared for other courses) which support ACTFL standard 4c and TESOL standard 4c.
- **Assessment of professional role, collaboration and partnerships**
  - Portfolio: ACTFL standard #6, TESOL standard #5, Teacher Competencies, M.Ed. dispositions form

**Description of assessments, their use in the program, and their alignment to standards**

*Assessment 1*: Advanced program candidates possess a high oral and written level of content knowledge in language, linguistics, and literature. Assessment 1 aligns with ACTFL standard #1, Language, Linguistics, Comparisons, and TESOL standard #1, Language. These are also used as the program’s standards.
ACTFL/TESOL standard #1 is assessed by portfolio evidence which comes from language classes and required courses in linguistics and second language acquisition. Content knowledge is also assessed throughout the program of study by acceptable grades in content courses and an appropriate GPA.

Assessment 3: Advanced program candidates demonstrate an ability to plan and implement appropriate teaching and learning experiences. Assessment 3 aligns with ACTFL standards #3, Language Acquisition, Theories and Instructional Practices, #4 Integration of Standards into Curriculum and Instruction, and #5, Knowing Assessment Models and Using Them Appropriately; and TESOL standards #3, Planning, Managing, and Implementing Instruction, and #4, Assessment. These are also used as the program’s standards. Assessment 3 is supported by portfolio evidence which comes from assignments and tasks completed in courses such as LALE 602 Advanced Methodology, EDFS 670 Principles and Strategies of TESOL, EDFS 673 Assessing Student Performance, by narrative statements written by candidates and included in the portfolio, and by the completion of the ESOL practicum course.

Assessment 5: Advanced program candidates are expected to demonstrate a knowledge and thoughtful application of the creation of supportive learning environments for student learning. Assessment 5 aligns with ACTFL standard # 3a, Understanding language acquisition and creating a supportive classroom and TESOL standard 3a, Planning for Standards based ESL and Content Instruction. Assessment 5 is supported by portfolio evidence for standard 3, by the narrative statements of Teacher Competencies, and by the M.Ed. dispositions form.

Assessment 6: Advanced program candidates demonstrate a high level of cultural competency in regards to understanding and responding to diverse student populations. Assessment 6 aligns with ACTFL standard #2 Cultures, Literatures, Cross-Disciplinary Concepts, and TESOL standard #2, Culture. It is supported by portfolio evidence which comes from courses such as LALE 690 Pragmatics, FREN 680 French Colonial Legacy and Francophony, EDFS 672 Linguistic and Cultural Diversity in Education, and SPAN 615 Latin American Culture and Civilization.

Assessment 7: Advanced program candidates possess knowledge of modern research methods and demonstrate a spirit of inquiry and an ability to systematically use resources effectively. Assessment 7 aligns with ACTFL standard # 4c, Selecting and Designing Instructional Materials, and TESOL standard 3c, Using Resources Effectively in ESL Learning. It is supported by portfolio evidence coming from classes such as EDFS 635 Research Methods, EDFS 687 Technology Education, LALE 602 Advanced Methodology, research projects and papers.

Assessment 8: Advanced program candidates possess a high level of skill in identifying and using human resources to advance their professional role and to keep abreast of the changing knowledge base. Assessment 8 aligns with ACTFL standard #6 and TESOL standard #5, Professionalism. It is supported by portfolio evidence proving competency in the professionalism standard and by the M.Ed. dispositions form and the Teacher Competency statements.

Brief Data Analysis
Portfolio data shows that with the exception of 3 candidates who scored a 1 on the dispositions forms, used as partial evidence for assessment 5a and 8, all met or exceeded the requirements in all assessment categories and are therefore competent in the three fields of content knowledge, professional knowledge, skills, and dispositions, and student learning.
<table>
<thead>
<tr>
<th>Assessment 1: Content Knowledge</th>
<th>Candidate 1 (SN) Spring 10</th>
<th>Candidate 2 (GB) Summer 10</th>
<th>Candidate 3 (EG) Fall 10</th>
<th>Candidate 4 (AB) Fall 10</th>
<th>Candidate 5 (HS) Fall 10</th>
<th>Candidate 6 (TD) Spring 11</th>
<th>Candidate 7 (MA) Spring 11</th>
<th>Candidate 8 (AL)</th>
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<th>Assessment 3: Plans/Implements Teaching</th>
<th>Candidate 10 (GB) Summer 10</th>
<th>Candidate 11 (SP) Spring 11</th>
<th>Candidate 12 (EG) Fall 11</th>
<th>Candidate 13 (AB) Fall 11</th>
<th>Candidate 14 (HS) Fall 11</th>
<th>Candidate 15 (TD) Spring 11</th>
<th>Candidate 16 (MA) Spring 11</th>
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<tr>
<th>Assessment 5a: Supportive Learning Environment</th>
<th>Candidate 19 (GB) Summer 10</th>
<th>Candidate 20 (SP) Spring 11</th>
<th>Candidate 21 (EG) Fall 11</th>
<th>Candidate 22 (AB) Fall 11</th>
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<th>Assessment 6: Culture</th>
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<th>Assessment 7: Use of Resources</th>
<th>Candidate 37 (GB) Summer 10</th>
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<td>TESOL Standard 3</td>
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<tr>
<th>Assessment 8: Prof. role/ collaboration</th>
<th>Candidate 46 (GB) Summer 10</th>
<th>Candidate 47 (SP) Spring 11</th>
<th>Candidate 48 (EG) Fall 11</th>
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**Overview of 2010-2011 Academic Year**
Approximately thirty degree-seeking students actively participated in the M.Ed. in Languages program during the 2010-2011 academic year (i.e., summer II 2010, fall 2010, spring 2011, summer I 2011). The program also served several non-degree-seeking students. In the fall, two ESOL track students, Abigail Brower and Hannah Salters, completed their programs of study, and Erin Gilreath finished the degree with the Spanish concentration. In the spring, there were two additional candidates in Spanish, Megan Araya.
and Tiffany Dixon (outstanding graduate.) Three students completed the program in the summer, Diana Hughes (Spanish), Abigail Land (ESOL), and Chrystal Hepler (Spanish).

Drs. Shawn Morrison, Silvia Rodriguez-Sabater, Maria (Lola) Colomina-Garrigos, Robyn Holman, and Ms. Barbara Byrd served on our students’ exit committees this year. All graduates presented a standards-based portfolio for their capstone experience.

Robyn Holman represented the program at the Graduate Council. Maryanne Verlinden was the at large LCWA representative.

Emily Schachte worked as the program’s part-time graduate assistant this year.

Although enrollments have been holding steady in the ESOL and Spanish tracks, due to a lack of French participants, we were unable to offer graduate level French courses this year. Despite efforts made by the program director and the marketing director in the Graduate School Office, only two French teachers indicated an interest in entering the program in the fall of 2011. Therefore it is the recommendation of the program director and the deans to whom she reports that the French track be classified as inactive.

The following list gives a complete inventory of the courses offered this year and the participation of our students in them.

**LALE enrollment in courses (total enrollments may be higher)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Faculty</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer II 2010</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPAN 615 Topics in Lat. Am. Cul. and Civ.</td>
<td>Carrillo (roster)</td>
<td>7</td>
</tr>
<tr>
<td><strong>Fall 2010</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LALE 690 Special Topics: Learning Differences</td>
<td>Smith (roster)</td>
<td>7</td>
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<tr>
<td>SPAN 655 Tyranny in Span. Am. Film and Lit.</td>
<td>Colomina (roster)</td>
<td>7</td>
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<tr>
<td>EDFS 687 Technology Education</td>
<td>Elliot</td>
<td>3</td>
</tr>
<tr>
<td>EDFS 672 Linguistic and Cultural Diversity (hybrid)</td>
<td>ndunda (roster)</td>
<td>4</td>
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<tr>
<td>EDFS 670 Principles and Strategies (hybrid)</td>
<td>Byrd (adjunct)</td>
<td>9</td>
</tr>
<tr>
<td>EDFS 635 Research Methods</td>
<td>Skinner (roster)</td>
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</tr>
<tr>
<td>EDFS 635 Research Methods</td>
<td>O’Donnell</td>
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<tr>
<td><strong>Spring 2011</strong></td>
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<td></td>
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<tr>
<td>LALE 601 Methodology</td>
<td>Morrison (roster)</td>
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<tr>
<td>SPAN 630 Seminar in Hispanic Studies</td>
<td>Frazer (roster)</td>
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<tr>
<td>EDFS 671 Reading and Writing (hybrid)</td>
<td>Cozart (roster)</td>
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<tr>
<td>EDFS 687 Technology Education</td>
<td>Perkins (roster)</td>
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<tr>
<td>EDFS 635 Research Methods</td>
<td>O’Donnell</td>
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<td><strong>Summer I Day</strong></td>
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<tr>
<td>LALE 601 Applied Linguistics</td>
<td>Rodriguez (roster)</td>
<td>8</td>
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</tbody>
</table>
Program Overview
The SMFT Program has a combination of science, math and education courses all within the same program. In order for this to work, faculty work collaboratively among the Teacher Education, Physics, Chemistry, Biology, Geology and Environmental Geoscience, and Math departments. These courses are traditionally taught on campus, and there are plans to initiate off-campus, distance education, and hybrid courses.

Curricular offerings unusual for your discipline
The capstone project required of each of our students is meant to provide each SMFT graduate with experience identifying a critical need (pedagogical, curricular) or research question in science and math education. The candidates formally propose a project plan for addressing this need/question. The process of formally proposing a project is very akin to that which the graduates will experience in their professional lives as leaders in science and math education within their community, school system, school district, state and/or region. Some of this work may lead to publication, but is specific to the advisor and student and did not occur this past academic year.

Changes in departmental or program enrollments
The enrollment in the SMFT Program has increased slightly this year. More students are applying due to the economic situation and lack of readily available teaching positions. Starting in Summer I of 2011, a newly funded grant allowed 24 area teachers from four school districts to take two SMFT courses. This grant will probably be funded for two more years, during which 50-60 teachers will take four SMFT courses per summer. It is hoped by fall of 2012 this will lead to an additional 5-10 teachers enrolling in the SMFT Program as matriculating students.

Assessment activities
The SMFT Program is organized around National Council for Accreditation of Teacher Education (NCATE) guidelines and follows the advanced guidelines set by the state of South Carolina Department of Education. The following tables include all assessments currently being used in the SMFT program. The first table lists all the assessments the program uses to collect data and the time at which the assessments are administered. The second table lists the essential professional tools; the third table lists the core propositions.

<table>
<thead>
<tr>
<th>NCATE Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name of Assessment</strong></td>
</tr>
<tr>
<td>1 Grades in B1 courses</td>
</tr>
<tr>
<td>2 Grades in B2 courses</td>
</tr>
<tr>
<td>3 Capstone Proposal</td>
</tr>
<tr>
<td>4 Capstone Project Presentation</td>
</tr>
<tr>
<td>5 Field Experience in EDFS 632</td>
</tr>
<tr>
<td>6 Field Experience in EDFS 660 The Nature of Science and Mathematics and Science/Mathematics Education</td>
</tr>
<tr>
<td>7 Grade in EDFS 635 Educational Research</td>
</tr>
</tbody>
</table>
### Essential Professional Tools

<table>
<thead>
<tr>
<th>Essential Professional Tools for All Candidates in Advanced Programs (All Programs)</th>
<th>Applicable Assessments from Section 2</th>
</tr>
</thead>
</table>
| **1. Cultural Competence.** Advanced program candidates demonstrate a high level of competence in understanding and responding to diversity of culture, language, and ethnicity. | □ #1   □ #2   □ #3  X #4  
X #5  X #6  □ #7  □ #8 |
| **2. Knowledge and Application of Ethical Principles.** Advanced program candidates demonstrate in-depth knowledge and thoughtful application of the Code of Ethical Conduct and other guidelines relevant to their professional role. | □ #1   □ #2  X #3  □ #4  
□ #5   □ #6  □ #7  □ #8 |
| **3. Communication Skills.** Advanced program candidates possess a high level of oral, written, and technological communication skills, with specialization for the specific professional role(s) emphasized in the program. For programs for the advanced preparation of teachers, candidates meet ISTE standards. For doctoral programs, candidates are prepared to publish and present at conferences. | X #1  □ #2  X #3  X #4  
X #5  X #6  □ #7  □ #8 |
| **4. Mastery of Relevant Theory and Research.** Advanced program candidates demonstrate in-depth, critical knowledge of the theory and research relevant to the professional role(s) and focus area(s) emphasized in the program. | X #1  X #2  □ #3  □ #4  
X #5  X #6  X #7  □ #8 |
| **5. Skills in Identifying and Using Professional Resources.** Advanced program candidates demonstrate a high level of skill in identifying and using the human, material, and technological resources needed to perform their professional roles and to keep abreast of the field’s changing knowledge base. | X #1  □ #2  X #3  X #4  
X #5  □ #6  X #7  □ #8 |
| **6. Inquiry Skills and Knowledge of Research Methods.** Using systematic and professionally accepted approaches, advanced program candidates demonstrate inquiry skills, showing their ability to investigate questions relevant to their practice and professional goals. | □ #1  □ #2  X #3  X #4  
X #5  X #6  X #7  □ #8 |
| **7. Skills in Collaborating, Teaching, and/or Mentoring.** Advanced program candidates demonstrate the flexible, varied skills needed to work collaboratively and effectively with other adults in professional roles. | □ #1  □ #2  □ #3  □ #4  
X #5  X #6  □ #7  □ #8 |
| **8. Advocacy Skills.** Advanced program candidates demonstrate competence in articulating and advocating for sound professional practices and public policies for the positive development and learning of all students. | □ #1  □ #2  □ #3  X #4  
X #5  X #6  □ #7  □ #8 |
| **9. Leadership Skills.** Advanced program candidates reflect on and use their abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for students, families, and the profession. | □ #1  □ #2  □ #3  X #4  
X #5  X #6  □ #7  □ #8 |
Core Propositions

<table>
<thead>
<tr>
<th>NBPTS Standards</th>
<th>Applicable Assessments from Section 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Advanced Programs for Continuing Preparation of Teachers)</td>
<td></td>
</tr>
</tbody>
</table>

**CORE PROPOSITIONS**

1. **Teachers are Committed to Students and Learning.**
   - Demonstrate an understanding of students' cognitive development and the influence of context and culture.
   - Foster all students' cognitive, affective, and social/cultural development, adjusting practice to meet individual needs.

   | □#1 | □#2 | X #3 | □#4 |
   | X #5 | □#6 | □#7 | □#8 |

2. **Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.**
   - Know subject(s) they teach.
   - Know students' typical understanding of subjects and how to teach subject(s).
   - Foster problem posing and solving.

   | X #1 | X #2 | □#3 | X #4 |
   | □#5 | X #6 | □#7 | □#8 |

3. **Teachers are Responsible for Managing and Monitoring Student Learning.**
   - Establish a disciplined learning environment and effectively engage students using a range of appropriate teaching techniques.
   - Enlist expertise of others to complement own teaching.
   - Assess individual students and whole class using multiple measures and communicate assessment/data collection to parents.

   | □#1 | □#2 | X #3 | X #4 |
   | X #5 | X #6 | □#7 | □#8 |

4. **Teachers Think Systematically about Their Practice and Learn from Experience.**
   - Demonstrate an experimental and problem-solving approach to teaching how to apply theory, research, and personal experience to making decisions of practice.
   - Critically examine practice on an on-going basis.

   | □#1 | □#2 | X #3 | X #4 |
   | □#5 | X #6 | □#7 | □#8 |

5. **Teachers are Members of Learning Communities.**
   - Work collaboratively with others, including colleagues and parents, to foster school progress and improve educational experiences in the context of the community/state and through the development of curriculum, instruction, and staff.
   - Use community resources to the benefit of students.

   | □#1 | □#2 | X #3 | □#4 |
   | □#5 | X #6 | □#7 | □#8 |

**Summary of student accomplishments**
The students in the SMFT Program have achieved many individual accomplishments through their capstone projects. One student worked with the Science and Math Hub to provide in-service science workshops for area teachers. A group of three graduate students completed their capstone project working collaboratively with James Island Elementary School to develop an outdoor classroom. In particular, one student (Callie Van Koughnett) received a Fulbright Graduate Student Scholarship to study and work in Denmark.

**Diversity among your faculty, including efforts made in recruitment to increase the presence of under-represented groups**
The SMFT program uses faculty from the varying science, math and education departments. One professor is from Kenya, one is from Romania, and the rest are white (non-Hispanic).
Summary analysis of research and professional development
The SMFT program uses faculty from the varying science, math and education departments. Below is a brief description of several of those professors who teach in the program.

- Robert Nusbaum researches; 1) The relationship between volcanism and tectonism within continental interiors; 2) A mechanism for post-mountain building faulting in the southern Appalachians; 3) Correlation of distal volcanic ash deposits with specific volcanoes; 4) Iron and manganese mineralization of the off-shore Charleston Bump along the Blake Plateau, Atlantic Ocean; and 5) Slope instability indicators along the Blue Ridge Parkway, North Carolina.

- Gary Harrison researches mathematical modeling of patient flow through hospitals. Using multistage models facilitates describing the entire distribution of patient lengths of stay and the computation of measures such as the per-capita rates of discharge and the expected additional stay. The following paper was published this year: Harrison, G. W. and G. J. Escobar. Length of stay and imminent discharge probability distributions from multistage models: variation by diagnosis, severity of illness, and hospital. *Health Care Management Science* 13: 268-279. (2010)

- Ana Oprisan is conducting research on the theory and experiment of fluids near the critical point, large scale fluid flow, and diffusion limited aggregation.

- Anne Gutshall had an article published called "Measuring the Ability to Care in Pre-Service Teachers" in the Southeastern Regional Journal for the Association of Teacher Educators in April of 2011.

- Michael Skinner recently had a manuscript accepted for publication by the International Journal of Special Education titled "Creating Success for Students with Learning Disabilities in Postsecondary Foreign Language Courses." The article is scheduled for publication late this summer or early this fall. Working with adolescents and college students with learning disabilities is Skinner’s primary research interest. His research and professional development activities also focus on the ethics of special education. With a co-author from his department and a special education professor from Old Dominion, Skinner recently published a manuscript in Intervention in School and Clinic titled "Principles of Ethical Practice: Cases for Illustration and Dialog."

- William Veal conducts research in rural schools and studies the impact of reform-based science education on teachers and students. He recently published a book chapter: Veal, W.R. & Wallace, A. (2011). Science and Math for Loggerheads: Creating Community in Rural Coastal Schools. In Uhrmacher, P.B. & Bunn, K.E. (Eds.), Beyond the One Room School, Boston, MA: Sense Publishers. He also submitted an article for a practitioner journal on place-based projects and science activities. He also will finish a middle school meteorological activity book this summer.

What obstacles prevent you from reaching specific departmental, school or College goals? In what way can Academic Affairs support your efforts?
It is difficult to reach specific departmental, school and College goals for course enrollment. Some of the course offerings do not always meet the eight student rule, which delays students from graduating from the program. Academic Affairs and the Graduate School could help this program with more advertising and allowing low enrollment courses to proceed.
Supporting Data
Enrollment for fall 2010 was 32, and spring 2011 was 38. The average class size was unavailable. See individual department data. The table below lists the enrollment for SMFT courses this past year. There were 3 courses offered in the fall and 4 offered in the spring. Additional independent study courses were offered also and are not listed below. Fall and spring student credit hours were 110 and 107 respectively.

Program course enrollments

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Credit Hours</th>
<th>Courses</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>See departmental data</td>
<td>3</td>
<td>SMFT 548</td>
<td>Ana Oprisan: Asst. Professor tenure – track</td>
</tr>
<tr>
<td>See departmental data</td>
<td>3</td>
<td>SMFT 514</td>
<td>Dinesh Savarte: Professor – tenured</td>
</tr>
<tr>
<td>See departmental data</td>
<td>1</td>
<td>SMFT 697</td>
<td>William Veal: Associate Professor - tenured</td>
</tr>
<tr>
<td>See departmental data</td>
<td>3</td>
<td>SMFT 510</td>
<td>Hope Florence: Senior Instructor</td>
</tr>
<tr>
<td>See departmental data</td>
<td>3</td>
<td>SMFT 697</td>
<td>Elizabeth Joyner &amp; Elizabeth Vernon: adjuncts</td>
</tr>
<tr>
<td>See departmental data</td>
<td>3</td>
<td>SMFT 639</td>
<td>John Peters: Senior Instructor</td>
</tr>
<tr>
<td>See departmental data</td>
<td>1</td>
<td>SMFT 690</td>
<td>William Veal: Associate Professor - tenured</td>
</tr>
</tbody>
</table>

The SMFT Program works with six departments on campus: Teacher Education, Chemistry, Biology, Geology and Environmental Geoscience, Physics, and Math. Please see the departmental data for the summary of departmental service contributions, new or continuing outreach activities, teaching data, diversity, teaching workloads, instructional costs, faculty productivity, service contributions beyond the department, honors/awards received by faculty, and consulting.
Program Overview
The mission of the Office of Student Services and Certification (OSSC) is to provide information to students in the teacher education program in three stages:

- As an incoming student to the College of Charleston who is interested in education
- As a student declaring their major in a teacher education program, and
- As a teacher education candidate completing the 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 work and clinical practice internship. Throughout the student’s academic career, OSSC provides timely information to each student on teacher education requirements and the South Carolina teacher certification process. OSSC personnel instruct, guide and coordinate the initial state certification process for students.

OSSC staff work extensively with EHHP faculty to successfully prepare clinical practice interns to be gainfully employed as first year teachers after graduating from the College. OSSC staff are Kathy Schwalbe, Interim Director; Lynda Kaczenas, Coordinator for Student Services Program; Patty Schaffer, Coordinator for Field Placements, Partnerships, & Communication; LaVerne Green, Office Manager/Administrative Assistant; and Angela Bolden, Administrative Specialist I.

The goals for OSSC are as follows:

- Provide highly personalized service related to field placements, partnerships and communication for all students (current and prospective), faculty, and partners
  - Streamline customer service in order to serve visitors, students and faculty
  - Build strong teamwork and collaboration within the OSSC team

- Develop, maintain and enhance collaborative relationships within the College of Charleston and beyond with Lowcountry school districts, regional partners and state education agencies and organizations
  - Continuously review communications with external partners and handle inquiries and requests in consistent manner
  - Explore opportunities to engage face-to-face with district contacts and school partners
  - Develop a plan for networking more closely with school level administrators

- Establish and promote high levels of professionalism that prepare students for 21st century PK-12 classrooms
  - Ensure every interaction with students, faculty and partners is an opportunity to model professionalism and passion for education and educators
  - Make appropriate information accessible via technology

- Maintain data collection efforts supporting the work of OSSC and EHHP as it relates to accreditation, the ADEPT Plan, student disposition forms and the processes related to teacher certification
  - Continue to maintain OSSC Operations Manual and update as needed
  - Continue to maintain OSSC Team Management Document
  - Continue Phase II of scanning projects for all inactive and active student files
- Keep OSSC website accurate and current
- Learn to navigate the new Banner system
- Develop method for retrieving data for tracking students throughout the program

Summary of departmental service contributions to the school, College, community, or profession

- 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 EHHP at various meetings on campus and in the local school districts.
- The OSSC Office Manager and Interim Director led the planning and organization of two very successful EHHP awards ceremonies during the 2010-2011 year.
- The Interim Director and the Coordinator for Field Placement, Partnership and Communication met with twenty-five faculty members at the beginning of each semester to coordinate field placements.
- The Student Services Program Coordinator planned, organized, and participated in advising and registration for ten CofC summer orientation sessions for incoming freshman and transfer students, as well as the orientation session that took place in January. The OSSC Interim Director, along with the Student Services Program Coordinator, conducted the presentation for each of these sessions.
- During the first five sessions of summer orientation, the Student Services Program Coordinator advised and registered 9 students (transfer students) who plan to major in education. At the time of submission of the annual report there are five more sessions of summer orientation remaining.
- The Student Services Program Director spoke to 334 students who were enrolled in the Introduction to Education course during fall 2010 and spring 2011. EHHP admission requirements were reviewed and handouts were disseminated outlining the specific unit assessment points students must satisfy for program admission. A lengthy question and answer session was held during each discussion.
- The Student Services Program Coordinator and the Administrative Specialist continued to refine the document scanning project, capturing all student records digitally. The project began with the scanning of all inactive files; to date over 2,129 inactive student files have been scanned. Scanning of inactive files has been completed, and new student documents are scanned as they are received.
- The Office Manager 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, registration forms, and evaluations; Clinical Practice Intern and College Supervisor meetings and professional development sessions; EHHP awards ceremony invitations and programs; and EHHP Employment Expo.
- OSSC Director and Office Manager maintained the required College ADEPT plan and ADEPT forms used throughout the Clinical Practice as submitted to the State Department of Education for the Clinical Practice program.
- The OSSC staff fully developed the OSSC Management Document and Calendar and is creating the OSSC Standard Operating Procedures Manual. These documents will provide detailed descriptions and support documents of all events/projects/activities/tasks performed by OSSC staff. It includes OSSC, EHHP, and college-wide events/projects/activities. Together, these documents serve as a management system for the OSSC team.
Enrollment Data and Program Completers

Field Course Placements
During the 2010-2011 academic year, the Office of Student Services and Certification arranged field experience placements for approximately 738 EHHP students. Seventy (70) schools were host sites for these students.

Clinical Practice Placements
OSSC arranged 220 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 227 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 CofC final transcript.

Clinical Practice Information Meetings
OSSC conducted Clinical Practice Intern Informational Meetings for students planning to complete their internships in fall 2011 and spring 2012. Students are required to attend these meetings and begin the application process for Clinical Practice one year before their Clinical Practice semester. This year, these meetings were held:

<table>
<thead>
<tr>
<th>Fall 2011 CP Information Meetings</th>
<th>Spring 2012 CP Information Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 2 (8am &amp; 3pm)</td>
<td>March 1 (8am &amp; 3pm)</td>
</tr>
<tr>
<td>November 3 (3pm)</td>
<td>March 2 (8am)</td>
</tr>
<tr>
<td>November 4 (5:30pm)</td>
<td>March 3 (3pm &amp; 5:30pm)</td>
</tr>
<tr>
<td>December 7 (8am)</td>
<td>April 26 (8am)</td>
</tr>
</tbody>
</table>

Clinical Practice Orientations
The Office of Student Services and Certification conducted all day Clinical Practice Intern Orientation Meetings on: August 23-24, 2010, and January 13-14, 2011.

These meetings included the Assisting, Developing, and Evaluating Professional Teaching (ADEPT) training as required in South Carolina and included in the College ADEPT plan. 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 met with their assigned college supervisors for their first CP seminar which outlined the semester’s requirements and syllabus for the CP internship.

The OSSC Director conducted meetings for college supervisors at the beginning of each semester. Appropriate materials, ADEPT forms and CP intern forms were distributed to each college supervisor. The handbook was reviewed and discussed, and a question and answer period was held.

Cooperating Teacher Trainings
The OSSC Director led the partnership with The Citadel and Charleston Southern University in planning and executing the two-day cooperating teacher ADEPT training in January 2011 (training 61 teachers to
serve as cooperating teachers in Spring 2011) and again in June 2011 (training 26 teachers to serve as cooperating teachers in Fall 2012).

Transition to the Profession Conferences
OSSC conducted Transition to the Profession Conferences for Clinical Practice interns at the end of each semester. Presenters included faculty, tri-county area principals and teachers and alumni currently employed as beginning teachers. Each conference held general sessions and concurrent sessions. Program completer and employment surveys were completed, as well as co-op teacher and supervisor evaluations. Conference evaluations were overall positive and promoted the need for this conference.

Resume Sessions
The OSSC Director collaborated with the College’s Career Counselor to conduct two sessions each semester for the CP interns on how to write a resume and prepare for an interview. The tri-county area district personnel directors participated in this session by conducting a mock interview and then processing it for the interns. The personnel directors also held a question and answer session for the interns.

Teacher Employment Expo
EHHP and OSSC held the second annual Teacher Employment Expo for districts in the state and teacher employment agencies. The purpose of the Expo is for districts to recruit clinical practice interns and for interns to connect with districts, distribute resumes and practice meeting district administrators. The Expo was held March 9, 2011 in the Stern Ballroom with twenty-two districts and organizations participating (18 SC districts, 1 GA district, 1 recruitment agency, 1 teacher association and the CofC Career Center.) The registration fee was $100 and included table, light refreshments, and parking passes for each entity.

Recommendations
In order to more effectively meet the goals related to outreach and partnerships, the Interim Director makes these requests:
- Consider giving the Coordinator for Field Placements, Partnerships and Communication more hours than currently allotted. The coordinator is working beyond the part-time limit she was given to complete the minimal amount of tasks. With more time, she will be able to work more effectively with principals, cooperating teachers and field course instructors.
- Data entry continues to be a challenge for the OSSC staff. Due to internal and external requests for data, a more efficient system needs to be created. This area is one that will require more conversation and planning with EHHP leadership in order to clarify what data needs to be collected, who is entering it, and how reports can be generated and analyzed.

In closing, the OSSC staff will review current goals and make necessary adjustments for 2011-2012. The staff will revisit goals quarterly beginning September 2011.

Districts and Schools Providing Clinical Practice Placements 2010-2011

<table>
<thead>
<tr>
<th>District</th>
<th>Fall 2010 (76 interns)</th>
<th>Spring 2011 (144 interns)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Schools</td>
<td>Cooperating Teachers</td>
</tr>
<tr>
<td>Berkeley</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Charleston</td>
<td>31</td>
<td>61</td>
</tr>
<tr>
<td>Dorchester II</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
### Districts and Schools Providing Field Experience Placements 2010-2011

<table>
<thead>
<tr>
<th>District</th>
<th>Fall 2010</th>
<th>Spring 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Schools</td>
<td>Cooperating Teachers</td>
</tr>
<tr>
<td>Berkeley</td>
<td>6</td>
<td>~50</td>
</tr>
<tr>
<td>Charleston</td>
<td>16</td>
<td>~140</td>
</tr>
<tr>
<td>Dorchester II</td>
<td>3</td>
<td>~47</td>
</tr>
</tbody>
</table>

* ADEPT Program Evaluation and Assurances Report have been submitted to the SC Department of Education.

### Clinical Practice Intern Report for Academic Year 2010 – 2011

<table>
<thead>
<tr>
<th>Program</th>
<th>Pass</th>
<th>Fail</th>
<th>Incomplete</th>
<th>WP</th>
<th>WF</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Early Childhood</td>
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<td>4</td>
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<tr>
<td>Elementary</td>
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<td>Middle Level</td>
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<td>0</td>
<td>17</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>Physical Education</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<td>Social Studies</td>
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<td>Sp. Ed. - Emotional Disabilities</td>
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<td>0</td>
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<td>18</td>
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<tr>
<td>Spanish</td>
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<td>0</td>
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<td>Program Enrollment (duplicated count)</td>
<td>241</td>
<td>1</td>
<td>1</td>
<td>9</td>
<td>0</td>
<td>252</td>
</tr>
<tr>
<td>Total number of Student Teachers (unduplicated count)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>227</td>
</tr>
</tbody>
</table>

Source: IHE Portal/SDE
Program Overview
The 2010-2011 reporting period saw continued progress in meeting the mission and goals of the program at ECDC. The program mission is to:

- Demonstrate and explore best practices in early childhood curriculum and provide opportunities for research, observation and practicum purposes.
- Provide quality childcare and early education for children ages two through five.
- Model and engage in child advocacy in the Charleston community.

Priority Goals and Associated Achievements for the Reporting Period

Program Quality and Distinction

- Achieve re-accreditation.
  - ECDC was successfully re-licensed in September 2010 for the next two years.
  - NAEYC Accreditation site visit took place on March 15, 2011 and re-accreditation was subsequently granted for May 1, 2011 through May 1, 2016.
- Revise daily/weekly communications strategies.
  - Teachers collaborated with graduate assistants to develop new formats for classroom communications, integrating online and pdf-based platforms.
- Improve stakeholder access to program evaluation process.
  - Parent volunteers assisted in review of classroom and program accreditation folios; annual reports on family survey data analysis were distributed. Electronic folios will be posted for public view on website summer 2011.
  - Program Goals Assessment Plan was formulated, published, and implemented to coordinate annual data-gathering measures.

Program Quality and Distinction

- Approval for permanent Administrative Assistant line.
  - Administrative Assistant line was approved starting October, 2010.
- Complete & submit IRB proposal for longitudinal research project.
  - This project was put off until after re-accreditation was achieved.
- Implement new training plan for student workers.
  - Improved orientation & training system implemented Fall 2011

Service to Campus & Community

- Continue existing service commitments
  - Director continues to serve on governing board of National Association of Early Childhood Teacher Educators.
  - Lead teachers served as AALANA day hosts.
  - Participated in REACH pilot program, placing one student with disabilities as a teaching assistant.
  - Usage for practicum, observation, and research activities continues to rise.
Child Advocacy & Collaborations

- Strengthen collaboration with School of Languages, Cultures, and World Affairs
  - Teachers involved children in the 2010 “College Reads” program, which resulted in a month long fund-raising project to support the Pennies for Peace global initiative that builds schools in Afghanistan.
- Continue to work with Memminger partnership
  - Teachers involved children in the 2010 “College Reads” program, which resulted in a month long fund-raising project to support the Pennies for Peace global initiative that builds schools in Afghanistan.
  - Partnership activities are on hold until 2013 as school was moved to temporary site while new school is being built.
- Other
  - Director served as a member of the campus planning committee for development of a Child Life Degree program.

Priority Goals for 2011-2012

Program Quality and Distinction

- Maintain accreditation & licensing status.
- Address the feedback on the NAEYC accreditation decision report:
  - Develop & implement strategic plan for outdoor education & extending curriculum to playground environment.
  - Prepare to apply for “Nature Explore” certification.
  - Develop & implement strategic plan for use of multi-purpose room as gross motor/fitness curriculum space.
- Address feedback from 2011 Program Goals Assessment & Family Survey data:
  - Continue development of effective strategies for communicating how our program meets the needs of children and families.
  - Work with PTO to develop strategies for increasing family involvement in local community activities.

Professional Development & Research

- Complete & submit IRB proposal for longitudinal research project.
- Continue development of cohesive staff development plan driven by individual annual performance evaluations.

Service to Campus & Community

- Continue existing service commitments.

Child Advocacy & Collaborations

- Move forward with CCSD collaboration per EHS/HS grant funding.
- Continue support for CoC Sustainability initiative as implementation site for rain-water collection system.
**Program Structure**

**Staffing**
ECDC staff for 2010-2011 included the program director, four master teachers, one administrative assistant, six graduate assistants (5 per semester), and twenty nine hourly student workers. (We normally turn over a third to half of our student staff annually.) Deanna Satzger left at the end of the 2009-2010 year to pursue a doctoral program; we conducted a successful search for a new master teacher and welcomed Jane Hart to the program in August 2010.

**Support Groups**
- **SOEHHP ECDC Liaison Committee**: This group is composed of faculty representatives from the two departments within the School of Education, Health, and Human Performance (EHHP), works as a standing committee to coordinate our mission with goals and activities of EHHP. The group was [formally] inactive during the 2010-2011 academic year, but several individuals from EHHP worked to assist us with review of program and classroom accreditation folios.

- **Parent-Teacher Organization**: This group elects officers annually and sponsors fund-raising and social events. Officers for 2010-2011 were President: Carol Ann Doherty; Vice-president: Cristy Landis; Secretary: Starr Jordan; Treasurer: Kathleen Reardon. The PTO coordinated:
  - Fall book fair
  - Information sessions on elementary school transitions, NAEYC accreditation timeline, and electronic accreditation folios
  - Parenting blog
  - Grocery store rebate & label collections fundraisers
  - T-shirt & Tote Bag sales
  - Holiday support for needy families
  - Spring Play Day & welcoming of new families
  - Graduation picnic
  - Teacher Appreciation Week and birthday recognition

- **Parent Advisory Committee**: The purpose of this committee is to address grievances or policy issues that need input from families. One parent from each class group is appointed to the committee. There were no grievances or policy issues raised in 2010-2011. Members of the committee were: John Massey, Beth Goodier, Stan Gray, and Karin Roof.

- **External Long-range Planning Committee**: Discussion continues on how an advisory group of external community members will be formed whose goal will be fund-raising for long-term capital improvements or endowment purposes.

**Enrollment & Demographic Information**

**Staff Demographics**
Efforts to recruit for higher diversity among our staff were initiated. Males are under-represented in early childhood programs; our staff this year included six male students (14.6%) and 12.2% minority representation. We also had one REACH intern, a student with Down’s syndrome who worked in our three year old classroom, and a regular student employee with a physical disability.
Child Demographics
In 2010-2011, the ethnic/cultural and linguistic diversity of ECDC’s children continued to be one of the strengths of our program. Our enrollment included Caucasian (43), African-American (4), Indian/Asian (4), Latino/Hispanic (2), and Pacific Islander (1). Languages represented included English, Spanish, Chinese, Korean, French, German, Russian, Bulgarian, and ASL. Special needs among our children included autism spectrum disorders, visual and speech impairments, behavior disorders, attention deficit, and general developmental delays. Enrollment in our 4/5K class was intentionally kept lower this year due to the significant needs of three children with special needs. Next year, projected program enrollment is 58.

Enrollment Profile for Previous Four Years

<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>2007-2008</td>
<td>55</td>
<td>12.3 (N=7)</td>
<td>16.4 (N=9)</td>
<td>12.3 (N=7)</td>
</tr>
<tr>
<td>2008-2009</td>
<td>57</td>
<td>9.0 (N=5)</td>
<td>21.0 (N=12)</td>
<td>15.8 (N=9)</td>
</tr>
<tr>
<td>2009-2010</td>
<td>55</td>
<td>20.3 (N=11)</td>
<td>27.7 (N=15)</td>
<td>20.1 (N=11)</td>
</tr>
<tr>
<td>2010-2011</td>
<td>54</td>
<td>9.2 (N=5)</td>
<td>20.4 (N=11)</td>
<td>18.5 (N=10)</td>
</tr>
</tbody>
</table>

We offered both Maymester and Summer I sessions in 2011.

Our waiting list continues to grow with 345 children (202 from College of Charleston) waiting for spaces fall 2011 through fall 2014. No recruitment efforts are needed at this time.

Fiscal Status

Tuition & Revenue
We exceeded our revenue target for the year by approximately $3,000. We completed the third year of a plan to raise tuition gradually to levels commensurate with those of other programs in the community. Next year, because of the way the academic calendar is structured, we expect increased revenues for the Maymester session and have a higher number of enrolled children enrolled for the academic year. Therefore, there will be no tuition hike for 2011-2012.

Budget Management
We met our projected budget bottom-line.

Institutional Support
The extent to which the institution subsidizes the program continues to decrease, down 10% over the past four years, due to long-term planning to bring tuition in line with other community programs, and efforts to manage our resources effectively. Our current level of institutional support for 2010-2011 was 47%. We will maintain efforts to balance tuition hikes as needed, with careful monitoring of expenses and revenues to maintain this trend.

Program Quality

Licensing and Accreditation Status
Department of Social Services (DSS), Department of Health and Environmental Control (DHEC) and Fire Marshal inspections occurred in June 2010, resulting in renewal of our DSS license for September 26, 2010 through 2012.
Our application for candidacy was submitted and approved in September 2010 for five year re-accreditation through the National Association for the Education of Young Children (NAEYC). Subsequently, our site visit was conducted on 3.15.2011. At that time, the NAEYC assessor conducted the site inspection, classroom observations, and program and classroom folios reviews. On May 1, 2011 we received notification of successful re-accreditation. The table below presents a summary of the accreditation decision report (ADR).

### NAEYC ADR Summary

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Our performance</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meet all Required Criteria</strong></td>
<td>1.B.09 PASS</td>
<td>These standards address supervision, health, safety, administrator qualifications, and First aid/CPR certification of staff.</td>
</tr>
<tr>
<td></td>
<td>3.C.02 PASS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.C.04 PASS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.A.03 PASS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10.A.02 PASS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10.B.04 PASS</td>
<td></td>
</tr>
<tr>
<td><strong>Meet at least 80% of assessed criteria for each program standard</strong></td>
<td>1. Relationships 100%</td>
<td>We received commendations for the 7/10 standards for which our overall score was 100% or higher (*which is achieved by meeting emerging, but not yet required standards).</td>
</tr>
<tr>
<td></td>
<td>2. Curriculum 97%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Teaching 95%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Assessment 100+</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Health 100+</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Teachers 100%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Families 100+</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Community Relationships 100+</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9. Physical Environment 84%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10. Leadership and Management 100%</td>
<td></td>
</tr>
<tr>
<td><strong>Meet at least 70% of assessed criteria for each classroom/group observed;</strong></td>
<td>Seashells 93%</td>
<td>Classroom and program folios were done electronically and will be posted to the program website for fall 2011.</td>
</tr>
<tr>
<td></td>
<td>Sunflowers 92%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Butterflies- Mixed Age 95%</td>
<td></td>
</tr>
<tr>
<td><strong>Continue to meet Candidacy requirements or be subject to further verification</strong></td>
<td>Administrator Qualifications MET</td>
<td>Candidacy qualifications are reported and re-approved annually during the five-year period of accreditation.</td>
</tr>
<tr>
<td></td>
<td>Assistant Teacher Qualifications MET</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Collaboration MET</td>
<td></td>
</tr>
<tr>
<td></td>
<td>License/License Exempt Status MET</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher Qualifications MET</td>
<td></td>
</tr>
</tbody>
</table>

### Program Goals Assessment Plan

In fall 2010, to respond to some of the accreditation criteria requirements for strategic planning, we developed and implemented a *Program Goals Assessment Plan* (PGAP). While our formal annual report focuses on specific annual program goals and activities relative to the College of Charleston institutional mission and goals, our PGAP emphasizes ongoing commitment to our children, families, and the institutional community. As part of the PGAP plan, we developed a seven-question *New Family Survey* to capture feedback from families as they enter our program, since our annual surveys are conducted at the
end of the year. The Report to Families, distributed annually in August, will include a summary of PGAP outcomes.

New Family Surveys
Fifteen surveys were distributed and eight were returned (53.3%). Across all surveys, a 100% “yes” response was recorded, indicating families were pleased with their introduction to our program.

Annual Family Surveys

- **Instrument and distribution:** In even years we distribute the NAEYC Family Survey, the official tool used to collect data from parents for the accreditation process, to serve as pre/post quality measures. In odd years, we distribute the NAEYC Expanded Family Survey (EFS) to elicit more detailed feedback and narrative data to provide data to be used for program improvement. The table below summarizes May 2011 EFS data. Each of our 45 families received one survey to complete, and at the time of this report, 38 had been returned (84.4% return). The number of questions within each category is indicated in parentheses. Percentages of total responses other than “not applicable” are indicated for the number of “yes” (the desired), “no,” and “don’t know” responses to each question asked. All comments submitted with the surveys are included below each category.

- **Data analysis & communication of findings:** We calculate percentages of responses for each question and then a mean score for each category. We consider comments and individual questions to discern patterns and identify areas for improvement. We distribute a written report to parents each year in August that summarizes findings and explains how feedback from the surveys is incorporated into planning for program improvement and specific goals for the coming academic year.

### NAEYC 2011 EFS Data Summary

<table>
<thead>
<tr>
<th>Focus Category</th>
<th>Yes</th>
<th>No</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationships (6 questions)</td>
<td>96.1</td>
<td>3.1</td>
<td>0.9</td>
</tr>
<tr>
<td>Curriculum (2 questions)</td>
<td>92.0</td>
<td>5.9</td>
<td>2.7</td>
</tr>
<tr>
<td>Teaching (3 questions)</td>
<td>93.3</td>
<td>2.7</td>
<td>4.2</td>
</tr>
<tr>
<td>Assessment (8 questions)</td>
<td>95.0</td>
<td>4.7</td>
<td>2.9</td>
</tr>
<tr>
<td>Health (3 questions)</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Families (15 questions)</td>
<td>95.4</td>
<td>4.1</td>
<td>0.8</td>
</tr>
<tr>
<td>Community Relationships (3 questions)</td>
<td>79.6</td>
<td>16.4</td>
<td>3.3</td>
</tr>
</tbody>
</table>

- Couldn’t ask for better teachers! Very much, “yes!” No, but I don’t have any concerns; possibly the best interaction I can possibly imagine at this time.
- Yes, but I would like to know more about other family backgrounds & beliefs.; I would like to know a little more about how the curriculum meets the specific needs of kids who may be better or worse at certain things; Delving into family background and beliefs has not been extensive; We have not provided any information specific to this but I know and am pleased my children are learning other cultures, and they do incorporate the children’s interests.
- Wish activities were more regularly scheduled - weekly participation would be great; I don’t have time to participate as much as I would like; Accommodating on several occasions; we never disagree.
- We couldn’t be happier with ECDC! Not other than the brief daily reports. Will most likely receive a 2nd written report when Ms. Jane returns from medical leave. The teachers and I communicate verbally on a regular basis.
- Also make us aware of other children’s allergies so that we can be considerate.

No comments
Leadership & Management (6 questions)  

<table>
<thead>
<tr>
<th>Focus Category</th>
<th>Yes</th>
<th>No</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, but</td>
<td>91.2</td>
<td>3.1</td>
<td>6.9</td>
</tr>
</tbody>
</table>

The leadership and management of ECDC are first rate. This school is a model of excellence. We love ECDC and feel very lucky to have our children there. You could not find a better group of staff, teachers, and student workers anywhere.

- **Findings**: Our families continue to indicate they believe our program quality is high. Analysis of answers other than “yes” was difficult and inconclusive, because only a few responding parents provided comments to explain their answers.

One outstanding anomaly was a low score received for “Community Relationships.” The score was due to 13 parents who indicated “no” when asked, “I work with program staff members on community projects.” This is something that we really have no control over other than to continue to invite and encourage parents to do so.

The “no” and “don’t know” responses for all other questions were somewhat puzzling, because they related to communications or policies that are distributed, discussed, and explained to families regularly, or practices that we consistently maintain and have documented in detail for NAEYC. For example, while completing the annual family survey which was distributed with a cover letter explaining how the results would be used for program improvement, five individuals responded “don’t know” to the question, “I have been or will be included in a yearly program evaluation.”

Based on identification of the items from our survey that may not be clearly observable to all of our parents, our goals for 2011-2012 include (a) continue development of effective strategies for communicating how our program meets the needs of children and families and (b) work with PTO to develop strategies for increasing family involvement in local community activities.

**Practicum, Observations, and Research Activities**

*Practica and observations*

ECDC works with faculty from the College and other area universities to provide practicum, research, and/or internship opportunities for students. We also welcome teachers and visitors from other child development programs and area local school districts. Our usage continues to increase (see following table), and we are close to our maximum capacity to accommodate visitors. We noticed a significant shift in the type of usage from the previous year, with almost equal numbers of students doing observation-only and hands-on activities with our children. Our system of scheduling visitor hours continues to be an effective means for limiting disruptions to classroom routines, while maximizing opportunities for the campus and local communities to use our program as an academic resource.

We hosted students from 22 CofC undergraduate and graduate courses from Education, Psychology, and Anthropology. External visitors included the teaching staffs from Ashley Hall and Addleston Academy, graduate architecture students from Clemson University, and MUSC Psychiatric Fellows. Volunteers included individual students and the SOEHHP Teaching Fellows.
Visitors 2008-2011

<table>
<thead>
<tr>
<th></th>
<th>Course sections</th>
<th># Practicum and/or intern students</th>
<th>Practicum hours</th>
<th>Observer visits</th>
<th>Volunteers</th>
<th>Volunteer Hours</th>
<th>Researcher Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2008</td>
<td>9</td>
<td></td>
<td>305</td>
<td></td>
<td></td>
<td>2</td>
<td>2 projects</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>9</td>
<td></td>
<td>296</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2009</td>
<td>18</td>
<td>37</td>
<td>37</td>
<td>402</td>
<td>2</td>
<td>28.5</td>
<td>2 projects</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>6</td>
<td>6</td>
<td>400</td>
<td>12</td>
<td>76.5</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Fall 2010</td>
<td>13</td>
<td>52</td>
<td>302</td>
<td>387</td>
<td>5</td>
<td>68.5</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>9</td>
<td>42</td>
<td>228</td>
<td>221</td>
<td>14</td>
<td>121</td>
<td>17</td>
</tr>
</tbody>
</table>

Research Conducted at ECDC during 2010-2011

Dr. Jen Wright (Psychology Department): Preschoolers’ interpretation of social interaction involving different social status cues

Dr. Amy Kolak (Psychology Department): Terrific Twos: Family processes and toddlers’ self-regulation (research was conducted in another lab on campus with participants recruited at ECDC)

Dr. Kelley Mayer-White (SOEHHP): My teacher and me: Investigating quality in the teacher-child relationship from the child’s perspective

Summary analysis of research and professional development

Teaching

Dr. Jaruszewicz taught one section of EDEE 613 Curriculum and Development in Early Childhood Education, spring 2011. Mary White and Jane Hart supervised a graduate student independent study practicum.

Professional Development

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. The director is required an additional 5 hours in administration. Because training offered through DSS is typically geared towards providers with far less education and experience than our lead staff, our teachers are encouraged to present at local or state level conferences, and focus professional development activities towards national conferences or institutes. ECDC maintains professional memberships in NAEYC and its South Carolina affiliate, SCAEYC, and the National Coalition for Campus Children’s Centers (NCCCC).

All four lead teachers attended the SCAEYC conference in Columbia, SC and Mary White, Jane Hart, and Phyllis Gates attended the Conference on Play at Clemson University in February. Mary White and Jane Hart attended a workshop at Francis Marion on Children of Poverty. Stephanie Johnston completed Darkness to Light training. The director, Candace Jaruszewicz attended the NAEYC conference in Anaheim, CA in November 2010, and presented two sessions at the NCCCC conference in San Diego, CA in April.
Coursework
All teachers are either current or working on coursework needed to maintain teacher certifications.

Publications
Our publications agenda was on hold this year as we worked on accreditations preparations.

Service
Our staff is actively involved in community activities. Phyllis Gates continues to serve 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. Stephanie Johnston participates in the School of the Arts PTSA and Piano Boosters Club. Mary White serves on the governing board for the Charleston Christian School. Stephanie and Phyllis also served as CofC AALANA day hosts.

Dr. Jaruszewicz’s service activities in 2010-2011 included:
- Governing board member of the National Association of Early Childhood Teacher Educators (NAECTE)
- Child Life Program Development Committee
- Clemson University graduate architect students CCSD site analysis project
- Reviewer, NAECTE Practitioner of the Year Award Nominations
- Reviewer, Early Education and Development Journal, "Kindergarten Readiness and Preschools: Teacher and Parent Perceptions of Readiness Across Programs"
- External Reviewer, Tenure & Promotion Research Packet, University of Rhode Island
- Grant Reviewer, Administration on Children, Youth and Families (ACYF) and the Office of Head Start (OHS)
- Participating on a CofC team for the American Heart Association annual Heartwalk.

Conference Presentations

Jaruszewicz, C. “We Survived Accreditation, now what?” Annual Conference of the National Coalition of Campus Child Development Centers, San Diego, CA, April 7, 2011.

Concluding Statements
- Our program continues to be fiscally and structurally healthy.
- Program quality monitoring and improvement measures have been effective and our commitment to excellence affirmed with a positive re-accreditation decision.
- Our role as a demonstration program/laboratory site continues to expand.
- Our highly qualified lead team continues to be productive in ways that support advancement of our program mission.
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 other education 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 our quest to improve education for all learners.

Program Overview
The past year was again one of transition, with several factors impacting the way OPDE does business. In many districts and agencies we serve there were continued economic difficulties and personnel changes. However, OPDE still managed to increase the number of courses offered and expand our services into two new counties (Barnwell, Jasper). Our course growth was fueled in part by offering more one hour courses and development of cohort agreements. I have said in my last two annual reports that each of those years surpassed the other, and with respect to revenue generation, this was again a banner year.

The strategic plan continues to guide our planning and has been a very effective way of measuring program development and production. This year, our most significant improvements have been an increase in one hour course offerings and development of collaborative agreements to offer contract courses. As will be seen in the following tables, OPDE has continued to grow its course offerings and expand its service areas.

Our past year accomplishments include:
- Increasing revenue
- Facilitating the offering of several TEDU, MTLA, and G&T courses
- Improving professional partnership (AP Courses) and grant funding with SCDE
- Increasing enrollments and the number of EDPD courses offered
- Expanding our service area
- Increasing the use of electronic communications

Our total revenue improved again this year, and with increases in the number of courses offered and enrollment, we have predictable income. We are hopeful that as this economic downturn reverses, school districts and other education agencies will again find funding to fully support their professional development goals. We are optimistic that catalog and contract courses facilitated by the OPDE will continue to show growth during the upcoming year.

Steering committee information
The OPDE does not have a steering committee. However, its actions are governed by the EHHP Administrative Council.

Program/services
The primary purpose of education is to provide professionally oriented graduate courses in collaboration with schools, districts, and other education agencies which offer professional development experiences for educators. OPDE works with practitioners to design quality, rigorous graduate level courses that meet academic standards of the College while addressing a particular school, district, or other educational agency initiative or need.
Goals and Accomplishments

**Goal 1:** Work with EHHP departments to expand catalog and other course/workshop offerings.

**Accomplishments:** As stated above, this past year was exceptional for catalog and contract courses. The increased number of catalog courses, primarily MTLA, G&T, and CREATE, helped to grow our revenue base. As our catalog course offerings have increased, so has the need for new adjunct faculty. We continue to seek qualified faculty to teach catalog courses remote (at least 25 miles) from Charleston. During the past year, we were able to assist professional organizations by offering at least three EDPD courses to conferences attendances.

**Goal 2:** To increase student enrollment figures and the number of EDPD courses offered.

**Accomplishments:** The enrollment figures this past year showed an increase (212 students) over last year. If we consider the economic troubles faced by many schools and districts, it is most rewarding to have had this type of growth. The total number of courses offered dropped by 11 during this period, but we are optimistic this type change will not continue. A quick review of the summary of statistics section in the chart below shows our growth has been consistent; we hope to maintain enrollment increases in the coming year. We continued to use a set start date for each term and have been able to track our numbers more efficiently. The partnership with eLearning South Carolina continues to be very effective for our online outreach.

**Goal 3:** Promote professional development of OPDE personnel.

**Accomplishments:** During the past year, Kandy White continued to attend professional meetings designed to assist her in developing skills and techniques that will improve the efficiency and effectiveness of her position. Tia Brown continues to pursue her undergraduate degree via the University of Phoenix and attended various workshops on campus that strengthened her job skills. Elizabeth Grantham continues to be an officer (secretary) in the South Carolina Development Council and is very active with several local organizations. All activities promote professional development while, at the same time, serving to increase the visibility of our office as a service provider.

**Goal 4:** Develop strategies to promote the Office of Professional Development in Education.

**Accomplishments:** During the past year the OPDE successfully revised our webpage, sent out e-holiday cards, 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 individual staff development directors and offer regional workshops around the state. A major goal in our strategic plan continues to be to offer EDPD courses by the College of Charleston in all counties in South Carolina. We currently serve and/or have served 33 of the 46 counties.

**Goal 5:** Update and revise the EDPD syllabus format.

**Accomplishments:** During the year several changes were made to the EDPD syllabus format. After careful review, it was decided the syllabus needed several new sections to better inform students about course requirements. The new sections added were: Professionalism and Ethics, Disability Statement, and an Auditing Statement. Additionally, all goals and objectives were tied to both EHHP and ISTE technology standards and other items were rearranged to improve ease of understanding expectations.

**Other Accomplishments:**
- The OPDE was awarded an Advanced Placement Summer Institute grant for $21,186.00 from the SC State Department of Education.
- Expanded our facilitation of Catalog courses and used this model as a major source of revenue generation.
- Offered one regional workshop and continued to meet individually and/or make personal contact with targeted staff development directors.
- Continued our partnership with eLearning in an effort to increase our online offerings.
- Continued discussions with the TEDU Chair about the possibility of adding more catalog courses at remote locations.

**Collaboration**

The OPDE director and the assistant for administration and public relations participated in one regional meeting during the past year. Additionally, we held two individual meetings around the state with staff development personnel to promote the OPDE and recruit new enrollments. Elizabeth visited at least 20 different classes and at least three different initiators during the year. Kandy also made individual visits with course initiators to discuss renewing collaborative efforts. The Director made visits with course instructors as a part of our evaluation follow-up efforts. We continue to work closely with EHHP’s Department of Teacher Education in hopes of broadening our facilitation of catalog courses.

**Future Plans**

The strategic plan will be revised and used as a guide. Major goals continue to be: revenue generation; enrollment growth; quality educational experiences; and excellent service to our participants. We hope to further expand our use of technology to cut costs, increase our networking connections with persons enrolled in EDPD courses, and develop professional development course offerings through the Department of Health and Human Performance. We will continue our recruitment efforts with face-to-face meetings, regional workshops, and electronic communications. As in the past, a major goal will always be excellence in course offerings and participant enrollment.

**Enrollment and Revenue Supporting Data**

The charts below give specific information about different types of courses offered by OPDE, enrollment, revenue, and contract (catalog) courses facilitated, as well as figures on the incentive plan.

**Courses for 2010-2011**

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Summer II</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer I</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>$35 per participant</td>
<td>7</td>
<td>10</td>
<td>24</td>
<td>23</td>
<td>64</td>
</tr>
<tr>
<td>$45 per participant</td>
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<td>0</td>
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<tr>
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<td>0</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
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<td>4</td>
<td>3</td>
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<tr>
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### Course Type

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Summer II</th>
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<th>Spring</th>
<th>Summer I</th>
<th>Total</th>
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<td>7</td>
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<tr>
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<td>18</td>
<td>59</td>
<td>67</td>
<td>87</td>
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### Enrollment and Revenue: 2010-2011

<table>
<thead>
<tr>
<th>Session</th>
<th>2008-2009</th>
<th>2009-2010</th>
<th>2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enrollment</td>
<td>Revenue</td>
<td>Enrollment</td>
</tr>
<tr>
<td>Summer II</td>
<td>438</td>
<td>$37,376</td>
<td>300</td>
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<tr>
<td>Fall</td>
<td>976</td>
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<tr>
<td>Spring</td>
<td>978</td>
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<td>Summer I</td>
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<td>Total</td>
<td>3355</td>
<td>$354,291</td>
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* Estimated

### Contract Courses Facilitated by the OPDE in 2010-2011

<table>
<thead>
<tr>
<th>Session</th>
<th>Courses</th>
<th>Enrollment</th>
<th>Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer II</td>
<td>0</td>
<td>0</td>
<td>$</td>
</tr>
<tr>
<td>Fall</td>
<td>4</td>
<td>63</td>
<td>$10,500.00</td>
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<td>Spring</td>
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<td>$22,536.00</td>
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<td>Maymester</td>
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<td>$29,385.00</td>
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<tr>
<td>May Evening</td>
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</tr>
<tr>
<td>Summer I</td>
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<td>95</td>
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<tr>
<td>Totals</td>
<td>20</td>
<td>266</td>
<td>$84,171.00</td>
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* Estimated

### Berkeley Cohort 2010-2011

<table>
<thead>
<tr>
<th>Session</th>
<th>Course</th>
<th>Min. Rate</th>
<th>Enrollment</th>
<th>Revenue</th>
<th>Salary</th>
<th>Travel</th>
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<tr>
<td>Spring 2011</td>
<td>EDFS 705-2</td>
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<td>$16,768</td>
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<tr>
<td>Maymester 2011</td>
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<td>13</td>
<td>$15,720</td>
<td>$5,178</td>
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<tr>
<td>Summer 2011</td>
<td>MTLA 671-2</td>
<td>$15,720</td>
<td>13</td>
<td>$15,720</td>
<td>$3,913</td>
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<td>$47,160</td>
<td>42</td>
<td>$48,208</td>
<td>$99,091</td>
<td>$225</td>
<td></td>
</tr>
</tbody>
</table>

Berkeley CSD Incentive Costs for 2010-2011: $3,045
Program Overview
The mission of the Center for Partnerships to Improve Education (CPIE) is to work collaboratively with higher education, PreK-12 schools and the community to improve students’ lives. The vision of CPIE is to create an effective PreK-12 schools – higher education – community collaboration which results in lasting positive effects for all partners.

Baptist Hill High School
CPIE has been involved with Baptist Hill High School since 2007, providing professional development for teachers and providing support for students.

During the 2010-2011 school year Dr. Nicola Williams, a TEDU professor also assigned part time to CPIE, served as CPIE’s representative with the school. Dr. Williams provided technical assistance to the literacy coach, Christine Aykroyd, and other teachers in the English department, focusing on strategies to improve literacy. When Dr. Williams arrived at Baptist Hill in 2009, there were several external groups that had been working with BHHS, but there was no cohesive group planning to meet the needs of the school. Each group did their own work based on their interpretation of the school’s needs and their skill set. Dr. Williams organized the partners into a functioning group, arranged partner meetings on a quarterly basis, set the agenda, led the team, and provided direction. Presently there are 5 external partners: Addlestone Library, Communities and Schools, MUSC/STOPP, Gear Up, and Trident Technical College St. Paul location.

CPIE has also been involved with the e-mentoring project at BHHS, sponsored by Communities in Schools and the Call Me MISTER program. CPIE and Dr. Williams helped plan and coordinate the student’s visit to the college, dining and attendance at a basketball game.

CPIE is financially supporting the publication of Fireflies, A Sea Islands Literary Journal, written by creative writing students at Baptist Hill. CPIE also supports the literacy efforts of the school by purchasing books for the summer reading program and professional development books for faculty.

Patty O’Donnell served as lead writer on the BHHS final report. CPIE Interim Director, Lorraine Powers, interviewed key persons who were involved with CPIE and BHHS: Dr. James Winbush, Associate Superintendent; Adrian Busch, Principal; Helen Plexico and Christine Power, lead teachers; and Christine Aykroyd, literacy teacher. Focus groups consisting of BHHS partners were also held, and student and parent surveys were distributed.

Memminger Elementary School of Global Studies
Lorraine Powers served as the CPIE representative to Memminger Elementary School of Global Studies. Powers served on the school’s School Improvement Council, which met once a month, and the committee to explore, plan and obtain funding for a summer school program. If funded, this program will use space on the College of Charleston’s campus. CPIE will fund the purchase of math related materials for the school, since math is an area of great need. CPIE gathered information (web sites, organizations) related to possible in-service or training for the Memminger staff on how to incorporate cultural/global issues into
the curriculum. CPIE also arranged for Robin Berlinsky to have her visual arts class work with Memminger preschoolers. Unfortunately, the class only enrolled three or four students; therefore they were unable to work together. CPIE, through Dr. O’Donnell, notified the principal when she came across grants that would benefit the school.

As per the request of Dean Welch, a survey was completed and a focus group was held at Memminger to determine how the college might interact in a better way with CofC graduates who are now working in the schools. The results of this survey were shared with the Dean and Kathy Schwalbe, Director of the Office of Student Services and Certification.

Literacy Roundtable
The Literacy Roundtable of Charleston County School District meets once a month. These meeting have been attended by the Interim Director and provide a means of knowing what is going on in the community revolving around reading/literacy. It also provides a vehicle for the community to learn about the books being read on campus, i.e. “Three Cups of Tea” and “The Known World.”

New Day for Learning
New Day for Learning meetings have taken place on campus, though no conference was held this summer. There is an opportunity for New Day for Learning to join forces with another group initiated by Trident United Way, since the goals of both seem to be the same. When the Charleston Promise is in full swing, Powers see a real opportunity for these groups to come together and plan a significant summer conference on strategies that work. If there are to be coaches for the fifteen New Day for Learning schools, there must be training and a specific list of expectations. Powers suggests the new CPIE director could take the lead.

Additional Responsibilities/Other Activities
There have been many times in the past several months that the administrative assistant, Melanie Hofmann, has been called upon to work with and for other departments, i.e. the Office of Student Services and Certification, the Dean’s office and other professors.

Summary
There have been missed opportunities at BHHS, and more could have been done to help the school particularly in the area of professional development/technical assistance. The faculty praised the professional development they had 2 years ago.

Many BHHS faculty members did not know what CPIE did, other than the staff development previously mentioned. If CPIE continues to connect with schools, communication should be at the top of the list. If the focus is on partnerships, it would seem we would not only want to coordinate, but also nurture, new partners.

I think involvement with Memminger ‘fell off’ this year because of the school’s location. Once they move back downtown, it will be an ideal place to try new projects, techniques and ideas. They want the partnership to continue.

In the past CPIE has been involved with many projects, all of which have been commendable, but it may serve CPIE well to take a look at previous activities and decide if all fit into the new goals.

We have so much expertise on this faculty that is not tapped. Selling the mission and getting faculty involved with CPIE is critical. They have so much to give to all of the schools in the area. Perhaps some
incentive to write grants, or small stipends might help. More importantly, helping to set and develop the goals and create an action plan might prove to be the key to more involvement.

To do this work I believe you have to be passionate about children, their learning and the schools and teachers that deliver the instruction.
Call Me MISTER

Prepared by Floyd Breeland, Program Coordinator

Program Overview
The mission of the Call Me MISTER (Men Instructing Students Toward Effective Role Models) initiative is to address the critical shortage of African American male teachers, particularly among the state’s lowest performing elementary schools. Program participants are largely selected from among under-served, socioeconomically disadvantaged and educationally at-risk communities. To maximize opportunity and access, students will have the option of first attending two-year partner colleges before transferring to a CofC to complete their program of study in teacher education and baccalaureate degree. It is expected that a MISTER who completes his program of study and becomes certified to teach will assume a teaching position and teach one year for each year they received financial support from the Call Me MISTER program.

Staffing
The staffing for Call Me MISTER currently includes Floyd Breeland and Lynda Kaczenas. Breeland serves as the Changing the Face of Teaching Coordinator and Kaczenas is the Student Services Program Coordinator.

Programs and Services
MISTERs at the College of Charleston are part of a cohort of students seeking to enter the profession of teaching. Students attend group meetings over the course of the semester to assist in furthering their professional development. They are also kept abreast of campus services designed to enhance and supplement their academic performance.

Breakdown of majors

<table>
<thead>
<tr>
<th>Major</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood</td>
<td>1</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>8</td>
</tr>
<tr>
<td>Middle Grades</td>
<td>8</td>
</tr>
<tr>
<td>Special Education</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
</tbody>
</table>

Accomplishments

Program Accomplishments
During the 2010-2011 academic year, the Call Me MISTER program partnered with CPIE and Communities In Schools of Charleston to be part of the iMentor Interactive Mentoring Model Program. MISTERs were paired with male students from Baptist Hill High School in Hollywood, SC. The program was ideal for the students from rural Hollywood, SC because they were able to communicate with College of Charleston students in monitored weekly email exchanges. There was an initial face-to-face meeting and another follow-up meeting approximately half way through the project. During the mid-point meeting, the students from Baptist Hill were brought to the College of Charleston campus for a tour, session in the library, dinner with the MISTERs, and a basketball game. The activity was meaningful for all the young men involved.

Faculty and Student Accomplishments and Awards
During the academic year the College of Charleston graduated the first two Call Me MISTERs. Jimmy Freeman (Elementary Education) and Thomas Savage (Middle Grades Education) both completed the program in May 2011. Two MISTERS, Quentin Ramsey and Thomas Savage, were recognized as Distinguished Scholars for their outstanding academic performance. One of the new MISTERs, Brandon Lee Dixon, was elected as the president of the College of Charleston chapter of the Black Student Union.
(BSU). Eric Stallings was elected as the president of the campus chapter of the Future Educators Association (FEA).

Other Activities

Grants
Currently, Call Me MISTER has not applied for or received any grant funding. During the April 2, 2011 Summit directors were notified by MISTER representatives from Clemson University that grants were forthcoming.

Community and Service Activities
The MISTERs and the Coordinator give back to the community in many ways. Over the course of the year Mr. Breeland and many of the MISTERs took part in a variety of community events. Jared Gambrell served on the committee in the Berkeley County School District to help select the county’s Teacher of the Year. Eric Stallings serves as a volunteer at Jerry Zucker Middle School. During the Changing the Face of Teaching Institute, Thomas Savage served as a panelist. The local community continues to embrace the MISTERs, and their involvement is frequently requested at local events. This year they participated in the Male Leadership Conference at Trident Technical College, the Emancipation Day Parade, and the Dr. Martin Luther King Breakfast which was held at the Gaillard Auditorium. The program coordinator continues to be a sought after speaker at many community events, including the North Charleston Ministerial Alliance, North Charleston High School College Application Day, and the Creek Bridge High School Awards Day Program. These events often serve as an opportunity to advertise and recruit for the MISTER program.

Future Plans and Proposed Changes
The 2010-2011 academic year started with 20 MISTERs in the program. Many of the challenges of the first few years have continued into year four of the program. Monitoring the academic performance of the group is an ongoing challenge, and the young men need to work on holding each other accountable for their academic performance. We continue to work towards improving the overall academic performance of the group. Additionally, we are working to identify students that are at-risk academically early in the semester so that the appropriate interventions can take place. The College of Charleston campus community continued to provide support to ensure that the MISTERs successfully continue their college experience. Dr. Debra Fetner in the Center for Student Learning continues to work with MISTERs in preparation for taking the PRAXIS I exam. Dr. Fetner also let the MISTERs know of other tutoring services that are available. Gail Lincoln, the MISTERs financial aid contact, continued to work with students to ensure necessary forms were completed in order to receive funding. The Office of Multicultural Student Programs and Services continues to provide mentoring opportunities and a variety of other support for the MISTERs. During the year, a total of seven MISTERs were lost to the program. Two students graduated, three were dismissed for not meeting the GPA requirement, one student withdrew from the college, and one student was academically dismissed by the college.

Currently, permission is being asked of Clemson University to bring in at least seven new MISTERs to keep our number to at least 20 students. Dr. Renard Harris will begin working with the MISTERs during the 2011-2012 year.