# TABLE OF CONTENTS

**Executive Summary** ........................................................................................................... 2  
Prepared by Frances C. Welch, Ph.D., Dean

**Department of Teacher Education** .................................................................................. 6  
Prepared by Meta Van Sickle, Ph.D., Department Chair

**The Master of Arts in Teaching Programs** ........................................................................ 46  
Prepared by Angela Cozart, Ph.D., Program Director

**Department of Health and Human Performance** .............................................................. 48  
Prepared by Michael Flynn, Ph.D., Department Chair

**The M.Ed. in Languages Program** .................................................................................. 70  
Prepared by Robyn Holman, Ph.D., Program Director

**The M.Ed. in Science and Mathematics Program** ........................................................... 72  
Prepared by Gary Harrison, Ph.D., Program Director

**Office of Student Services and Certification** ..................................................................... 74  
Prepared by Ms. Linda Payne, Director

**N. E. Miles Early Childhood Development Center** .......................................................... 80  
Prepared by Candace Jaruszewicz, Ph.D., Director

**Office of Professional Development in Education** ......................................................... 87  
Prepared by Andrew Lewis, Ph.D., Director

**Center for Partnerships to Improve Education** ................................................................. 92  
Prepared by Paula Egelson, Ed.D., Director
During 2008-09, we experienced significant budget cuts while at the same time began strategically planning for our future. We also realized a lot of change in the School of Education, Health, and Human Performance (EHHP). As a result of these changes, we are poised for future accomplishments and awards. In spite of significant changes and budget cuts, we remained productive. I hope you are as pleased as I am with our activities and accomplishments.

In the summer of 2008, the two former departments of Elementary, Early Childhood, and Middle Grades Education and Foundations, Secondary, and Special Education were merged into the Department of Teacher Education (TEDU). Dr. Meta Van Sickle was named department chair and Dr. Bob Perkins became the associate chair. The faculty began the establishment of a TEDU Management Team to assist the chair and associate chair in leading the department. This reorganization resulted in reducing the number of EHHP committees and streamlining the departmental committees.

Under the leadership of new department chair, Dr. Mike Flynn, the Department of Health and Human Performance (HEHP) also streamlined their committee structure to be consistent with that in TEDU. Dr. Flynn joined us in January, 2009 and a new part-time administrative assistant position was approved in February 2009. In May and June of 2009, the department chair and administrative assistant offices were moved to the first floor of the Silcox Center to give this department a higher profile. The number of majors in HEHP increased 25% in two years and fifteen students presented their research at the Southeast American College of Sports Medicine Annual Meeting in 2009.

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

Frances C. Welch
Dean
Highlights of Activities and Accomplishments

Communication

Due to budget cuts, we reduced the number of editions of our School’s newsletter, Connections, to only one edition which was mostly sent electronically. Dean’s Updates were prepared to provide a positive communication link with faculty, others across campus, P-12 colleagues, and friends.

Curriculum

Our new M. Ed. in Teaching, Learning and Advocacy was approved with the first coursework beginning Fall Semester 2009.

We submitted the proposal for our joint M. A. T. in Middle Grades with The Citadel.

Lecture Series and Conferences

In October, we featured Dr. Jacki Van Heest, who discussed the impact of physical activity on learning. Her lecture in the afternoon for faculty, staff, students, alumni, and guests was preceded by a poster session highlighting the research productivity of our students in HEHP.

In March, we featured Dr. Dan Kinlon, internationally known researcher and writer, from Harvard. A lunch with our supporters and Dr. Kinlon was hosted by an alumnae. Dr. Kinlon’s lecture was one component of our very successful conference organized by our Center for Partnerships to Improve Education.

We co-sponsored, with Teachers College Columbia University, the International and Comparative Education Society Meeting. This group of international guests visited our Early Childhood Development Center as well as Memminger Global Studies: A University Partnership School.

Outreach

In July of 2008, we hosted an Extended Learning Institute for teams from 15 of the lowest performing schools in Charleston County School District (CCSD). Our speakers included George Stevens from the Coastal Community Foundation, Rhonda Lauer from Foundations Inc. as well as our own Senior Fellow, Terry Peterson. The Mott New Day for Learning program served as a guide for our work.

External funding

Our second annual Jeremy’s Gala was held in March at Bridgeside in Mt. Pleasant. We were the recipients of proceeds from the Wild Dunes Authors’ Luncheon (another very successful annual event), which was held in January 2009. These very successful events resulted in our being able to award scholarships that would not have been possible due to budget cuts.

EHHP remained the second largest producer of external grants and contracts on our campus, second only to the School of Sciences and Mathematics. A small grant from the Japan Foundation, in collaboration with the School of Languages, Cultures, and World Affairs, culminated
with a Japan Festival held at Memminger Elementary and the Nathan E. Miles Early Childhood Development Center.

Faculty and Staff

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

Professional Development

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

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

Dr. Brian Lanahan was named a Fulbright Scholar and spent the 2008-09 academic year in Bosnia.

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

Celebrations and Recognitions

Recognition celebrations for our award winning students and interns completing clinical practice were held at the end of Fall and Spring Semesters. We had record numbers of attendees at both events.

We continued and increased the professional atmosphere of our Transition to the Profession Conference. We also secured a donor who provides support for our luncheon.

Reports

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

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

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

Faculty members wrote and published numerous books, chapters, and articles in refereed journals. Faculty members also presented at local, state, national and international conferences and conventions and served as editors for journals and as grant reviewers for several associations.
Department of Teacher Education (TEDU)
Annual Report
2008-2009

Introduction

The foci of this report are: 1) TEDU undergraduate program(s) and coursework, and 2) Graduate program(s).

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

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

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

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

The Department of Teacher Education, in support of the School of Education, Health, and Human Performance (EHHP) mission, prepares competent early childhood, elementary, middle grades, special education, and secondary education teachers, provides foundation and technology studies to candidates in all initial and advanced education degree programs, and offers studies in English as a Second Language and Gifted and Talented. Our work is grounded in the School of Education, Health, and Human Performance Conceptual Framework.

Department Committee Information

There are four standing committees within TEDU. These committees are to 1) formulate and oversee curriculum; 2) oversee and conduct searches; 3) assist faculty with research and professional development, and 4) work to help assure excellence in programming, scheduling, rigor and meeting accreditation standards. Each committee meets independently and forwards motions for consideration by the full faculty at departmental meetings.
Department Program Information

Our foundation course committees are based on the courses that are the basis for teachers and are included in the education programs. Faculty members on these committees include representatives who teach the courses to ensure appropriate, timely, and accurate information is presented in the courses. It is the intent of the programs to ensure rigorous courses that help shape the quality of our graduates.

The EDFS 201/652 committee reviews curriculum in our introduction to education courses. This is the first class that students take in their educational program of study. In all undergraduate programs, data are collected in EDFS 201 for our first Unit Assessment Point.

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

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

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

Special Education

Special education faculty members meet monthly to discuss and plan changes in the program. The program director, Angela Cozart, meets with SPED faculty to plan upcoming meetings, form the agenda, and copy materials to be used at program meetings.

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Irene Mayer</td>
<td>Director, Special Education (CCSD)</td>
</tr>
<tr>
<td>Susan Thomas</td>
<td>Director, Special Education (Berkeley County)</td>
</tr>
<tr>
<td>Kay Humphries</td>
<td>Office of Special Services (Dorchester 2)</td>
</tr>
<tr>
<td>Monica Katarsis</td>
<td>Special Education Coordinator (Dorchester 4)</td>
</tr>
<tr>
<td>Cindy Sarvis</td>
<td>Director, Special Education (Colleton County)</td>
</tr>
<tr>
<td>Lori Gaillard</td>
<td>Inclusion Coach (James B. Edwards Elementary)</td>
</tr>
<tr>
<td>Kathy Lewis</td>
<td>Behavior Specialist (CCSD – 3 &amp; 9)</td>
</tr>
<tr>
<td>Paula Byers</td>
<td>Director, Advocacy Coalition for People with Disabilities</td>
</tr>
<tr>
<td>Marsha Koczyla</td>
<td>Special Education Teacher (Mary Ford Elementary)</td>
</tr>
<tr>
<td>Terry Fisher</td>
<td>C. of C. Special Education (MAT alumnæ)</td>
</tr>
<tr>
<td>Amelia Beatty</td>
<td>C. of C. Special Education (Undergraduate Student)</td>
</tr>
<tr>
<td>Marie Manning</td>
<td>Assistant Professor, Special Education</td>
</tr>
<tr>
<td>Meta Van Sickle</td>
<td>Professor &amp; Chair of TEDU (C. of C.)</td>
</tr>
<tr>
<td>Mike Skinner</td>
<td>Professor, Special Education</td>
</tr>
<tr>
<td>Denis Keyes</td>
<td>Professor, Special Education (C. of C.)</td>
</tr>
</tbody>
</table>

Secondary Education

Secondary education students all major in departments other than TEDU, thus coordination and communication are essential. This year the secondary cognate major in education was approved and was implemented as of Fall 2009. Primary advising occurs with secondary education faculty members associated with the content area departments. Robert Perkins, Associate Chair, serves as the program director in duties but has no compensation. TEDU faculty members advise and provide liaison services to the content area departments: Meta Van Sickle, sciences; mutindundua, mathematics; Angela Cozart, English; Bob Perkins, social studies (history, political science and sociology) and Shawn Morrison, French Department, for foreign languages.

A second critical mechanism for communication is the Teacher Education Council. It consists of department chairs and faculty members from all the education and content area departments along with students from the involved programs. The Souther Association of Colleges and Schools (SACS) report for the program was being completed and approved.

Early Childhood, Elementary and Middle Grades Education

Over the past three years assessment data has been evaluated. Based on the data, we identified middle school science and social studies as two areas that need attention. Both areas are assessed in multiple strands that are impossible to address in one methods class in a program. Middle grades have course background in addition to general education. Faculty members identified materials from the two areas and placed them in the Curriculum Lab. Students were encouraged to look at the Praxis II tests and do a personal analysis of their strengths and weaknesses. Faculty also arranged tutoring sessions with members from the College of Charleston (CofC) Skills Lab, using the materials. We do not have the results from 2007-08 to measure our first concentrated efforts to address these two areas. Results do indicate that social studies (SS) remained at a pass rate of about 70%, the science scores
increased to 100% in 2007-08 and remained at 100% for 2008-09. We plan to review the additional SS coursework to see if we can improve the PRAXIS II pass rate.

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

Grant Programs

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

Meta Van Sickle has partnered with faculty at the Medical University of S.C. (MUSC), CofC, and teachers from Charleston County School District to provide science education classes through face-to-face and K-12 classroom experiences. Drs. David Owens and Van Sickle are submitting a proposal to the National Science Foundation to begin a CofC only program.

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

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

Dr. Michael Skinner coordinated with the State Department of Education on Project CREATE (Centers for the Re-Education and Advancement of Teachers in Special Education). This program leads to enrollments in special education coursework.

Dr. Diane Cudahy continues to work with the SDE supported Teaching Fellows Program. This program is for students in all four years of teacher education at the undergraduate level who are committed to teaching.

Dr. Robert Perkins now directs the Diverse Pathways in Teacher Preparation grant. This grant was originally directed by Tom Hallberg.
Dr. Mary Provost was a co-author and Co-PI of the Center for the Advancement of New Literacies in Middle Grades in collaboration with Drs. Margaret Hagood and Emily Skinner. This grant is administered through the Center for Partnerships to Improve Education (CPIE).

Competitions and Special Events

The College S.C. Council for Exceptional Children (SCCEC) team competitions resulted in:

<table>
<thead>
<tr>
<th>Competition</th>
<th>Year</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Bowl</td>
<td>2007</td>
<td>1st</td>
</tr>
<tr>
<td>College Bowl</td>
<td>2008</td>
<td>2nd</td>
</tr>
<tr>
<td>College Bowl</td>
<td>2009</td>
<td>1st</td>
</tr>
</tbody>
</table>

Awards and Honors

Dr. Angela M. Cozart

Carolina Teachers of English to Speakers of Other Languages (TESOL) President's Service Award (December 2008).

Dr. Linda H. Fitzharris

Honor an Educator, Kappa Delta Phi (November 2008).

Dr. Genny H. Hay

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


Dr. Mary E. Jones Ph. D.

Newsletter Article, School of Education, Health, and Human Performance (January 2008).

Dr. Denis W. Keyes

Nominated and ran for national President of AAMR, American Association on Mental Retardation (national) (May 2008).

Dr. Martha L. Nabors

National Kappa Delta Pi Scholarship Reviewer (May 2008).

Dr. Meta L. Van Sickle

Kappa Delta Pi, Teaching. Education Honor Society Association for Science Teacher Education (ASTE) President Elect
Goals and Objectives

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

Table 2: TEDU Goals and Action Steps

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

Table 2.1: TEDU Goals, Objectives, and Action Steps

<table>
<thead>
<tr>
<th>Research and Professional Development Goals &amp; Objectives for Faculty Members and GAs</th>
<th>Method of Attainment and Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1: Recruit quality graduate students for all M.Ed. and M.A.T. programs</td>
<td>1.1.1 Work with Graduate Studies recruitment process.</td>
</tr>
<tr>
<td></td>
<td>1.1.2 Ensure quality GAs for faculty members.</td>
</tr>
<tr>
<td></td>
<td>1.1.3 Assist with GA assignments.</td>
</tr>
<tr>
<td>Objective 1.1: Ensure faculty members equitably receive graduate assistants (GAs) who are competent.</td>
<td></td>
</tr>
<tr>
<td>Objective 1.2: Develop criteria for GA work.</td>
<td>1.2.1 Develop criteria for GA work to ensure they are doing meaningful activities and assisting with research.</td>
</tr>
<tr>
<td></td>
<td>1.2.2 Increase opportunities for GAs to assist with publications and presentations.</td>
</tr>
<tr>
<td>Goal 2: Maintain and enhance working relationships with area urban, suburban, and rural schools.</td>
<td></td>
</tr>
<tr>
<td>Objective 2.1: Provide meaningful, collaborative relationships with various community agencies involved with educational endeavors.</td>
<td>2.1.1 Encourage our students to participate in service learning and volunteer work in schools and local agencies.</td>
</tr>
<tr>
<td></td>
<td>2.1.2 Work cooperatively with area schools and organizations.</td>
</tr>
<tr>
<td></td>
<td>2.1.3 Build on connections established by existing supervised field experiences and clinical practice, and encourage more involvement by our candidates and faculty.</td>
</tr>
<tr>
<td></td>
<td>2.1.3 Maintain a database (to include membership in organizations and positions held) of all faculty members’ support in the areas of research, professional development and travel to professional organizations.</td>
</tr>
<tr>
<td>Objective 2.2: Connect alumni to faculty and students.</td>
<td>2.2.1 Support special mailings, events sponsored by EHHP.</td>
</tr>
<tr>
<td></td>
<td>2.2.2. Encourage/request alumni to become collaborating teachers for our clinical interns.</td>
</tr>
</tbody>
</table>
Research and Professional Development Goals & Objectives for Faculty Members and GAs

<table>
<thead>
<tr>
<th>Method of Attainment and Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 3: Research and Professional Development.</td>
</tr>
<tr>
<td>Objective 3.1: Create departmental process and procedures for distribution of funds for research and professional development, including student research.</td>
</tr>
<tr>
<td>3.1.1 Create a process for determining an equitable manner for distribution of monies for research, professional development, and travel. Travel must be associated with research and/or professional development.</td>
</tr>
<tr>
<td>3.1.2 Create a proposal form.</td>
</tr>
<tr>
<td>3.1.3 Review all proposals and determine funding. Make recommendations to chair.</td>
</tr>
<tr>
<td>3.1.4 Maintain a database of the use of all distributed funds.</td>
</tr>
<tr>
<td>3.1.5 Maintain a budget spreadsheet and report to chair.</td>
</tr>
<tr>
<td>Objective 3.2: Promote undergraduate and graduate research.</td>
</tr>
<tr>
<td>3.2.1 Increase undergraduate and graduate student/faculty research projects.</td>
</tr>
<tr>
<td>Objective 3.3: Disseminate faculty and student research findings.</td>
</tr>
<tr>
<td>3.3.1 Provide time where faculty and students can share research and writing.</td>
</tr>
<tr>
<td>3.3.2 Support/encourage joint publication of the research findings.</td>
</tr>
<tr>
<td>3.3.3 Provide assistance with the IRB process.</td>
</tr>
</tbody>
</table>

Report:

**TEDU Research and Development (R&D) Fund Distribution**

TEDU has chosen to distribute R & D funds on a competitive basis. After faculty have exhausted their allotted travel funds, they may apply for up to $600.00 from the R & D Committee to conduct or present research. All funds were committed and used.

**Table 2.1.1: R & D Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Disbursed</th>
<th># of Faculty Members Receiving Funds</th>
<th># of Students Receiving Funds</th>
<th>Purposes for Funding</th>
</tr>
</thead>
</table>
| 2008-2009 | $16,874.31      | 25                                  | 0                             | 1) Travel for presentation  
                                                        2) Service at professional organizations  
                                                        3) Professional development  
                                                        4) Research materials  
                                                        5) Kendall Haven on-campus professional development |
**Table 2.2: TEDU Goals, Objectives, and Action Steps**

<table>
<thead>
<tr>
<th>Search Committee: Assure a high quality, diverse, and engaged faculty and staff.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1:</strong> Recruit and retain a diverse faculty of teacher-scholars who are innovative and intellectually engaged.</td>
</tr>
<tr>
<td>Objective 1.1: Create departmental search committee, process and procedures.</td>
</tr>
<tr>
<td>1.1.1 Review all lines for best fit with departmental needs.</td>
</tr>
<tr>
<td>1.1.2 Organize search committee for available tenure-track positions.</td>
</tr>
<tr>
<td>1.1.3 Develop, goals and objectives for faculty searches that align with program standards and the mission and vision of the EHHP and College of Charleston.</td>
</tr>
<tr>
<td>1.1.4. Review and modify goals and objectives for faculty searches periodically. Create a process for all searches.</td>
</tr>
<tr>
<td>1.1.5 Conduct all searches.</td>
</tr>
<tr>
<td>1.1.6 Make recommendations to chair who will forward information to the dean.</td>
</tr>
<tr>
<td>Objective 1.2: Increase the number of underrepresented faculty.</td>
</tr>
<tr>
<td>1.2.1 Recruit and retain minority faculty members; follow recommendations of Faculty Recruitment and Retention Committee.</td>
</tr>
<tr>
<td>Objective 1.3: Determine qualifications for graduate faculty appointments.</td>
</tr>
<tr>
<td>1.3.1 Develop criteria for graduate faculty members’ appointments.</td>
</tr>
<tr>
<td>1.3.2 Ensure that qualified faculty members are so listed in the database with their area of expertise (see 2.1.2).</td>
</tr>
<tr>
<td>Objective 1.4: Decrease use of adjunct faculty.</td>
</tr>
<tr>
<td>1.4.1 Determine appropriate number of faculty lines to continue and initiate new programs. Obtain lines and hire new faculty.</td>
</tr>
<tr>
<td><strong>Goal 2:</strong> Maintain current faculty member vitae and create a database that describes qualifications.</td>
</tr>
<tr>
<td>Objective 2.1: Create a repository for faculty members’ vitae.</td>
</tr>
<tr>
<td>2.1.1 Collect all faculty members’ vitae.</td>
</tr>
<tr>
<td>2.1.2 Gather updated vitae yearly.</td>
</tr>
<tr>
<td>2.1.3 Analyze vitae for qualifications.</td>
</tr>
<tr>
<td>2.1.4 Create a database that lists and describes faculty members’ qualifications.</td>
</tr>
<tr>
<td>2.1.5 Update years of service and update with each new hire.</td>
</tr>
</tbody>
</table>

**Report:**

Five searches were completed. Three successful hires occurred, Dr. K. Nicola. Williams, Dr. Anne Gutshall, and Ms. Susan Flynn joined our faculty Fall Semester 2009.
Table 2.3: TEDU Goals, Objectives, and Action Steps
Faculty members have a professional responsibility to define and offer a curriculum of highest quality

<table>
<thead>
<tr>
<th>Curriculum Committee Goals &amp; Objectives</th>
<th>Method of Attainment and Action Steps</th>
</tr>
</thead>
</table>
| **Goal 1: Develop and implement quality curriculum/programs that meets the teacher candidates/students’ knowledge, skills & disposition needs.** | 1.1.1 Review all course deletions, changes and additions.  
1.1.2 Review all program deletions, changes and additions.  
1.1.3 Emphasize writing and speaking in all courses.  
1.1.4 Review the required portfolio and develop other performance assessment activities.  
1.1.5 Continue review of the core curriculum to improve continuity and performance assessment of the teaching and learning standards.  
1.1.6 Review program requirements and revise/modify curriculum to align with needs of the program and the national standards. |
| **Objective 1.1: Provide oversight of programmatic issues.** | |
| **Goal 2: Ensure diversity and relevance in courses, programs, and other opportunities.** | 2.1.1 Review recruitment process, orientation and advising process.  
2.1.2 Use and update data system for student (program) advising and data input.  
2.1.3 Draw on database that reveals status of diversity among student population. Review for areas to improve. |
| **Objective 2.1: Analyze the effectiveness of admissions and advancement criteria, as well as the quality of candidate performance.** | 2.2.1 Collaborate with activities such as SCEC, SAAMR, Kappa Delta Pi, Middle School, FTA, and others.  
2.2.2 Encourage all students to engage in professional activities/associations.  
2.2.3 Promote international programs for student participation. |
| **Objective 2.2: Provide a wide array of active curricular and co-curricular learning and enrichment experiences for students.** | 2.2.1 Collaborate with activities such as SCEC, SAAMR, Kappa Delta Pi, Middle School, FTA, and others.  
2.2.2 Encourage all students to engage in professional activities/associations.  
2.2.3 Promote international programs for student participation. |
| **Objective 2.3: Work with other departments to increase student content knowledge.** | 2.3.1 Collaborate with faculty in other departments involved with all programs to develop, modify and implement high quality curriculum.  
2.3.2 Collaborate with Teacher Education Council faculty to disseminate EHHP program information to potential students.  
2.3.2 Support Teaching Fellows, PFA, CPIE and other extension, outreach programs. |
Curriculum Committee Goals & Objectives

<table>
<thead>
<tr>
<th>Objective 2.4: Maintain student/teacher ratios in departmental programs and courses in accordance with NCATE standards.</th>
<th>Method of Attainment and Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4.1 Review scheduling and Delaware Study numbers for all faculty members, courses, and across programs.</td>
<td></td>
</tr>
</tbody>
</table>

Report:

The Middle Grades joint MAT with The Citadel proposal and all courses for the program have been submitted to the Commission on Higher Education (CHE). The proposal is in revision per the request of Dr. Paula Gregg. The coursework has been approved or is in the approval process.

The Curriculum Lab is running. The majority of materials are logged in and ready for use.

The M.Ed. in Teaching, Learning, and Advocacy is offering its first courses fall, 2009. Dr. Diane Cudahy is the director for this program. Due to BANNER implementation students will be non-degree seeking for the fall, 2009 and then entered as active students in January, 2010.

An international course in Ecuador was successfully completed by Drs. Cozart and Veal.

Table 2.4: TEDU Goals, Objectives, and Action Steps

<table>
<thead>
<tr>
<th>Faculty Governance Goals &amp; Objectives</th>
<th>Method of Attainment and Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1: Create a faculty governance and administrative system for the department.</td>
<td></td>
</tr>
<tr>
<td>Objective 1.1 Create a faculty governance system for TEDU.</td>
<td>1.1.1 Review, renew, revise or create new TEDU mission and vision statements.</td>
</tr>
<tr>
<td></td>
<td>1.1.2 Review all TEDU, EHHP and CoC policies and procedures and ensure alignment across the documents.</td>
</tr>
<tr>
<td></td>
<td>1.1.3 Create policy and procedure options for TEDU approval to support the mission and vision.</td>
</tr>
<tr>
<td>Objective 1.2 Create an administrative structure for TEDU.</td>
<td>1.2.1 Develop an administrative structure that is fair and equitable to all programs and faculty members including undergraduate and graduate. Present to TEDU for debate, clarification, and approval. Timeline: by Jan. 1, 2009.</td>
</tr>
<tr>
<td>Goal 2: Assist and help systematize annual review and peer review processes.</td>
<td></td>
</tr>
<tr>
<td>Objective 1: Improve faculty evaluation process.</td>
<td>2.1.1 Review materials developed by the EHHP Faculty Evaluation Committee.</td>
</tr>
<tr>
<td>Objective 2: Establish a peer review system.</td>
<td>2.2.1 Create a process for regular peer review.</td>
</tr>
<tr>
<td></td>
<td>2.2.2 Initiate a schedule for peer review.</td>
</tr>
<tr>
<td></td>
<td>2.2.3 Ensure peer review completion and documentation to assist with annual and tenure and promotion (T&amp;P) review.</td>
</tr>
</tbody>
</table>
### Faculty Governance Goals & Objectives

<table>
<thead>
<tr>
<th>Method of Attainment and Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2.4 Provide oversight of the panel and T &amp; P committee.</td>
</tr>
<tr>
<td>Goal 3: Review TEDU Committee structure.</td>
</tr>
<tr>
<td>Objective 1: Ensure integrity of TEDU committee structure.</td>
</tr>
<tr>
<td>3.1.1 Use committee input to determine if goals, objectives and action steps are appropriate, applicable and useful.</td>
</tr>
</tbody>
</table>

### Report:

The governance committee’s primary responsibility was to create a governance structure for the department. To these ends the structure created and approved is as follows:

![Diagram of governance structure]

The management team will help and lead with departmental direction setting, vision/culture, governance, and as a clearinghouse. Committee make-up will be determined in the fall, 2009. This committee will replace the governance committee.

### Enrollment Data and Program Completers

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HHP</td>
<td>Secondary Education Minor</td>
<td>EDFS 201</td>
</tr>
<tr>
<td></td>
<td>EDEC</td>
<td>EDEL</td>
<td>EDMG</td>
</tr>
<tr>
<td></td>
<td>EDP</td>
<td>PEHD</td>
<td>BL</td>
</tr>
<tr>
<td></td>
<td>CH</td>
<td>FR</td>
<td>GM</td>
</tr>
<tr>
<td></td>
<td>LT</td>
<td>NS</td>
<td>SH</td>
</tr>
<tr>
<td></td>
<td>PS</td>
<td>SS</td>
<td>BN</td>
</tr>
<tr>
<td></td>
<td>JM</td>
<td>TOTAL</td>
<td>EDEC</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>EDEL</td>
</tr>
<tr>
<td>08-09</td>
<td>231 162 70 90 46 307</td>
<td>148 125 33 18 3 2 3 3 0 11</td>
<td>44 7 1 44 27</td>
</tr>
<tr>
<td>07-08</td>
<td>201 157 53 77 37 265</td>
<td>138 103 22 18 3 1 5 3 0 17</td>
<td>35 7 4 42 25</td>
</tr>
<tr>
<td>06-07</td>
<td>198 175 57 73 43 269</td>
<td>147 93 29 16 4 2 6 2 1 20</td>
<td>35 9 5 35 23</td>
</tr>
<tr>
<td>05-06</td>
<td>206 213 69 78 43 255</td>
<td>148 82 25 15 3 1 3 1 3 26 26 6 4 30 19</td>
<td>201 190 35 70</td>
</tr>
<tr>
<td>04-05</td>
<td>177 280 64 73 29 262</td>
<td>142 91 27 18 0 0 4 1 2 25 33 3 4 33 23</td>
<td>217 210 42 83</td>
</tr>
<tr>
<td>03-04</td>
<td>102 463 27 97 32 251</td>
<td>132 90 29 16 0 2 2 0 3 21 29 2 3 23 24</td>
<td>213 204 46 98</td>
</tr>
<tr>
<td>02-03</td>
<td>0 597 0 89 39 220</td>
<td>133 66 28 11 1 1 5 0 2 12 26 3 1 17 19</td>
<td>262 255 51 85</td>
</tr>
<tr>
<td>01-02</td>
<td>0 580 0 92 37 239</td>
<td>115 73 39 11 4 0 8 0 2 6 19 1 1 18 15</td>
<td>268 260 42 94</td>
</tr>
</tbody>
</table>

Program completers

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

<table>
<thead>
<tr>
<th>COHORT</th>
<th>UNDERGRADUATE</th>
<th></th>
<th>ME</th>
<th>EDSP</th>
<th>SEC EDU MINOR (incl. EDPE)</th>
<th>GRADUATE</th>
<th>MAT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EDEC</td>
<td>EDEL</td>
<td>EDMG</td>
<td></td>
<td>EDEE455 EDEE457 EDEE459 EDF410</td>
<td>EDEE698 EDEE699 EDEE797</td>
<td></td>
</tr>
<tr>
<td>Spring 2009</td>
<td>30</td>
<td>16</td>
<td>13</td>
<td>23</td>
<td>12</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>13</td>
<td>8</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>36</td>
<td>31</td>
<td>9</td>
<td>10</td>
<td>15</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>11</td>
<td>10</td>
<td>5</td>
<td>2</td>
<td>12</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>26</td>
<td>26</td>
<td>14</td>
<td>15</td>
<td>23</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>14</td>
<td>11</td>
<td>4</td>
<td>3</td>
<td>8</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>27</td>
<td>35</td>
<td>12</td>
<td>16</td>
<td>11</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>14</td>
<td>8</td>
<td>5</td>
<td>0</td>
<td>4</td>
<td>7</td>
<td>12</td>
</tr>
</tbody>
</table>

Assessment Data and Reports

PRAXIS II is for a test our teacher candidates must pass upon completing our program for recommendation for certification.

Table 5: PRAXIS II Pass Rates

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

In special education, PRAXIS II scores reported to the College of Charleston reveal a 100% pass rate.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Knowledge</td>
<td>522</td>
<td>121</td>
<td>121</td>
<td>100%</td>
<td>135</td>
<td>133</td>
<td>99%</td>
<td>1</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>PRINCIPLES LEARNING &amp; TEACHING K-6</td>
<td>523</td>
<td>14</td>
<td>13</td>
<td>93%</td>
<td>19</td>
<td>18</td>
<td>95%</td>
<td>1</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>PRINCIPLES LEARNING &amp; TEACHING 5-9</td>
<td>524</td>
<td>25</td>
<td>23</td>
<td>92%</td>
<td>21</td>
<td>18</td>
<td>86%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRINCIPLES LEARNING &amp; TEACHING 7-12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Content Areas</td>
<td>011</td>
<td>50</td>
<td>50</td>
<td>100%</td>
<td>54</td>
<td>54</td>
<td>100%</td>
<td>69</td>
<td>66</td>
<td>96%</td>
</tr>
<tr>
<td>ELEM ED CURR INSTRUC ASSESSMENT</td>
<td>012</td>
<td>50</td>
<td>50</td>
<td>100%</td>
<td>54</td>
<td>54</td>
<td>100%</td>
<td>69</td>
<td>69</td>
<td>100%</td>
</tr>
<tr>
<td>ELEM ED CONTENT AREA EXERCISES</td>
<td>021</td>
<td>55</td>
<td>55</td>
<td>100%</td>
<td>54</td>
<td>54</td>
<td>100%</td>
<td>51</td>
<td>51</td>
<td>100%</td>
</tr>
<tr>
<td>BIOLOGY AND GENERAL SCIENCE</td>
<td>030</td>
<td>3</td>
<td>3</td>
<td>100%</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>2</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>ENGL LANG LIT COMP CONTENT KNOWLEDGE</td>
<td>041</td>
<td>4</td>
<td>4</td>
<td>100%</td>
<td>3</td>
<td>3</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL LANG LIT COMP ESSAYS</td>
<td>042</td>
<td>4</td>
<td>4</td>
<td>100%</td>
<td>3</td>
<td>3</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MIDDLE SCHOOL ENGLISH LANGUAGE ARTS</td>
<td>049</td>
<td>7</td>
<td>7</td>
<td>100%</td>
<td>10</td>
<td>10</td>
<td>100%</td>
<td>10</td>
<td>10</td>
<td>100%</td>
</tr>
<tr>
<td>TECHNOLOGY EDUCATION</td>
<td>050</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATHEMATICS: CONTENT KNOWLEDGE</td>
<td>061</td>
<td>3</td>
<td>3</td>
<td>100%</td>
<td>2</td>
<td>2</td>
<td>100%</td>
<td>1</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>MATH PROOFS MODELS PROBLEMS PART 1</td>
<td>063</td>
<td>3</td>
<td>3</td>
<td>100%</td>
<td>2</td>
<td>2</td>
<td>100%</td>
<td>1</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>MIDDLE SCHOOL MATHEMATICS</td>
<td>069</td>
<td>4</td>
<td>4</td>
<td>100%</td>
<td>5</td>
<td>5</td>
<td>100%</td>
<td>5</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>CHEM PHYSICS AND GENERAL SCIENCE</td>
<td>070</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCIAL STUDIES: CONTENT KNOWLEDGE</td>
<td>081</td>
<td>6</td>
<td>6</td>
<td>100%</td>
<td>6</td>
<td>6</td>
<td>100%</td>
<td>2</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>SOCIAL STUDIES: INTERPRET MATERIALS</td>
<td>083</td>
<td>6</td>
<td>5</td>
<td>83%</td>
<td>6</td>
<td>5</td>
<td>83%</td>
<td>2</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>MIDDLE SCHOOL SOCIAL STUDIES</td>
<td>089</td>
<td>10</td>
<td>7</td>
<td>70%</td>
<td>12</td>
<td>8</td>
<td>67%</td>
<td>14</td>
<td>10</td>
<td>71%</td>
</tr>
<tr>
<td>PHYSICAL ED: CONTENT KNOWLEDGE</td>
<td>091</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>7</td>
<td>7</td>
<td>100%</td>
<td>5</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>PHYSICAL ED VIDEO EVALUATION</td>
<td>093</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>7</td>
<td>6</td>
<td>86%</td>
<td>5</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>BUSINESS EDUCATION</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSIC CONCEPTS AND PROCESSES</td>
<td>111</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSIC CONTENT KNOWLEDGE</td>
<td>113</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART MAKING</td>
<td>131</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART CONTENT KNOWLEDGE</td>
<td>133</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FRENCH PRODUCTIVE LANGUAGE SKILLS</td>
<td>171</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FRENCH CONTENT KNOWLEDGE</td>
<td>173</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GERMAN CONTENT KNOWLEDGE</td>
<td>181</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GERMAN PRODUCTIVE LANGUAGE SKILLS</td>
<td>182</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPANISH CONTENT KNOWLEDGE</td>
<td>191</td>
<td>5</td>
<td>5</td>
<td>100%</td>
<td>5</td>
<td>5</td>
<td>100%</td>
<td>3</td>
<td>3</td>
<td>100%</td>
</tr>
<tr>
<td>SPANISH PRODUCTIVE LANGUAGE SKILLS</td>
<td>192</td>
<td>5</td>
<td>5</td>
<td>100%</td>
<td>4</td>
<td>4</td>
<td>80%</td>
<td>3</td>
<td>3</td>
<td>100%</td>
</tr>
<tr>
<td>MIDDLE SCHOOL SCIENCE</td>
<td>439</td>
<td>5</td>
<td>5</td>
<td>100%</td>
<td>5</td>
<td>5</td>
<td>100%</td>
<td>7</td>
<td>5</td>
<td>71%</td>
</tr>
<tr>
<td>HEALTH EDUCATION</td>
<td>550</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Special Populations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED OF DEAF &amp; HARD OF HEARING</td>
<td>271</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SE STUDENTS W/MENTAL RETARDATION</td>
<td>321</td>
<td>11</td>
<td>11</td>
<td>100%</td>
<td>16</td>
<td>16</td>
<td>100%</td>
<td>13</td>
<td>13</td>
<td>100%</td>
</tr>
<tr>
<td>SPEECH-LANGUAGE PATHOLOGY</td>
<td>330</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Maymester/summer school

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Gifted and Talented</th>
<th>ESOL</th>
<th>Undergraduate</th>
<th>Graduate MAT and M.Ed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>7</td>
<td>8</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>2008</td>
<td>8</td>
<td>2</td>
<td>2</td>
<td>10 + 2 IS</td>
</tr>
<tr>
<td>2009</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>16 + 2 IS</td>
</tr>
</tbody>
</table>

Academic Advising

All faculty members have advisees in the special education major, secondary cognate majors, early childhood, elementary, middle grades or Teaching Fellows programs. Students are required to visit their advisors regularly to gain permission to register for courses. For secondary education cognate majors, 300 and 400 level secondary classes require the chair to enroll students after they have met with their advisors. In special education, students may register themselves for the foundation courses and Introduction to Special Education, but all other courses require meeting with their advisor and chair registration. Most MAT students require advisor assistance when registering for courses.

Capstone Reports

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

Recruitment Activities

Recruitment to improve diversity was completed for students, staff and faculty. First, search committees for new faculty made extra efforts to recruit highly qualified minority faculty. TEDU, along with the School of Education, Health, and Human Performance, sponsored Angela Cozart to attend the Holmes Partnership Conference. Dr. Cozart provided many vitas from the visit. Search chairs followed up with written invitations to participate in the search. Also, with the help of Dr. Cozart, EHHP invited the National Association of Holmes Scholars Alumni (NAHSA) board to the College of Charleston for a meeting in May. Our activities netted applications from Holmes Scholars and a faculty member in a visiting line. We now have five Holmes Scholars among our roster and visiting faculty.
Recruitment for a diverse population of students also took place. Dr. Bob Perkins attended and gave presentations at all Open House and Diverse Pathways sessions the College held. Dr. Perkins leads the Diverse Pathways Grant information sessions at the local technical schools. We also initiated a partnership with Charleston County School District to begin a cohort of MAT students who are male and minority applicants.

Summary

TEDU had a productive year. With NCATE accreditation ahead of us, we are able to move on to writing SPA reports. Much of the hiring of faculty was done with an eye to a new Center for Partnerships in Education that will have us working projects to improve education. The gifted and talented and science education grants were submitted for review and we are hopeful of gaining funding. We were able to use our classroom space to support this year’s regional TESOL Academy. The academy had approximately 150 participants.

Future Plans and Proposed Changes

We continually look at assessment and evaluation data to determine where improvements must be made. All SPA area writers have been working with Chris Scott, Data Specialist and Information Manager, to incorporate special education assessment data in EDA-SYS. This will be very helpful in generating reports in future NCATE reviews as well as for faculty and program evaluations.
Appendix A: Presentations at Conferences and Workshops

Presentations/Lectures Given

Dr. Jinny B. Bartel

Virginia B. Bartel, Annual NAЕYС Conference and Expo, "Values and character education: Whose values should we teach?," National Association for the Education of Young Children, Dallas, Texas. (November 2008).

Virginia B. Bartel, SCASA Summer Leadership Institute, "Indirect effects of parental involvement," South Carolina Association of School Administrators, Myrtle, Beach, SC. (June 2008).


Dr. Angela M. Cozart

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

Angela M. Cozart, Diane Gonzalez-Worthen, Bridges for Student Success: Understanding Race, Culture and Language, "Starting your own community volunteer interpreter program," National Association of Holmes Scholars, the College of Charleston, and the Center for Partnerships to Improve Education, Charleston, South Carolina. (October 2008).

Angela M. Cozart, COSEE Summer Retreat, "Teaching all children: Is it only a matter of discipline?" COSEE, Charleston, South Carolina. (June 2008).

Angela M. Cozart, South Carolina ESOL County Supervisors Annual Meeting, "Parental Involvement: How can we increase it in our ESOL community?," South Carolina State Department of Education, Columbia, South Carolina. (March 2008).

Dr. Linda H. Fitzharris


Dr. Margaret C. Hagood

Emily Skinner, Paula Egelson, Mary Provost, Margaret C. Hagood, National Reading Conference, "Middle Grade Teachers' Engagement with and Implementation of New Literacies Teaching Strategies in Underperforming Middle Schools," National Reading Council, Orlando, FL. (December 2008).

Pauline Egelson, Mary Provost, Emily Skinner, Margaret C. Hagood, 22nd International Reading Association World Congress in Reading, "How the New Literacies in Middle Grades Program Supports Low-Performing Schools," San Jose, Costa Rica. (July 2008).

Margaret C. Hagood, Emily Skinner, ESOL Conference, " Developing Literate Identities with English Language Learners through Digital Storytelling," Charleston, SC. (June 2008).

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

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


Emily Skinner, Margaret C. Hagood, Miles Early Childhood Development Center, " Home and School Connections in Early Childhood Literacies," Charleston, SC. (February 2008).

Dr. Rénard Harris

Rénard Harris, Embrace the Future, "Struttin' with the Blues through the Social Studies Text," NCSS, Houston, TX. (November 2008).

Dr. Genny H. Hay

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

Dr. Mary E. Jones


**Dr. Martha L. Nabors**


**Dr. Mutindi Ndunda**


**Dr. Bob F. Perkins Jr.**


**Dr. Mary Provost**

Emily Skinner, Paula Egelson, Mary Provost, Margaret C. Hagood, National Reading Conference, "Middle Grade Teachers’ Engagement with and Implementation of New Literacies Teaching Strategies in Underperforming Middle Schools," National Reading Council, Orlando, FL. (December 2008).


Pauline Egelson, Mary Provost, Emily Skinner, Margaret C. Hagood, 22nd International Reading Association World Congress in Reading, "How the New Literacies in Middle Grades Program Supports Low-Performing Schools," San Jose, Costa Rica. (July 2008).

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

Dr. Emily Skinner

Emily Skinner, Paula Egelson, Mary Provost, Margaret C. Hagood, National Reading Conference, "Middle Grade Teachers' Engagement with and Implementation of New Literacies Teaching Strategies in Underperforming Middle Schools," National Reading Council, Orlando, FL. (December 2008).

Pauline Egelson, Mary Provost, Emily Skinner, Margaret C. Hagood, 22nd International Reading Association World Congress in Reading, "How the New Literacies in Middle Grades Program Supports Low-Performing Schools," San Jose, Costa Rica. (July 2008).

Margaret C. Hagood, Emily Skinner, ESOL Conference, "Developing Literate Identities with English Language Learners through Digital Storytelling," Charleston, SC. (June 2008).

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


Emily Skinner, Margaret C. Hagood, Miles Early Childhood Development Center, "Home and School Connections in Early Childhood Literacies," Charleston, SC. (February 2008).

Dr. Michael E. Skinner


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

Dr. Bonnie C. Springer


Dr. Julie D. Swanson


Dr. Diana Treahy

Diana L. Treahy, South Carolina Middle School Association Annual Meeting, "E-Mentoring," South Carolina Middle School Association, Myrtle Beach, South Carolina. (March 2008).

Dr. Meta Van Sickle


Van Sickle, M., Carnes, N., Tempel, G. & Tempel, C. (2008). Change in the Practices of Science Teachers (Grades 3-10) as They Participate in a Constructivist Long-Term Professional Development. A collaboration between the Medical University of South Carolina (MUSC), University of South Carolina and the College of Charleston. Paper presented at the Southeast Association of Science Teacher Educators Annual Conference, Columbia, SC.

Conferences and Workshops Attended/Panels Chaired/Other Professional Activity

Dr. Margaret C. Hagood


Dr. Mary E. Jones

Brought noted storyteller Kendall Haven to Campus to do Faculty Development workshops, "Kendall Haven --Storytelling," College of Charleston, Charleston, SC. (October 17, 2008).

Dr. Denis W. Keyes


Dr. Martha L. Nabors

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


Dr. Bob F. Perkins Jr.


Attended Workshop, "Smart Board Training," Teacher Education Department, Charleston, SC. (June 25, 2008 - June 26, 2008).


Dr. Mary Provost


Dr. Michael E. Skinner


Dr. Bonnie C. Springer

Attended Workshop, "Faculty Technology Institute," College of Charleston, Charleston, SC. (June 2008 - July 2008).

Dr. Diana Treahy

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

Dr. Meta L. Van Sickle

Attended Conference.
Description: I attend several conferences each year to learn of the latest research and pedagogy in science and mathematics teaching

Performances and Exhibitions

Dr. Rénard Harris


Harris, Renard, Center Stage, "Storyteller with a Blues Harp," Tennessee Technological University; Center Stage and Minority Affairs, Performance - Musical, "Storyteller with a Blues Harp," Center Stage, Cookeville, TN, USA. (September 2008).
Appendix B:  
Contracts, Grants, and Sponsored Research

Grants and Contracts

Dr. Diane C. Cudahy

Cudahy, Diane Creitz (Principal), "Junior/Senior Experience 08-09," Sponsored by CERRA/Winthrop University, State governmental agency, requested $14,400.00, awarded $14,400.00. (October 2008 - June 2009).

Cudahy, Diane Creitz (Principal), "Sophomore Professional Experience: The Importance of Environment," Sponsored by CERRA/Winthrop University, State governmental agency, requested $8,700.00, awarded $9,000.00. (April 2008 - August 2008).

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

Dr. Margaret C. Hagood

Provost, Mary (Co-Investigator), Egelson, Pauline (Co-Investigator), Hagood, Margaret C. (Co-Investigator), Skinner, Emily (Co-Investigator), "Center for the Advancement of New Literacies in Middle Grades," State governmental agency, requested $900,000.00, awarded $900,000.00. (August 2006 - July 2012).

Dr. Bob F. Perkins Jr.

Welch, Frances C. (Co-Investigator), Perkins Jr., Robert F. (Principal), "Diverse Pathways in Teacher Preparation-Year 4," Sponsored by University of South Carolina, Federal governmental agency, requested $114,713.00, awarded $114,713.00. (October 2008 - September 2009).

Dr. Mary Provost

Provost, Mary (Co-Investigator), Egelson, Pauline (Co-Investigator), Hagood, Margaret C. (Co-Investigator), Skinner, Emily (Co-Investigator), "Center for the Advancement of New Literacies in Middle Grades," State governmental agency, requested $900,000.00, awarded $900,000.00. (August 2006 - July 2012).

Provost, Mary (Co-Investigator), Egelson, Pauline (Principal), "Center of Excellence for Advancement of New Literacies in the Middle Grades-Year 3," Sponsored by SC Commission on Higher Education (CHE), State governmental agency, requested $112,500.00, awarded $86,421.00. (August 2008 - August 2009).

Dr. Emily Skinner

Provost, Mary (Co-Investigator), Egelson, Pauline (Co-Investigator), Hagood, Margaret C. (Co-Investigator), Skinner, Emily (Co-Investigator), "Center for the Advancement of New Literacies in Middle Grades," State governmental agency, requested $900,000.00, awarded
$900,000.00. (August 2006 - July 2012).

**Dr. Michael E. Skinner**


**Dr. Julie D. Swanson**

Swanson, Julie Dingle (Principal), "Gifted and Talented Graduate Courses 2008-09,"
Sponsored by SC Department of Education, State governmental agency, requested $114,008.00, awarded $102,750.00. (August 2008 - June 2009).


**Dr. Diana Treahy**


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

**Dr. Meta L. Van Sickle**

Meyer-Bernstein, Elizabeth L. (Co-Investigator), Hurd, Mark W. (Co-Investigator), Oprisan, Sorinel (Co-Investigator), Van Sickle, Meta L. (Co-Investigator), Riggs-Gelasco, Pamela Jo (Principal), "Undergraduate Science Education Program," Sponsored by Howard Hughes Medical Institute (HHMI), Private, requested $406,950.00, awarded $375,000.00. (September 2008 - August 2009).
Appendix C: Publications

Research and Professional Development

Books

Dr. Linda C. Edwards


Dr. Christine R. Finnan Ph.D.

Scholarly

Dr. Mary E. Jones Ph. D.


Articles in Refereed Journals

Dr. Linda H. Fitzharris


Dr. Susan P. Gurganus


Dr. Margaret C. Hagood


**Dr. Rénard Harris**


**Dr. Genny H. Hay**


**Dr. Mary E. Jones**


**Dr. Martha L. Nabors**


**Dr. Mary Provost**


**Dr. Emily Skinner**


**Dr. Michael E. Skinner**

Dr. Diana Treahy


Dr. Meta Van Sickle


Dr. William Veal


Other Articles, Chapters in Books, Publications of a Special Nature, including Book Reviews

Dr. Christine R. Finnan Ph.D.

*Journal Article, Professional Journal*

*Journal Article, Professional Journal*

*Journal Article, Professional Journal*

Dr. Linda H. Fitzharris


Dr. Susan P. Gurganus

*Instructor's Manual*
Ms. Margaret C. Hagood

On-Line Publication
Hagood, M. C.. New media and online literacies: No age left behind [online version, Reading Research Quarterly. 38

Dr. Michael E. Skinner

Technical Report

Dr. Julie D. Swanson

Journal Article, Academic Journal

Dr. Meta L. Van Sickle

Editorial and Review Activities

Dr. Christine R. Finnan Ph.D.


Dr. Susan P. Gurganus

Dr. Margaret C. Hagood
Editorial Board Member, "Journal of Adolescent and Adult Literacy," Editorial Board. (January 2008 - January 2010).


Invited Manuscript Reviewer or Referee, "Literacy’s Beginnings (5th ed)." (June 2008).

Editorial Board Member, "Journal of Curriculum and Instruction," Editorial Board. (June 2007 - June 2008).

Invited Manuscript Reviewer or Referee, "Multiliteracies and change in contemporary literacies." (May 2008).

Invited Manuscript Reviewer or Referee, "From reading clinic to school." (March 2008).

Grant Reviewer—Ad Hoc, Social Sciences and Humanities Research Council of Canada. (February 2008).

**Dr. Genny H. Hay**


**Dr. Mary E. Jones.**


**Dr. Denis W. Keyes**

Invited Manuscript Reviewer or Referee, "Mental Retardation," AAMR. (March 2004 - Present).

**Dr. Martha L. Nabors**

Invited Manuscript Reviewer or Referee, "KAPPA DELTA PI Scholarship Awards," KAPPA DELTA PI. (May 2008).

**Dr. Mary Provost**


**Dr. Michael E. Skinner**


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

**Dr. Julie D. Swanson**


**Dr. Meta L. Van Sickle**


Grant Reviewer—Ad Hoc, "several," CHE--Eisenhower Grants.

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


Appendix D: Curriculum Changes and Innovations

Innovations in Instruction/Service Learning

SUM II DAY 2008

EDFS 687 - 001 - Dr. Bob F. Perkins Jr.
Pedagogical Innovations: PowerPoint was taken out and Smart Board Notebook software was included.

SUMMER EVENING 2008

EDFS 717 - 090 - Dr. Bob F. Perkins Jr.
Pedagogical Innovations: PowerPoint was taken out and Smart Board Notebook software was included.

FALL 2008

EDFS 326 - 001 - Dr. Bob F. Perkins Jr.
Pedagogical Innovations: Students are using PBWiki to put together a Chapter by Chapter review of textbook.

HONS 390 - 092 - Dr. Denis W. Keyes
Pedagogical Innovations: This was the first course I have taught dealing exclusively with my work on Death Row. As such, it was all new material, covered a wide array of issues related to capital punishment, and seemed very well received by my Honors students. Teaching Material Developed: Used Video Streaming, online testing and planned a mock trial that was unable to be done.

Non-Credit Instruction Taught

Dr. Linda H. Fitzharris

M.Ed. final paper for an elementary education major, Internal to College of Charleston, EDEE. (May 2008 - December 2008).

Dr. Denis W. Keyes

Testimony in State and US Courts, External to College of Charleston.

Presentations to attorneys around the nation, External to College of Charleston, Florida Legislative Commission on Capital Punishment.

Undergraduate/Graduate Special Projects

Dr. Christine R. Finnan Ph.D.

Dr. Denis W. Keyes

Instructor for the first Honors class from the School of Education taught in over a decade, "Critical Issues in the Death Penalty". (2008-2009).

Dr. Bonnie C. Springer


Dr. Meta Van Sickle

Capstone mentor for 2 projects.
Appendix E Service

Service

Department

Dr. Christine R. Finnan Ph.D.

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

Dr. Mary E. Jones


Dr. Denis W. Keyes

New Faculty Search Committee, Committee Chair. (August 2008 - May 2009).

Dr. Bob F. Perkins Jr.

Teacher Education Department Curriculum Committee, Committee Member. (August 2008 - May 2009).

Committee to form an MAT degree in Middle Grades, College Representative. (June 2008 - December 2008).

Dr. Mary Provost

Diverse Pathways Grant, Committee Member. (August 2005 - May 2009).

Governance Committee, Committee Member. (August 2008 - January 2009).

Dr. Emily Skinner

R & D Travel Funding Request Review Subcommittee, Committee Member. (August 2008 - February 2009).

Research and Development Committee, Committee Member, Member. (August 2008 - February 2009).

R & D Teacher Scholar Subcommittee, Committee Chair. (August 2008 - December 2008).

Joint MAT in Middle Grades with Citadel Planning Committee, Committee Member. (May 2008 - December 2008).

Dr. Michael E. Skinner

Faculty Committee on Governance, Committee Member. (August 2008 - July 2009).

Dr. Bonnie C. Springer

Department of Teacher Education Curriculum committee, Committee Member. (September 2008 - Present).

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

EHHP M.Ed. Committee, Committee Member. (May 2007 - Present).

Dr. Julie D. Swanson

EDFS Research and Development Committee. (January 2003 - February 2009).

Research and Professional Development, Committee Chair. (August 2008 - January 2009).

Dr. Diana Treahy

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

Secondary Mathematics SPA, Committee Chair, Member. (December 2008 - December 2010).

College

Dr. Sara C. Davis

C of C Graduate Strategic. (2003 - Present).

Dr. Christine R. Finnan Ph.D.

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

Dr. Rénard Harris


Dr. Denis W. Keyes


Dr. Martha L. Nabors

SMFT Advisory Board, Member. (September 2004 - May 2009).

Dr. Mutindi Ndunda


Centre for Diversity. (February 2006 - Present).
Dr. Bob F. Perkins Jr.

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

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

Faculty Senate, Faculty Senate Service. (September 2008 - May 2009).

Health and Human Performance Department, Tenure and Promotion Panel Outside Reviewer. (November 2008 - December 2008).

Faculty Curriculum Committee, Committee Chair. (September 2008 - December 2008).

Dr. Mary Provost


Dr. Michael E. Skinner

Faculty Committee on Compensation, Committee Member. (August 2008 - June 2009).


Dr. Bonnie C. Springer

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

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

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

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

MAT In Performing Arts committee, Committee Chair. (January 2008 - September 2008).

Dr. Julie D. Swanson

Tenure and Promotion Advisory Committee, Committee Member. (August 2007 - May 2009).

College-wide Committee on Adult Student Learning, Member. (January 1998 - January 2009).

Dr. Meta L. Van Sickle

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

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

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

Dr. Sara C. Davis

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

Dr. Linda H. Fitzharris
Pickney, Guest Reader for Dr. Suess Day. (March 2004 - March 2009).

Dr. Susan P. Gurganus
Curriculum Resource Lab, Co-coordinator. (October 2006 - Present).

Dr. Rénard Harris

Dr. Mary E. Jones

Dr. Denis W. Keyes
Charleston County Family Resource Center (FRC), President/Elect/Past. (December 2007 - December 2010).
Human Rights Committee (Charleston County DSN), Committee Chair. (October 2006 - October 2009).
Special Education Advisory Committee, Facilitator, Member. (August 2004 - May 2009).

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

Dr. Martha L. Nabors
Kappa Delta Pi Education Honor Society, Student Org Advisor. (August 2002 - Present).
Teaching Fellows Interviewer and Advisory Board, Committee Member. (August 2002 - Present).

dr. mutindi ndunda

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


Dr. Bob F. Perkins Jr.

Teacher Education Department, College Representative. (June 2008 - December 2008).

Dr. Mary Provost

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

Dr. Emily Skinner

Laurel Hill Primary School Classroom Volunteer, Literacy block facilitator & parent class representative. (August 2007 - February 2009).

Laurel Hill Primary School Parent Teacher Association, Member. (August 2007 - February 2009).

Dr. Michael E. Skinner

Project CREATE (SC Center for the Re-Education and Advancement of Teachers in Special Education), Center Director - College of Charleston. (April 2006 - June 2009).

College of Charleston Special Education Advisory Committee, Advisory Board, Board Member. (August 2000 - May 2009).

Dr. Bonnie C. Springer

School of Education, Health, and Human Performance Unit Assessment Committee, Committee Member. (August 2008 - Present).

Charleston County Schools, Pro Bono Professional Service. (June 2003 - Present).

Dr. Julie D. Swanson

Junior League of Charleston, Advisory Board.

Advisory Board, Board Member. (August 2000 - May 2009).

School of Education Planning Committee, Advisory Board, Member. (January 2000 - January 2009).

**Dr. Diana Treahy**

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

Charleston County School District, College Representative. (August 2006 - Present).

**Dr. Meta L. Van Sickle**

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

**Profession**

**Dr. Angela M. Cozart**

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

**Dr. Christine R. Finnan Ph.D.**


**Dr. Linda H. Fitzharris**

American Association for the Advancement of Science. (January 1980 - Present).

**Dr. Margaret C. Hagood**


National Reading Conference, Conference Reviewer. (January 2000 - April 2009).

**Dr. Bonnie C. McCarty**

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

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

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

**Dr. Mutindi Ndunda**

World Trade Centre, South Carolina liaison. (January 2003 - Present).
Dr. Bob F. Perkins Jr.

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


SC State Department of Education Task Force for 21st Century Educators, Committee Member, Member. (June 2008 - October 2008).

SC Department of Education Internet Safety (CyberSavvy SC) Awareness Task Force, Committee Member. (July 2008 - September 2008).

Dr. Mary Provost

CLD of the Carolinas, Treasurer and Newsletter Editor, Board Member. (July 2006 - July 2011).

Council for Learning Disabilities, President, President/Elect/Past. (July 2003 - July 2010).

Dr. Julie D. Swanson

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

SCCGTE Board Strategic Planning Committee, Committee Member. (January 2007 - January 2009).


SC Consortium for Gifted and Talented Education, Committee Member, Board Member. (January 1999 - January 2009).

Dr. Diana Treahy

Introduction

The School of Education, Health, and Human Performance has three initial certification MAT programs for students possessing baccalaureate degrees in fields other than education: Special Education, Early Childhood Education, and Elementary Education. The primary goals of these programs are to produce teachers who can meet the needs and work effectively with the following students:

- Children and youth with learning, mental, and/or emotional disabilities.
- Pre-kindergarten through third grade
- Second through sixth grade

Mission

The objectives of all three programs are consistent with the mission of the School of Education, Health, and Human Performance (EHHP) at the College of Charleston. That is, they strive to “. . . develop educators. . . to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.” In pursuit of this mission, faculty and students are expected to demonstrate the following:

- Intellectual curiosity and rigor;
- Reflective, research-based practice;
- Collaboration and consensus building;
- Field-oriented service and community outreach; and
- Cultural sensitivity and understanding.

Accomplishments

A major accomplishment of all three MAT programs was working through the successful integration into one Department of Teacher Education (TEDU). Previously all three programs had a separate director with one director in one department and the other two in another department. The responsibilities of all three directors are now carried out by one individual housed in the same department (TEDU) as all other faculty members.

In collaboration with the Charleston County School District, EHHP has instituted a program to attract more students to the MAT early childhood program, especially African American students. The program currently has two full-time students; forty individuals have expressed interest in the program.

The following numbers demonstrate the 2008-2009 overall growth of the programs as compared to the previous year:
Goals

The primary goals for the upcoming 2009-2010 academic year are as follows:

- Continue work on the assessment plan
- Continue writing the NCATE reports due in May
- Continue discussion of more meaningful “gates” between focus areas in Early Childhood and Elementary Education
- Contact individuals who are enrolled in the programs but have not been active students for over one year
- Transition into the new admissions criteria instituted for fall ’09 in the Early Childhood Program
- Plan, if possible, for a more substantial role of dispositions
- Increase the gender, ethnic, and geographic diversity of students enrolled in the programs
- Increase overall enrollment
- Increase student involvement in professional activities such as professional presentations, research grants, and preparation of manuscripts for publication.

PRAXIS

Following are the number of students who attempted and passed the PRAXIS II exam during the 2008-2009 school year.

<table>
<thead>
<tr>
<th>Program</th>
<th>Attempted</th>
<th>Non-Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>EDEL</td>
<td>42</td>
<td>0</td>
</tr>
<tr>
<td>EDSP</td>
<td>21</td>
<td>0</td>
</tr>
</tbody>
</table>
Department of Health and Human Performance  
Annual Report 
2008 - 2009

Introduction/Executive Summary

The Department of Health and Human Performance (HEHP) provides dynamic and enriching academic, research, and service activities for departmental majors. The department faculty and adjunct professors also teach a wide range of courses that provide enriching educational experiences for the College student body at-large.

The Health and Human Performance faculty excels in involving undergraduate students in the research process, with successful SURF and 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).

Evidence that these research experiences extend into and beyond the classroom is provided by the fact that two of our faculty, Drs. Susan Rozzi and Karen Smail, were awarded the School-wide Senior and Junior Faculty Teacher-Scholar Awards, respectively. In addition, Drs. Sheett and Barfield brought 15 students to the Southeast American College of Sports Medicine meeting in Birmingham, with most of these presenting podium or poster presentations. Finally, we were very well represented at the School of Science and Math poster day with 17 poster presentations, two receiving Awards of Merit.

Faculty in HEHP also continued their strong tradition of service in the reporting period 2008-2009. Recent highlights of our service record are: the final Laura Griffin run/walk after 13 successful years, an outstanding department Health Fair, an American Heart Association jump rope for heart fundraiser, and over 200 miles walked on World Day for Physical Activity at the Carolina First Center.

The Department continues to excel in the classroom, with most roster faculty teaching a 4 course load per semester. Health and Human Performance faculty stayed abreast of technology with several recent FTI graduates, continued to find new ways to engage and enlighten students, excelled at advising, were strong in professional development activities, and had teaching evaluation scores that were higher than the College of Charleston average.
Highlights of Departmental Accomplishments 2008-2009

Accomplishments/milestones/appointments of special note:

- Promotion to Senior Instructor for Mr. Thomas Carroll
- Senior Faculty EHHP Teacher-Scholar Award for Dr. Susan Rozzi
- Junior Faculty EHHP Teacher-Scholar for Dr. Karen Smail
- Honor Award (National) from the American Alliance for Health, Physical Education, Recreation and Dance for Dr. Andrew Lewis.
- Successful third year review for Dr. Timothy Scheett
- Outstanding record of undergraduate involvement in research
  - SURF grants
  - AYRG
  - 17 poster presentations (and 50 students) at School of Science and Math Poster Session
  - 15 Students attended and presented at Southeast American College of Sports Medicine meeting in Birmingham, AL
  - Bachelor’s essay
- New Department Chair (1/1/09)
- New half-time Administrative Assistant, Nancy Phelps (5/26/09)
- NSF grant submission (Flynn and Smail)
- PEP grant submission (Smil w/CCSD)
- Final Laura Griffin Run/Walk
- Community-wide Health Fair

Instruction

Enrollment Trends

Prior to May 2009 graduation, the Department of Health and Human Performance had 287 majors, with 37 in athletic training and 250 in physical education. The breakdown by concentration was: exercise science concentration 125; health promotion concentration 97; teacher education concentration 28.

The department has undergone significant growth in the past two years. The number of majors increased nearly 25% (from 232 to 287) from 2007 to 2009. This growth along with increased interest in our exercise science and health promotion concentrations for professional school preparation, provided the impetus for the decision to change the exercise science and health promotion concentrations to majors. The documents to initiate this change are being drafted and will be reviewed by the faculty in the fall.

Beyond serving nearly 300 undergraduate majors, the Department of Health and Human Performance makes a significant contribution to the College by offering a wide array of courses taken primarily by students outside the department. These courses include human sexuality, essentials of nutrition, yoga, racquet sports, and social dance. HEHP also offers an exciting list of “fee-based” courses such as sailing, horseback riding and ice skating. In 2008-2009, more than 2100 College of Charleston students enrolled in a Department of Health and Human Performance “activity course”—courses that substantially improve student knowledge in health and fitness and enrich the total
Curriculum Changes

Advanced Topics in Resistance Training and Conditioning (PEHD438) was taught for the first time in the spring of 2009.

A first year experience seminar, “Medical and Allied Health Professions”, was taught by Michelle Futrell.

Innovations in Instruction/Service Learning

FALL 2008

ATEP 245 - 001 Michelle Futrell
Pedagogical Innovations: Changed approach to the class by making the class sessions more discussion based as opposed to previously lecture based course. Students were held accountable for outside readings and quizzed on them rather than content covered in a previous class period.

Non-Credit Instruction Taught

Ms. Scooter D. Barnette


Undergraduate/Graduate Special Projects

Dr. Tim Scheett


Student Research, Senior Capstone Mentor, "Does aquatic jump training alter characteristics of the vertical jump?", Oberholtzer, K., Undergraduate, Physical Education. (2008-2009).

Student Research, Senior Capstone Mentor, "Does aquatic jump training alter characteristics of the vertical jump?", Hepner, B., Undergraduate, Physical Education. (2008-2009).

Student Research, Senior Capstone Mentor, "Does aquatic jump training alter characteristics of the vertical jump?", Morris, M., Undergraduate, Physical Education. (2008-2009).

Student Research, Senior Capstone Mentor, "Does aquatic jump training alter characteristics of the vertical jump?", Rogers, M., Undergraduate, Physical Education. (2008-2009).

Student Research, Senior Capstone Mentor, "Does aquatic jump training alter characteristics of the vertical jump?", Soesbee, A., Undergraduate, Physical Education. (2008-2009).


Student Research, Senior Capstone Mentor, "Effectiveness of a Suspension Training Program vs. Traditional Resistance Training Program", Hensley, R., Undergraduate, Physical Education. (2008-2009).


**Dr. Karen M. Smail**

Student Research, Mentor, "Developing Cardiovascular and Body Composition Using Wii Fit", Undergraduate, Physical Education. (2008-2009).

Student Research, Mentor, "Using Video Gaming to Develop Muscular Strength and Flexibility", Undergraduate, Physical Education. (2008-2009).

**IV. Faculty**

**Research and Professional Development**

**Articles in Refereed Journals**

**Michael G. Flynn**


**Timothy P. Scheett**


**Karen M. Smail**

Karen M. Smail, PhD1 and Michael Horvat (2009). Resistance Training For Individuals with Intellectual Disabilities *Clinical Kinesiology* 63(2); Summer, 2009

**Other Articles, Chapters in Books, Publications of a Special Nature, including Book Reviews**

**Dr. Bill R. Barfield Ph.D., FACSM**

*Journal Article, In-House Journal*

*Journal Article, In-House Journal*

*Journal Article, In-House Journal*

*Journal Article, In-House Journal*

**Dr. Deborah A. Miller**

*Magazine/Trade Publication*

**Dr. Susan L. Rozzi PhD, ATC**

*Newspaper*

**Other Editorial/Review Activities**

**Dr. Bill R. Barfield Ph.D., FACSM**


Invited Manuscript Reviewer or Referee, "Badminton Today." (September 2000 - Present).


Invited Manuscript Reviewer or Referee, "Research Quarterly for Exercise & Sport." (September 2007 - December 2010).


**Dr. Edie B. Ellis**

Grant Reviewer—Ad Hoc, "School Health Index." (February 2006 - Present).


**Dr. Michael G. Flynn**

Associate Editor, Journal of Aging and Physical Activity.

**Dr. Deborah A. Miller**

Invited Manuscript Reviewer or Referee, "Zest Quest Curriculum," Winthrop University. (June 2008 - July 2009).


**Dr. Susan L. Rozzi PhD, ATC**


Dr. Tim Scheett

Grant Reviewer—Ad Hoc, National Strength and Conditioning Association. (April 2006 - Present).

Associate Editor, "Nutrition & Metabolism." (July 2004 - Present).


Invited Manuscript Reviewer or Referee, "Obesity Research." (January 2004 - Present).


Dr. Karen M. Smail


Invited Lectures/Readings

Dr. Bill R. Barfield Ph.D., FACSM

Laura Liles, William R. Barfield, Langdon A. Hartsock, William R. Barfield, MUSC Orthopaedic Grand Rounds, "Randomized Prospective Controlled Clinical Trial Comparing Reamer Irrigator Aspirator (RIA) to Standard Reaming (SR) with Closed Femoral Fractures Treated with Reamed Intramedullary Nails," MUSC, Charleston, SC. (June 2009).


Ben Hepner, Tom Carroll, Timothy P. Scheett, William R. Barfield, Southeast American College of Sports Medicine, "Correlations Between Body Fat, Lower Extremity Absolute Peak Power and Speed in College Female Softball Players," Birmingham, AL. (February 2009).
Kelly Gayman, Tom Carroll, William R. Barfield, Southeast American College of Sports Medicine, "Correlations of VO2 Max, VO2 Max Relative to Lean Mass and the Modified Hoff Test in Female Collegiate Soccer Players," Birmingham, AL. (February 2009).


**Dr. Edie B. Ellis**

Edith B. Ellis, Deborah A. Miller, Shelley D. Hamill, SCAHPERD Annual Convention, "Grand Slams II," SCAHPERD, Myrtle Beach, SC. (November 2008).


**Michelle Futrell**

Michelle Futrell, Susan L. Rozzi, College of Charleston Approved Clinical Instructor Training, "Approved Clinical Instructor Training (Initial & Renewal)," College of Charleston Athletic Training Education Program, Charleston, SC. (October 2008).

**Dr. Andrew H. Lewis**


**Dr. Deborah A. Miller**

Deborah A. Miller, Honors Program Workshop, "Honors: Happy, Healthy, Hardy I," College of Charleston, Charleston, SC. (November 2008).

Deborah A. Miller, Honors Program Workshop, "Honors: Happy, Healthy, Hardy II," College of Charleston, Charleston, SC. (November 2008).

Edith B. Ellis, Deborah A. Miller, Shelley D. Hamill, SCAHPERD Annual Convention, "Grand Slams II," SCAHPERD, Myrtle Beach, SC. (November 2008).

Deborah A. Miller, Charleston Medical Society, "Body Mass Index in Elementary Students in CCSD," Medical University of South Carolina, Charleston, SC. (June 2008).

Dr. Susan L. Rozzi PhD, ATC

Michelle Futrell, Susan L. Rozzi, College of Charleston Approved Clinical Instructor Training, "Approved Clinical Instructor Training (Initial & Renewal)," College of Charleston Athletic Training Education Program, Charleston, SC. (October 2008).


Dr. Tim Scheett


Timothy P. Scheett, South Carolina Alliance for Health, Physical Education, Recreation and Dance, "Identifying the Most Effective Nutritional Supplements for Strength/Power Athletes," Myrtle Beach. (November 2008).

Conferences and Workshops Attended/Panels Chaired/Other Professional Activity

Dr. Susan E. Balinsky


Ms. Scooter D. Barnette


Attended Seminar, "Tools in Education," Center for Faculty Development, CofC. (October 21, 2008).

Mr. Tom L. Carroll


Dr. Annette G. Godow Psy.D.

Library Research, "Visit to Kinsey Institute Library," Indiana University, Bloomington, IN. (August 22, 2008).

Dr. Andrew H. Lewis


Dr. Deborah A. Miller

Continuing Education, "15 CHES Credits - Category 1 earned." (January 1, 2008 - December 31, 2008).

Dr. Tim Scheett

Attended Workshop, "Faculty Technology Institute II," College of Charleston, Charleston, SC. (March 2009).

Attended Conference, "Southeast American College of Sport Medicine Conference," Southeast American College of Sport Medicine, Birmingham, AL. (February 2009).


Dr. Karen M. Smail


Service

Department

Dr. Susan E. Balinsky

Assessment Committee, Committee Chair. (August 2008 - May 2009).

AT/ES Tenure Track Faculty Search, Committee Member. (August 2008 - April 2009).

Dr. Ellis Tenure and Promotion Committee, Committee Member. (October 2008 - March 2009).
Mr. Carroll's Promotion to Senior Instructor Committee (October 2008 - March 2009).

Dr. Scheett 3rd Year Review Committee, Conference Discussant. (October 2008 - February 2009).

Department Chair Search Committee, Committee Member. (August 2006 - December 2008).

Dr. Bill R. Barfield Ph.D., FACSM
Faculty Governance Committee, Committee Chair. (August 2008 - May 2009).
Research & Development, Committee Member. (August 2008 - May 2009).

Ms. Scooter D. Barnette
Library Liaison, Committee Chair. (August 1996 - Present).
Assessment Committee, Committee Member. (August 2008 - May 2009).

Mr. Tom L. Carroll
Curriculum Committee, Committee Member. (August 2008 - May 2009).

Dr. Edie B. Ellis
R&D Committee, Committee Chair. (September 2007 - May 2009).

Michelle Futrell
Curriculum Committee, Committee Member. (August 2008 - May 2009).

Dr. Andrew H. Lewis
HEHP Research and Development, Committee Chair. (August 2003 - Present).
Faculty Governance Committee, Committee Member. (August 2008 - May 2009).
HEHP Faculty Governance Committee, Committee Member. (August 2008 - May 2009).
HEHP Faculty Governance Committee, Committee Member. (August 2008 - May 2009).

Dr. Deborah A. Miller
Internship Coordinator, Internship Coordinator for Department. (September 1992 - Present).
Health Minor Coordinator, Coordinate health minors. (September 1990 - Present).
Health and Human Performance Curriculum Committee, Committee Member. (August 2007 - August 2009).

Health and Human Performance Curriculum Committee, Committee Chair. (January 2008 - August 2008).

**Dr. Susan L. Rozzi PhD, ATC**

Department of HHP: Research and Development Committee, Committee Member. (August 2008 - May 2009).

Department of HHP: Faculty in AT/ExSci Search Committee, Committee Chair. (August 2008 - March 2009).

**Dr. Tim Scheett**

Curriculum Committee, Committee Member. (August 2005 - Present).


Research and Professional Development, Committee Member. (August 2008 - November 2009).


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


**Dr. Karen M. Smail**

HEHP Curriculum Committee, Committee Chair. (August 2008 - May 2009).

College

**Dr. Susan E. Balinsky**

Student Affairs and Athletics Committee, Committee Member. (August 2007 - May 2009).

**Dr. Bill R. Barfield Ph.D., FACSM**


Ad Hoc Committee of Grievance/Hearing Committees, Committee Member. (November 2008 - May 2009).

Faculty Hearing Committee, Committee Chair. (August 2008 - May 2009).
Ms. Scooter D. Barnette

FATCATS, Facilitator. (February 2009 - May 2009).
Honor Board, College Representative (April 2009).

Mr. Tom L. Carroll

Faculty Senate, College Representative, Member. (August 2008 - May 2010).
Honor Board Advisor, Committee Member. (May 2008 - June 2009).

Dr. Edie B. Ellis

Senate, Committee Member (August 2007 - May 2009).

Michelle Futrell

Campus Action Team, Member. (August 2004 - Present).
Athletic Training Education Program Clinical Instructor Education Sessions, Facilitator. (January 2002 - Present).
First Year Experience Committee, Committee Member. (August 2008 - May 2009).

Dr. Annette G. Godow Psy.D.

Women's Studies Steering Committee, Member. (August 2003 - Present).
Phi Beta Sigma Fraternity, Inc, Chapter Advisor. (April 2002 - Present).

Dr. Deborah A. Miller

Honor Board Advisor, Committee Member. (August 2000 - Present).
Women's and Gender Studies Steering Committee, Committee Member. (1996 - Present).
Grievance Committee, Committee Member. (August 2008 - August 2009).
Laura Griffin Memorial Run, Race Coordinator. (January 1996 - January 2009).
Women and Gender Studies Scholarship Committee, Committee Member. (January 2007 - December 2008).

Dr. Susan L. Rozzi PhD, ATC

College of Charleston Institutional Review Board, Committee Member. (August 2008 - August 2011).
Dr. Tim Scheett
Faculty Research & Development, Committee Member. (August 2007 - July 2010).

Community

Dr. Susan E. Balinsky

Dr. Bill R. Barfield Ph.D., FACSM
SC Governor's Council on Physical Fitness (GCPF), Acting Chair & Executive Committee Member GCPF. (October 2008 - December 2009).

Data Specialist and Information Manager Specialist Committee, Committee Member. (April 2009 - May 2009).

SC Governor's Council on Physical Fitness (GCPF), Vice-Chair & Executive Committee Member GCPF. (February 2005 - December 2008).

Cooper River Bridge Run Executive Committee, Committee Member. (January 1996 - December 2008).

Ms. Scooter D. Barnette
Cooper River Bridge Run Executive Board, Advisory Board. (January 2003 - December 2015).

Saint James Day School Board, Committee Chair, President/Elect/Past. (May 2006 - May 2010).

Grants Committee CRBR, Committee Member (August 2008 - July 2009).

Wheel Chair Committee of CRBR, Committee Member. (August 2008 - July 2009).

Mr. Tom L. Carroll
St. Andrews/Charleston United Soccer Coaches' Council, Advisory Board, Board Member. (August 2008 - Present).

Charleston Recreation Department, Pro Bono Professional Service. (August 2007 - Present).

Michelle Futrell
ECDC Coordinating Committee, Faculty Liaison. (August 2003 - Present).

Schools to Careers Mentor, Facilitator. (January 2002 - Present).
Cooper River Bridge Run, Athletic Trainer/Finish Line Coordinator. (April 1995 - Present).

Diverse Pathways in Teacher Education Grant, Advisory Board, Board Member. (January 2007 - May 2009).

**Dr. Annette G. Godow Psy.D.**

Carolina Autism: Supported Living Services, Consultant to the Director of Training and Programs. (September 1994 - Present).

Coastal Conservation League, Member. (August 1993 - Present).

**Dr. Andrew H. Lewis**

EHHP Unit Assessment Committee, Committee Member. (August 2007 - Present).

EHHP Appeals Committee, Committee Chair. (August 2005 - Present).

EHHP Center for Partnerships - Outreach Committee, Committee Chair. (August 2005 - Present).

EHHP Teacher Education Council, Committee Chair. (August 2002 - Present).

EHHP Advisory Board, Advisory Board, Board Member. (August 2001 - Present).

Burke High School Band Booster Club - Treasurer, Committee Chair. (August 1996 - Present).

**Dr. Deborah A. Miller**

Charleston Medical Society's School Health Council, Committee Member. (September 2005 - Present).

**Dr. Tim Scheett**

Candidate Recruitment Committee, Committee Member. (August 2005 - Present).

Faculty Evaluation Committee, School of Education, Health, and Human Performance. (August 2006 - September 2010).

Diverse Pathways in Teacher Education Advisory Committee, Committee Member. (September 2005 - September 2010).

Diverse Pathways in Teacher Education Advisory Committee, School of Heath, Advisory Board. (August 2005 - September 2010).

Teacher-Scholar Committee, Committee Chair. (August 2007 - September 2008).

**Dr. Karen M. Smail**

EHHP Assessment Committee, Committee Member. (August 2008 - May 2009).
Profession

Dr. Susan E. Balinsky

South Carolina Association for the Advancement of Health Education/Nominating Committee, Committee Chair. (May 2007 - November 2008).

South Carolina Alliance for Health, Physical Education, Recreation and Dance, Committee Member. (November 2005 - November 2008).

Dr. Bill R. Barfield Ph.D., FACSM

American Orthopaedic Society for Sports Medicine, Committee Member. (January 2005 - December 2009).

Kentucky Science & Engineering Foundation Grants Reviewer. (June 2008).

Dr. Edie B. Ellis

Conference Program Organizer, President/Elect/Past. (December 2008 - February 2010).

Conference Program Organizer, President/Elect/Past. (December 2008 - February 2010).

SCAAHE, President, President/Elect/Past. (November 2007 - November 2008).

Michelle Futrell

South Carolina Athletic Trainers Association College & University Committee, Committee Chair. (July 2004 - July 2009).

Dr. Andrew H. Lewis

Southern District American Association for Health, Physical Education, Recreation and Dance, Committee Member. (February 2007 - February 2010).

Dr. Deborah A. Miller

SC SDE Health & Safety Standards Review Committee, Committee Chair. (January 2008 - Present).

South Carolina Alliance for Health, Physical Education, Recreation, and Dance, Constitution Committee Chair. (November 2007 - Present).

South Carolina Alliance for Health, Physical Education, Recreation, and Dance, President-elect, President/Elect/Past. (November 2007 - Present).

American Alliance of Health Education HIV Project Review Panel, Committee Member. (March 2005 - Present).

SC SDE Health Education Assessment Project, Committee Member. (2002 - Present).
South Carolina Alliance for Health, Physical Education, Recreation, and Dance, Board of Directors, President/Elect/Past. (November 2007 - November 2010).

South Carolina Alliance for Health, Physical Education, Recreation, and Dance, Executive Board, President/Elect/Past. (November 2007 - November 2010).

South Carolina Alliance for Health, Physical Education, Recreation, and Dance Scholarship Committee, Committee Member. (November 2005 - February 2010).

SC SDE Health & Safety Standards Writing Team, Committee Chair. (June 2008 - August 2009).

Dr. Susan L. Rozzi PhD, ATC

NATA Pronouncements Committee, Committee Assistant Chair. (March 2005 - Present).

Dr. Tim Scheett

Research Consortium, NSCA, Committee Member. (August 2007 - Present).

Weider Publications, Advisory Board, Board Member. (October 2003 - Present).

Student Research Judge, NSCA. (August 2006 - September 2010).

Strategic Planning Committee, Committee Member. (August 2005 - September 2010).

International Society of Sports Nutrition, Meeting Attendee, Member. (February 2005 - July 2010).

American College of Sports Medicine, Meeting Attendee, Member. (October 2004 - June 2010).

Dr. Karen M. Smail


Honors and Awards

Dr. Andrew H. Lewis


Consulting

Dr. Bill R. Barfield Ph.D., FACSM


Academic, Nerac Inc, Tolland, CT, Pro Bono. (March 2009).

Dr. Edie B. Ellis


Dr. Deborah A. Miller

Training/Education, Winthrop University: Zest Quest Curriculum, Winthrop University, Compensated. (June 2007 - July 2009).

Dr. Tim Scheett


Technical/Professional Work, Muscle and Fitness Magazine, California, Compensated. (July 2002 - Present).

College Funds

Dr. Susan E. Balinsky

Smail, Karen M., Balinsky, Susan E., Miller, Deborah A., "Using Wii Fit to Hook Students on Fitness," Sponsored by Faculty R&D, College of Charleston, requested $3,255.00, awarded $3,255.00. (March 2009 - April 2009).

Dr. Deborah A. Miller

Miller, Deborah A. (Principal), "Alternate Forms of Exercise for Older Adults Using the Wii Nintendo Game Console," Sponsored by Departmental R & D Funds, College of Charleston, requested $1,100.00, awarded $1,100.00. (February 2008 - June 2009).

Smail, Karen M., Balinsky, Susan E., Miller, Deborah A., "Using Wii Fit to Hook Students on Fitness," Sponsored by Faculty R&D, College of Charleston, requested $3,255.00, awarded
$3,255.00. (March 2009 - April 2009).

**Dr. Tim Scheett**


Scheett, Timothy P, "Does aquatic jump training alter characteristics of the vertical jump?," Sponsored by HHP RND, College of Charleston, requested $559.95, awarded $279.98. (November 2008 - June 2009).


**Dr. Karen M. Smail**

Smail, Karen M., Balinsky, Susan E., Miller, Deborah A., "Using Wii Fit to Hook Students on Fitness," Sponsored by Faculty R&D, College of Charleston, requested $3,255.00, awarded $3,255.00. (March 2009 - April 2009).
M.Ed. in Languages
Annual Report
2008-2009

The mission of the Master of Education in Languages (LALE), 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.

Thirty-three students actively participated in M.Ed. in Languages degree program during the 2008-2009 academic year. There were eight graduates. Two ESOL track students completed their degrees in summer II of 08, Laura Blevins and Tanya Jeffords. In the fall, there were five program completers: Stacy Attafi and Jillian Tarkany in French; Marisol Castro, with a concentrated in Spanish; and Laura Childers and Jennifer Lumb, who received their degrees in ESOL. In the spring, our final Latin student, Kelly Smith, finished her program. All graduates presented a standards-based portfolio for their capstone experience except for Laura Childers who took and passed a comprehensive exam.

Two of our current students are studying abroad this summer. Allison Zaubi, in Spanish, is taking coursework in Spain, and Becca Stein, in French, is traveling to Morocco with Dr. Attafi’s group. Becca was awarded a study abroad scholarship by the College.

April Jenkinson served as the program’s graduate assistant this year, working ten hours a week. April created an informational brochure on ESOL contacts in North and South Carolina for the Carolina TESOL Association, made up publicity flyers for LALE courses, and helped with the World Cultures Fair.

Fall admission figures (8) remain steady, despite the poor economic situation. As was the case of the new students (6) entering in the spring of 08, many of the applicants for summer and fall of 09 are interested in pursuing the ESOL track. French and Spanish applications have declined somewhat this year in comparison with previous years. French enrollment, in particular, is a concern.

Drs. Shawn Morrison, Silvia Rodriguez-Sabater, Alison Smith, Bonnie Springer, Noelle Zeiner, Trudy Morris, Robyn Holman, and Prof. Patricia Majors, served on our students’ exit committees this year. Robyn Holman represented the program at the Graduate Council.

A new Spanish course, “Tyranny in Spanish American Literature and Film,” was developed and taught in the fall by Dr. Lola Colomina. A thesis/action research number was also established for the program this year, LALE 700.

The following list gives a complete inventory of the courses offered and the participation of our students in them.
LALE enrollment in the course
*(total enrollment may be higher)*

**FALL 08**

- LALE 601 Applied Linguistics 14
- FREN 590 African Literature of French Expression 5
- SPAN 655 Tyranny in Spanish American Film and Lit 9
- EDFS 687 Technology Education 6
- EDFS 670 Principles and Strategies 3

**SPRING 09**

- LALE 603 Second Language Acquisition 14
- FREN 630 Seminar in French Language Studies 2
- SPAN 590 The Image of Spain 9
- EDFS 671 Reading/Writing 5
- EDFS 687 Technology Education 6
- EFFS 635 Research Methods 4

**MAY EVENING 09**

- EDFS 680 Content Areas 8

**MAYMESTER 09**

- EDFS 671 Reading/Writing 1

**SUMMER I DAY 09**

- SPAN 630 Seminar in Hispanic Studies 7
The Science and Mathematics for Teachers (SMFT) Steering Committee consisted of Martha Nabors, John Peters, Ana Oprisan, William Veal, Diana Treahy and Gary Harrison, Program Director. The graduate assistant was Vickie Groves.

Courses
The following courses were offered as part of the program. The courses that do not have the SMFT label are shared with other graduate programs, except for EDFS 660:

<table>
<thead>
<tr>
<th>Term and Course students</th>
<th>Title</th>
<th>Credits</th>
<th>Instructor</th>
<th>SMFT students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer II, 2008</td>
<td>SMFT 516.001 Applications Across the Math Curriculum</td>
<td>3</td>
<td>G. Harrison</td>
<td>4</td>
<td>(5)</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>EDFS 635.090 Educational Research</td>
<td>3</td>
<td>M. Skinner</td>
<td>9</td>
<td>(19)</td>
</tr>
<tr>
<td></td>
<td>EVSS 640.090 Earth System Science</td>
<td>3</td>
<td>S. Jaume</td>
<td>3</td>
<td>(15)</td>
</tr>
<tr>
<td></td>
<td>SMFT 514.090 Geometry for Elementary &amp; Middle School</td>
<td>4</td>
<td>G. Harrison</td>
<td>14</td>
<td>(16)</td>
</tr>
<tr>
<td></td>
<td>SMFT 697.090 Atomic Theory of Matter</td>
<td>3</td>
<td>A. Oprisan</td>
<td>8</td>
<td>(8)</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>SMFT 510.090 Introduction to Problem Solving</td>
<td>3</td>
<td>H. Florence</td>
<td>8</td>
<td>(10)</td>
</tr>
<tr>
<td></td>
<td>SMFT 639.090 Genetics &amp; Molecular Biology for Teachers</td>
<td>3</td>
<td>J. Peters</td>
<td>9</td>
<td>(9)</td>
</tr>
<tr>
<td></td>
<td>SMFT 697.092 Earth System Science for Teachers</td>
<td>3</td>
<td>C. Hall</td>
<td>4</td>
<td>(5)</td>
</tr>
<tr>
<td></td>
<td>EDFS 660.090 Nature of Sci., Math &amp; Sci./Math Ed.</td>
<td>3</td>
<td>M. Van Sickle</td>
<td>6</td>
<td>(6)</td>
</tr>
<tr>
<td></td>
<td>EDFS 632.090 Learning, Cognition, Motivation</td>
<td>3</td>
<td>C. Gutshall</td>
<td>13</td>
<td>(16)</td>
</tr>
<tr>
<td></td>
<td>EDFS 635.090 Educational Research</td>
<td>3</td>
<td>K. Mayer</td>
<td>2</td>
<td>(9)</td>
</tr>
<tr>
<td>Summer I 2009</td>
<td>June 10 – July 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SMFT 511.001 Introduction to Probability &amp; Statistics</td>
<td>3</td>
<td>M. Norton</td>
<td>8</td>
<td>(9)</td>
</tr>
<tr>
<td></td>
<td>SMFT 697.001 Fundamentals of Physical Science</td>
<td>3</td>
<td>A. Oprisan</td>
<td>8</td>
<td>(8)</td>
</tr>
<tr>
<td>Totals</td>
<td>9 SMFT courses 5 shared courses</td>
<td></td>
<td></td>
<td>96 enrollments, 302 credit hours</td>
<td></td>
</tr>
</tbody>
</table>

Since almost all of the SMFT students are part time and paid $368 per credit hour during the 2008 – 2009 year, the SMFT enrollments generated $111,136 of revenue for the College of Charleston.

Many of the shared courses would not have enough students without the SMFT students.

The Earth System Science course in Spring 2009 was a continuation of an experiment with online courses. It only attracted one student who was not already in the program.

Our enrollments were up slightly over the same period in 2007 – 2008, when there were 8 SMFT courses, 8 shared courses, 88 enrollments, and 276 credit hours. Another indication
that our enrollments are doing better is that in the summer of 2009 we had enough students to run 4 summer courses with at least 8 students in each course.

**Graduates:**
Five students graduated with an M.Ed. in Science and Mathematics this year.

**Recruiting**
Fifteen students have been admitted to the program since July 2008.

We distributed a new flyer produced by Dan Dickison from Marketing and Communications specifically for recruiting students in the SMFT program. The distributions costs used up essentially all of the $300 in our annual budget.

**Student Accomplishments**
Sadie Fox, one of our recent graduates, was runner up for teacher of the year in Charleston County.
Introduction

Mission:

The mission of the Office of Student Services and Certification (OSSC) is to provide information to students on the various teacher education programs in three stages –

1. as an incoming student to the College of Charleston who is interested in education
2. as a College of Charleston student declaring their major in a teacher education program
3. as a teacher education candidate as he/she completes the College of Charleston teacher education degree process

It is the role of the OSSC to place the student in appropriate and professional settings for successful completion of the student's required field course work and clinical practice internship. Throughout the student's academic career, the OSSC provides timely information to each student on the South Carolina teacher certification process, and the OSSC personnel instructs, guides and coordinates the initial state certification process for each student.

The OSSC staff works extensively with the Department of Teacher Education faculty to successfully prepare the clinical practice interns to be gainfully employed first year teachers after graduating from the College. The OSSC staff is Linda D. Payne, Director, Lynda Kaczenas, Student Services Program Coordinator, LaVerne Green, Administrative Specialist II, and Angela Bolden, Administrative Specialist I.

Programs/Services:

If a student wishes to become a SC certified teacher at the end of his/her undergraduate or graduate program, he/she will have many interactions with the Office of Student Services and Certification. The staff of the OSSC serve the students through:

- **Student Orientation (January and summer sessions)**
  A student that has been admitted to the College of Charleston and expresses an interest in education as a major or minor attends an academic majors meeting on day one of orientation. The meeting is conducted by the director, Student Services Program Coordinator, and the administrative specialist II from the Office of Student Services and Certification. The presentation focuses on admission requirements to the School of Education, Health, and Human Performance. On day two of each session the transfer students, entering Teaching Fellows, and Call Me MISTER students meet with the student services program coordinator for advising and registration.

- **Declaring education as a Major/Minor**
  A student may declare a major or minor in an education program at any time. Each student meets with the student services program coordinator who reviews the student’s degree audit to determine which courses may be credited towards the major. A course of study worksheet is utilized to determine the courses a student must complete to graduate and become certified. The student must also sign a field experience agreement that relates to courses that include field experiences and clinical practice experiences. At that point, each
student is assigned an advisor from the appropriate School of Education, Health, and Human Performance department.

- Applying for admittance to the School of Education, Health and Human Performance teacher education program
  In order to be accepted into the Department of Teacher Education Program, an undergraduate student must complete the following requirements:
  - complete program specified minimum number of general education requirements with a minimum GPA of 2.5
  - pass the reading, writing and mathematics Praxis I exams or have the prerequisite SAT or ACT scores
  - complete EDFS 201, Introduction to Education, with a grade of C or better,
  - submit three disposition assessment forms (one from each of the following: a general education faculty member, the student’s EDFS 201 professor and someone who has observed the student working with children or youth).

During the 2008-09 academic year there were 75 acceptances into the MAT programs and 158 acceptances into the undergraduate teacher education programs.

- Applying to participate in the Clinical Practice (CP) internship program
  At least one full semester prior to the scheduled semester for the CP internship students are required to attend an information session and formally apply to participate in the CP internship program. Students must meet the following requirements:
  - have been accepted into the School of Education, Health and Human Performance teacher education program
  - completed all course work with an overall minimum GPA of 2.5 and a minimum GPA of 3.0 in their education course
  - attend a required information sessions. The OSSC held four Fall sessions in November 2008 and four Spring Sessions in April 2009.

Goals

Accomplishments
- Linda D. Payne, Director of Office of Student Services and Certification (OSSC) made presentations in conjunction with the dean and department chairs to prospective students and parents at College of Charleston Prospective student day at the Carolina First Arena.

- On four occasions during the past year, the OSSC director presented the College of Charleston President’s Awards to students at Springfield Elementary School.

- The OSSC director represented the School of Education, Health, and Human Performance at various meetings on campus and in the local school districts.

- The OSSC administrative specialist and director led the planning and organization of two very successful School of Education, Health, and Human Performance awards ceremonies during the 2008 - 2009 year. These ceremonies recognized candidates who received forty-six scholarships and awards, 160 teacher education graduates and twenty-nine CP internship College supervisors.
• The OSSC director made presentations at ten College of Charleston summer orientation sessions.

• The OSSC director served on the Administrative Council, Unit Assessment Committee, Teacher Education Council, Teaching Fellows Advisory Board, Pepperhill Elementary School Improvement Council throughout 2008-2009 in order to make current, clear connections with the OSSC work.

• 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 December 2008 and July 2009.

• The OSSC director served as a judge for the Charleston County School District's Teacher of the Year screening process.

• The OSSC director presented to the International Association of Administrative Professionals, Monck's Corner Chapter.

• The student services program coordinator planned, organized, and participated in advising and registration for ten College of Charleston summer orientation sessions for incoming freshman and transfer students, as well as the orientation session that took place in January. The OSSC director along with the student services program coordinator and the OSSC administrative specialist conducted the presentation for each of these sessions.

• During the summer orientation sessions, the student services program coordinator advised and registered eighty eight students (transfer students and entering Teaching Fellows) who plan to major or minor in education. During the January session nineteen students were advised and registered by the student services program coordinator. As part of the initial advising appointment, the admission requirements to the teacher education were reviewed with each student and they had the opportunity to declare a major or minor in education and be assigned a faculty advisor.

• The student services program director spoke to three hundred thirty five students who were enrolled in the Introduction to Education course during Fall 2008 and Spring 2009. School of Education, Health, and Human Performance admission requirements were reviewed and handouts were disseminated outlining the specific unit assessment points that students have to satisfy for program admission. A lengthy question and answer session was held during each discussion.

• The administrative specialist led, directed and coordinated the work involved in developing/publishing printed materials for OSSC and EHHP events, such as the Transition to the Professional Conference agenda and registration forms and School of Education, Health, and Human Performance Awards Ceremony invitations and programs.

• OSSC director and administrative specialist maintained the ADEPT plan and forms used throughout the clinical practice as submitted to the State Department of Education for the clinical practice program.
• The administrative specialist continued active participation in International Association of Administrative Professionals (IAAP), Moncks Corner Chapter and served as the chapter’s secretary and Chairperson of Certification.

• The administrative specialist attended IAAP South Carolina Division Annual Meeting, May 15 – 17, 2009. This meeting featured two professional development seminars: “The Energy Bus” facilitated by Sherry Vaughn, Vice President of Academic Affairs, Spartanburg Community College and “Internet 101” facilitated by Lisa Lopez, Computer Applications Coordinator – Business Technology Department, Spartanburg Community College. The conference also featured keynote speakers, Susan W. Fenner, Ph.D., Manager of Education and Professional Development for IAAP (Kansas City, MO) and Kerry Norman, Director of Manufacturing for International Wire Group High Performance conductors, Inc. (Inman, SC).

• The second administrative specialist continued to process faculty evaluation forms for dissemination to students for completion, prepared them for pick up by the Office of Accountability, Accreditation, Planning, and Assessment once completed forms were returned, and then disseminated the results to the appropriate department chairs and faculty members.

• The second administrative specialist answers and routes incoming phone calls and greets and directs all visitors for the faculty and staff of the School of Education, Health, and Human Performance.

• The second administrative specialist provides administrative support to the OSSC staff including preparation of materials for the Transition to the Profession Conference and intern orientation meetings.

• The second administrative specialist updated the display board in the main lobby for all Alumni Center events to help direct visitors.

Enrollment Data and Program Completers

During the 2008 – 2009 academic year, the Office of Student Services and Certification arranged approximately one thousand field experience placements in for School of Education, Health and Human Performance students.

The Office of Student Services and Certification arranged clinical practice placements during the past school year. Students were assigned to schools in three local school districts: Berkeley County School District, Charleston County School District and Dorchester School District Two. This intensive process includes contacting principals to request possible placements, assigning and notifying cooperating teachers and clinical practice interns of placements and adjusting the settings as necessary. A total of 180 SC teacher certification packets for interns being recommended for certification at the completion of clinical practice were prepared for mailing to the SC Division of Teacher Quality. The process includes completion of the recommendation form for certification, verification of required PRAXIS II scores, and accompanying College of Charleston final transcript.
The Office of Student Services and Certification conducted clinical practice intern informational meetings on:
- Wednesday, November 12, 2008 at 8:00am, five prospective Fall 2009 interns attended.
- Wednesday, November 12, 2008 at 2pm, a total of twenty-one prospective Fall 2009 interns attended.
- Thursday, November 13, 2009 at 5:30pm, a total of twenty-two prospective Fall 2009 interns attended.
- Friday, November 21, 2008 at 11am, a total of three prospective Fall 2009 interns attended.
- Wednesday, April 15, 2009 at 8:00am and 3pm, sixty prospective Spring 2010 interns attended.
- Thursday, April 16, 2009 at 8am and 5:30pm, sixty-eight prospective Spring 2010 interns attended.

The Office of Student Services and Certification conducted all day clinical practice intern orientation meetings on:
- Monday, August 26, 2008, thirty-eight Fall 08 clinical practice interns attended.
- Monday, January 12 and Tuesday, January 13, 2009, one hundred sixteen Spring 09 clinical practice interns attended.

These meetings included the required Assisting, Developing, and Evaluating Professional Teaching (ADEPT) training as required in South Carolina. ADEPT facilitators from the Charleston County School District’s Office of Teacher Evaluation conducted the training. Students also received information regarding South Carolina’s teachers associations, as well as mandated blood-borne pathogen training. The OSSC director made a presentation describing how to have a successful clinical practice experience. The interns also had an opportunity to meet with their college supervisors.

The OSSC director met with cooperating teachers to train them on the CP internship process, including procedures to follow and the use of various forms on
- Thursday, July 24 and Friday, July 25, 2008

The clinical practice program and evaluation forms were reviewed at these meetings. A lengthy question and answer period was held at each session.

The OSSC director conducted meetings for college supervisors on:
- Thursday, August 21, 2008 at 10:00 am, Fall 08 college supervisors
- Friday, January 9, 2009 at 10:00 am, Spring 09 college supervisors

Appropriate materials were distributed to each college supervisor. A question and answer period was held.

A consortium made up of representatives from the Charleston Southern University, the College of Charleston and The Citadel, with assistance from the ADEPT trainers from the Charleston County and Berkeley County School Districts conducted two day Cooperating Teacher Trainings. Training for Fall 2008 Cooperating Teachers was held on July 18-19, 2008. Training for Spring 2009 Cooperating Teachers was held on December 4-5, 2008.

The Office of Student Services and Certification conducted Transition to the Profession Conferences for clinical practice interns at the end of each semester. Each conference was two
days and included Lowcountry administrators, teachers and recent CofC alumni. The Fall conference was held on December 9-10, 2008 and the Spring conference was held on April 23-24, 2009.

**Office of Student Services and Certification Informational Charts for 2008-2009**

The total number of clinical practice interns who were recommended for state certification -

<table>
<thead>
<tr>
<th></th>
<th>Fall '08</th>
<th>Spring '09</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood UG</td>
<td>13</td>
<td>30</td>
<td>43</td>
</tr>
<tr>
<td>Early Childhood M.A.T.</td>
<td>0</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Elementary UG</td>
<td>8</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td>Elementary M.A.T.</td>
<td>4</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Middle Grades UG</td>
<td>1</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>Performing Arts M.A.T.</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education UG</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Special Education UG</td>
<td>1</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>Special Education M.A.T.</td>
<td>5</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Secondary Minors UG</td>
<td>5</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>38</strong></td>
<td><strong>114</strong></td>
<td><strong>152</strong></td>
</tr>
</tbody>
</table>

**Districts and Schools Providing Clinical Practice Placements 2008-2009**

<table>
<thead>
<tr>
<th>District</th>
<th>Number of Schools</th>
<th>Coordinating Teachers</th>
<th>Number of Schools</th>
<th>Coordinating Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berkeley</td>
<td>4</td>
<td>6</td>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td>Charleston</td>
<td>11</td>
<td>28</td>
<td>35</td>
<td>84</td>
</tr>
<tr>
<td>Dorchester II</td>
<td>3</td>
<td>4</td>
<td>10</td>
<td>13</td>
</tr>
</tbody>
</table>

**REPORTS**

The Office of Student Services and Certification assisted in the preparation of two mandated reports during the 2008-09 school year.

- The 2008 Professional Education Data System report for the American Association of Colleges for Teacher Education (AACTE) and the National Council for the Accreditation of Teacher Education (NCATE) was submitted in May 2009.
- The Title II report was submitted in May 2009.
Introduction

Program Mission & Goals for the Reporting Period:
The 2008-09 reporting period saw continued progress in meeting the mission and goals of the program at the Early Childhood Development Center (ECDC). The program mission is to:

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

Table 1. Priority Goals for the Reporting Period

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality: Distinction</td>
<td>Maintain and continue to improve a high level of program quality.</td>
<td>Begin self-study phase of preparations for NAEYC re-accreditation (current five-year accreditation expires 12/31/2010); continue implementation of technology initiatives.</td>
</tr>
<tr>
<td>Quality: Retention</td>
<td>Significantly develop the academic dimension of our mission including identification of a clearly articulated research agenda.</td>
<td>Facilitate appropriate research and writing projects; align teacher professional development with individualized professional development plans.</td>
</tr>
<tr>
<td>Service</td>
<td>Strengthen collaborations on campus and across the region.</td>
<td>Engage in statewide initiatives on behalf of young children and early childhood teaching professionals; Implement new protocols for research, practicum, and observations.</td>
</tr>
<tr>
<td>Advocacy</td>
<td>Increase our visibility and involvement as advocates for young children.</td>
<td>Assist with development of the formal partnership between CofC EHHP, School of Languages, Cultures &amp; World Affairs, and Memminger Elementary as they transition to magnet status with global studies focus.</td>
</tr>
</tbody>
</table>

Program Structure

Staff:
ECDC staff for 2008-09 included four master teachers, one administrative part-time assistant, five graduate assistants each semester, and nineteen hourly student workers both fall and spring.

Licensing and Accreditation Status:
ECDC was successfully re-licensed in September 2008 for the next two years by the Department of Social Services (DSS). ECDC maintained national accreditation with the National Association for the Education of Young Children (NAEYC) upon approval of the Annual Report submitted in December 2008.
Support Groups:  
**EHHP ECDC Liaison Committee**: This group, formerly composed of faculty representatives from the three 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 the EHHP. The group meets twice per semester. During this reporting period, the EHHP re-organized and the committee did not meet, while the program director participated on the year-long work of the Governance Committee for the new Department of Teacher Education. The team will be re-established under the new organizational structure, beginning fall 2009.

**Parent-Teacher Organization**: This group elects officers annually and sponsored several fund-raising and social events. Officers for 2008-09 were President: Polly Lady, Vice-president: Carol Ann Doherty; Secretary-Treasurer, Beth Goodier. The PTO coordinated:
- Fall and Spring book fairs
- Parent information sessions on literacy and elementary school transitions
- Grocery store rebate & label collections fundraisers
- T-shirt 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. We spent the year discussing how this group should be selected; pending approval of that plan, the group will be formed for the 2009-10 school year.

**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 and Demographic Information**

<table>
<thead>
<tr>
<th># children enrolled</th>
<th>% minority</th>
<th>% special needs</th>
<th>% ESL</th>
</tr>
</thead>
<tbody>
<tr>
<td>55-57 (including children whose families moved)</td>
<td>21.1 (N=12)</td>
<td>15.8 (9)</td>
<td>14.0 (8)</td>
</tr>
</tbody>
</table>

In 2008-09, the ethnic/cultural and linguistic diversity of ECDC’s children included Caucasian (45) African-American (6), Indian/Asian (2) Latino/Hispanic (3), Pacific Islander (1). Languages represented included English, Spanish, Portuguese, Chinese, Japanese, French, Russian, Bulgarian, and ASL. Special needs among our children included autism spectrum disorder, visual and orthopedic impairments, behavior disorders, attention deficit, and general developmental delays.

**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 welcomed visitors from as far away as Boston, MA Kyoto, Japan, and Toronto, Canada. We facilitated observation, practicum, and
volunteer activities for 305 students during Fall 2008 and 296 Spring 2009 from CofC, MUSC, USC, a local au pair agency, and two local high schools:

<table>
<thead>
<tr>
<th>Table 3. Visitors 2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2008</strong></td>
</tr>
<tr>
<td>Dr. Kelly Mayer (TEDU 510)</td>
</tr>
<tr>
<td>Dr. Kelly Mayer (TEDU 363)</td>
</tr>
<tr>
<td>Dr. Emily Skinner (TEDU 325)</td>
</tr>
<tr>
<td>Dr. Emily Skinner (TEDU 645)</td>
</tr>
<tr>
<td>Dr. Merle Tamsberg (EDFS 303)</td>
</tr>
<tr>
<td>Dr. Karen Smail (PEHD 235)</td>
</tr>
<tr>
<td>Dr. Laura Jelsone (PSYC 311)</td>
</tr>
<tr>
<td>Teacher Cadets West Ashley HS</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>USC Doctoral students</td>
</tr>
<tr>
<td>EDFS 710 Practicum</td>
</tr>
<tr>
<td>Dr. Rusty Wolfe (MUSC psychiatry residents)</td>
</tr>
</tbody>
</table>

Research Conducted at ECDC during 2008-09:


Jelsone, L. (Spring, 2009) “Temporal Information Processing in Children Ages 4 and 5”

Ciany, L. (Summer 2009) “The Relationship between Exercise and Learning”

Socci Sports, LLC. (Spring and Summer 2009). Development of fitness curriculum activities for preschoolers.

Actions taken & accomplishments related to goals:
- Requested tuition increase was approved by the Board of Trustees for the 2008-09 year
- Upgraded aging equipment in all four classrooms
- Coordinated master teacher professional development activities with their Individual Professional Development Plans
- Improved orientation programs implemented for students employed as assistant teachers.
- Supplemental yoga program for the two and three year old groups
- Monthly field trip excursions for the four and five year old groups.
- Month-long *Folk Arts Celebration* during the Spoleto Festival in 2009 with an art show and reception open to the campus and general public.
- Evening parent informational and dialogue sessions on ECDC/elementary school transitions and early literacy.
- Coordinated execution of $5000 grant funding for collaborative community celebration of Japanese Culture with Memminger Elementary School 4K-grade 2 students in spring 2009.
- Hosted luncheon for directors of private programs in the local area
- Participated in planning of new mixed age class for three and four year olds at Memminger
- Produced four co-authored or collaborative publications
- Continued leadership role in state and national professional organizations’
- Re-designed website and program blog

Faculty Accomplishments and Awards:

Master Teachers: All teachers in licensed programs must document at least fifteen hours per year of professional development and annual re-certification for First Aid, Infant and Child CPR and Blood Borne Pathogens training. Because training offered through DSS is typically geared towards providers with far less education and experience than our master teaching staff, in the past two years they have been encouraged to present at local or state level conferences, and focus professional development activities towards national conferences or institutes. The permanent faculty at ECDC maintain professional memberships in NAECY and its South Carolina affiliate, SCAEYC, and the National Coalition for Campus Children’s Centers (NCCCC). To summarize the four master teachers’ activities:

Coursework: Mary White completed graduate course (3 credits) TEDU 641 Science for the Elementary Teacher; Deanna Ramey Satzger completed six undergraduate credits in Spanish; Phyllis Gates and Stephanie Johnston completed 3 credit Independent Study on grant-writing.

Professional Development: Deanna R. Satzger, Mary White, and Stephanie Johnston attended the Annual NAEYC Conference in Dallas, TX; Stephanie Johnston completed a two hour workshop on Montessori education; Mary White, Deanna Satzger, and Stephanie Johnston completed the two day ADEPT workshop.

Our teachers are actively involved in community activities. Phyllis serves Holy Trinity Greek Orthodox Church as a Sunday school teacher, Vacation Bible School program director, and Philoptochos Society board member. She is also a member of the governing council for Whitesides Elementary School. Deanna Satzger and Stephanie Johnston provide volunteer services to the East Cooper Montessori Charter School. Deanna serves as a volunteer at SeaCoast Community Church. Mary White is active at her church.

Director: Dr. Jaruszewicz is an active board member of the National Association of Early Childhood Teacher Educators (NAECTE), serving as chair for the state affiliates and coordinator of the conference proposal review process. As a board member of SCAEYC, she coordinates activities of student chapters across the state. During this reporting period, her professional accomplishments included:

Teaching:
EDEE 613 Curriculum and Development in Early Childhood Education, Spring 2009

Publications:


**Editorial activities:**
- Manuscript reviewer: *Early Childhood Education Journal*
- External review member, tenure panel for Department of Management and Entrepreneurship, School of Business, College of Charleston
- Grant application reviewer: Dixon Group.
- External Reviewer Tenure application University of New Hampshire

**Conference Presentations:**

**Professional Development:**
- Operation Accreditation NAEYC Professional Development Institute Workshop, Charlotte, NC
- *Banner Training, College of Charleston, July 2009.*

**Professional Service to College and community:**
- Department of Teacher Education, EHHP. Governance Committee
- EHHP, Memminger Global Studies Partnership Committee
- EHHP, Trident United Way Campaign Coordinator
- EHHP, Teaching Fellows Summer Retreat Facilitator May 14-15, 2009
- South Carolina Association for the Education of Young Children (SCAEYC), Governing Board member
- National Association of Early Childhood Teacher Educators (NAECTE), Governing Board member

**Program Assessment Data and Reports**
ECDC is midway through our accreditation period with NAEYC, due for reaccreditation December 2010. Our accreditation is kept current via annual reports submitted each year in December; our accreditation continues to be maintained. This credential means that through assessment data gathered from parents, staff, and trained NAEYC observers over the past three years that our program meets the rigorous standards set by NAEYC above and beyond those required by the South Carolina Department of Social Services. The NAEYC accreditation standards and information about the process can be found at [www.naeyc.org](http://www.naeyc.org).
Parent Questionnaires
We distributed the NAEYC Expanded Family Survey, the official tool used to collect data from parents for the accreditation process. Fifty (50) surveys were distributed, 16 returned (32%). The NAEYC tool has 50 items covering eight focus areas that can be answered ‘yes; yes, but; no; no, but; don’t know, or N/A. There is an opportunity provided at the end of each section for comments. There is no breakdown per instrument for demographic information. Data are summarized below (‘yes’ is desired response for all questions).

Table 3. NAEYC Expanded Family Survey 2008-2009 Data Summary & Verbatim Comments

<table>
<thead>
<tr>
<th>Questions Focus</th>
<th>Yes</th>
<th>Yes, but</th>
<th>No</th>
<th>No, but</th>
<th>Don’t Know</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationships (6 questions)</td>
<td>75</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>8</td>
</tr>
</tbody>
</table>

“I did not feel like my input was necessarily used in the 2’s regarding potty training. There does not seem to be a real potty training at the school”
“We love Ms. Phyllis!”
“We have a wonderful relationship with teachers & staff at ECDC”
“My child currently receives speech therapy and the staff has been very patient and understanding with my child’s communication efforts. They have been very supportive and offer advice & informal assessment on my request”

Curriculum (2 questions) | 18  | 5        | 9  |

“Why is Hanukkah the only Jewish holiday explored? It’s not a very important one, would be hard to have Chinese…..??????(not decipherable)
“[program uses information about family background & beliefs to make my child’s learning experiences meaningful] …especially with behavior”

Teaching (3 questions) | 26  | 4        | 1  | 1       |

“Good conversation and mutually satisfying decisions for everything except potty training”
“haven’t had a disagreement to date”
“There have been many opportunities to participate in class activities; they have been wonderful”
“At this point, have not had any disagreements”

Assessment (8 questions) | 106 | 4        | 9  | 3       | 4          |

“usually only if I ask, do I know how my child is doing in the 4-5’s program. I would appreciate more frequent updates if possible I would like copies of the assessments for end of semester.”
“We receive daily mini-reports, have 2-3 conferences per year, and can schedule others at any time”
“[don’t really understand] assessment procedures and use of results”

Health (3 questions) | 33  | 1        | 6  |

“don’t remember reading specific requirements, but we aim for 1 protein, 1 fruit/veggie, 1 carb & 1 treat”
“We have received notifications of several contagious illnesses over the years. We are all very aware of what foods are not allowed due to allergies”

Families (15 questions) | 161 | 6        | 3  | 7       | 32         |

“There are many ways to be an involved parent at ECDC”
“[written communications about concerns]…much better this year!”

Community Relationships (3 questions) | 22  | 2        | 6  | 1       | 12         | 4   |

“We receive regular emails about events and activities we may enjoy; Our teacher was able to give us help in locating a community resource to help with behavior problems of our child”
“It would be wonderful to have a multi-generational event with Canterbury House”
“I have worked with staff members on community projects on a very limited basis”

Leadership & Management (6 questions) | 78  | 3        | 1  | 9       | 3          |

“thank you! Most importantly, I feel that my children are loved and cared for by their teachers!”
“Happy parent, happy child”
“ECDC is a wonderful place for my child; My family feels VERY involved in the activities of ECDC. We think the teachers, director, student workers, and other staff are incredible! My child has had a wonderful experience at ECDC”
“[administrator up-to-date in field, providing competitive, high-quality services]….Yes! Excellent!”
Data analysis: Response rate was below 50%, so data are not necessarily reflective of high percentage of parents. While program feedback continues to be overwhelmingly positive, a very limited number of comments were offered that would explain reasoning behind any ‘no’ ratings on this survey; it is clear that we could provide more information about our assessment system in language that is parent-friendly, although we did provide an information meeting about the accreditation system and teachers discuss on their home visits. All ‘no’ responses in community section were offered by parents who indicated non-involvement in activities external to ECDC. All ‘no’ replies in leadership referred to receipt of program evaluation reports and were not explained. Results of our relicensing inspections and NAЕYC continuing accreditation decisions are announced and reported to parents. We have planned an informational meeting about the accreditation process early in the 2009-2010 year.

Maymester/summer school: We offered both Maymester and Summer I session in 2009.

Recruitment activities: Our waiting list continues to hold steady at 291 families through fall 2010. No recruitment efforts are needed at this time. We shared information with families on our waiting list for three year olds about the new preschool classroom planned for the fall of 2009 at Memminger and of those families, 5 were enrolled.

Concluding statements:
1. Despite budget woes across the nation, state, and institution, our operating budget is healthy due to support from the College to roll revenue generated from our tuition increases back into our program budget. As a result, we have been able to absorb increases in the minimum wage for our student employees, expand the number of hours for our part-time administrative assistant, pay for summer work for our lead teachers, and address badly needed equipment replacements.
2. We continue to analyze our current reliance on undergraduate and graduate students as support staff in the context of increasingly stringent staff qualifications required for accreditation.
3. We continue to develop present initiatives as described in this report, in particular those which support the academic dimensions of our mission. Specifically, we intend to continue to explore how we can expand our collaborations with the EHHP and other departments, faculty, and students on campus and increase our visibility in the community, state, and region.
4. We look forward to continued development of our research agenda and opportunities to provide evidence from our program that can be helpful in our role as a demonstration program to EHHP and other schools. We see our publication efforts, website, continued advocacy efforts, and technology initiatives as instrumental to this endeavor.
5. The Strategic Plan for the institution indicates an understanding that our program is not large enough to meet the needs of our current and anticipated staff and faculty community.
Introduction

The Office of Professional Development in Education (OPDE) views this past year as one of its most successful in terms of collaborative programming, enrollment increases, expansion of our service areas, and revenue generation. Our strategic plan has directed our decision making and served as an evaluation tool. The most significant improvements have been our collaborative programming with the Department of Teacher Education. Together, we have developed a plan to offer English as a Second Language (ESOL) courses to five school districts in different parts of the state. This joint project should serve as a model for future efforts and assist with growth of our master’s program. Our overall figures continue to reflect program growth and an excellent service approach used by OPDE personnel. Our past year we accomplishments include:

- Facilitating the offering of several TEDU-ESOL courses
- Increasing enrollments and the number of courses offered
- Expansion of our service area
- Increasing revenue
- Professional Partnership with CPIE
- Professional Partnership with eLearning South Carolina
- Refining our EDPD on-line registration
- Maintaining professional growth of staff
- Increasing the use of electronic communications

Our total revenue has continued to improve each year, and with the number of courses offered and enrollment increases we have stabilized income. We are hopeful that during this economic downturn the school districts will maintain the funds needed to support their professional development goals. Our overall figures continue to show steady growth during this economic slowdown. The number of catalog and contract courses facilitated continues to show promise and should improve during the coming year.

Mission

The mission of the School of Education, Health, and Human Performance Office of Professional Development in Education is to provide a support service for school districts, schools, and agencies to offer efficient and effective professional development opportunities for their personnel. Further, OPDE is a professional partner assisting individuals and groups of educators in their quest to improve education for all learners.

Steering Committee Information

The OPDE does not have any steering committees. However, its actions are governed by the School of Education, Health, and Human Performance Administrative Council.

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

Goals and Accomplishments:

Goal 1:

Work with department chairs to expand catalog course offerings.

Accomplishment: As stated above, this has been an exceptional year for catalog and contract courses. The number of course offerings has grown significantly during this evaluation period, and we are optimistic that this growth will continue. The increased number of catalog courses has also helped to improve our revenue base. We increased the number of OPDE adjuncts, but have not fully developed a listing of doctoral level adjunct faculty that would be able to offer TEDU courses around the state.

Goal 2:

To increase student enrollment figures and the number of EDPD courses offered.

Accomplishments: This past year was perhaps the best of the past five years I have been director. As a result of some changes, our numbers for each registration period showed consistent increases each term. We have continued to use a set start date for each term and have been able to track our numbers more effectively. A major improvement during this evaluation period was our expansion of courses with non-school-base programs and the inclusion of the eLearning South Carolina. We continue to meet individually and in regional workshops with staff development directors. We feel the current instructor/course evaluation process has been effective and will help in developing an assessment to be used with conference course offerings.

Goal 3:

Promote professional development of OPDE personnel.

Accomplishment: 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 of her office. Tia Brown began taking courses at Trident Tech as a first step toward completion of an undergraduate degree. Elizabeth Grantham continues to be an officer in the State Staff Development Association and is very active with several local organizations. All activities promote professional development while, at the same time, serve to increase the visibility of our office as a service provider.

Goal 4:

Develop strategies to promote the Office of Professional Development in Education.

Accomplishment: During the past year the OPDE successfully revised our webpage, sent out e-holiday cards, supported the State Staff Development Conference, redesigned some of our public relations items, revised our handbook, and continued to publish our bi-annual electronic newsletter. Additionally, we have expanded our courses with CPIE to schools beyond those involved during the past two years. We have maintained our efforts to meet with individual staff
development directors and offer regional workshops around the state. Currently, there are 3-4 pockets of counties in the state where our presence is minimal. Our focus over the next 2-3 years is to work on improved relationships with these areas and increase our course offerings.

Enrollment and Revenue Data:

Summary of statistics for 2008–2009: The charts below give specific information about different type courses offered by OPDE, enrollment, revenue, and contract (curriculum) courses facilitated, as well as figures on the incentive plan. In summary, the tables below outline the following figures for 2008-2009:

### Courses for 2008-2009

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Sum II</th>
<th>Fall</th>
<th>Spring</th>
<th>Sum I</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>$30 per participant</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>$35 per participant</td>
<td>1</td>
<td>11</td>
<td>17</td>
<td>10</td>
<td>39</td>
</tr>
<tr>
<td>$45 per participant</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>$56 per participant</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>$60 per participant</td>
<td>21</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>23</td>
</tr>
<tr>
<td>$70 per participant</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>$90 per participant</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>$105 per participant</td>
<td>0</td>
<td>37</td>
<td>30</td>
<td>42</td>
<td>109</td>
</tr>
<tr>
<td>$120 per participant</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>$210 per participant</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>$225 per participant</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>$410 per participant</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>$3,500</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>$4,625</td>
<td>0</td>
<td>8</td>
<td>9</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>27</strong></td>
<td><strong>61</strong></td>
<td><strong>57</strong></td>
<td><strong>56</strong></td>
<td><strong>201</strong></td>
</tr>
</tbody>
</table>

### Enrollment and Revenue 2008-2009

<table>
<thead>
<tr>
<th>Session</th>
<th>Enrollment Figures</th>
<th>Revenue Generated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer II 2008</td>
<td>438</td>
<td>$37,376</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>976</td>
<td>$118,240</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>978</td>
<td>$107,950</td>
</tr>
<tr>
<td>Summer I 2009</td>
<td>963</td>
<td>$90,725</td>
</tr>
<tr>
<td></td>
<td>3355</td>
<td>$354,291</td>
</tr>
</tbody>
</table>

### Enrollment and Revenue: Three Years at a Glance

<table>
<thead>
<tr>
<th>Session</th>
<th>Enrollment Figures</th>
<th>Revenue Generated</th>
</tr>
</thead>
<tbody>
<tr>
<td>06 07</td>
<td>277</td>
<td>$15,315</td>
</tr>
<tr>
<td>07 08</td>
<td>506</td>
<td>$32,100</td>
</tr>
<tr>
<td>08 09</td>
<td>438</td>
<td>$37,376</td>
</tr>
<tr>
<td>Fall</td>
<td>682</td>
<td>$76,220</td>
</tr>
<tr>
<td>690</td>
<td>976</td>
<td>$68,075</td>
</tr>
<tr>
<td>1809</td>
<td>118,240</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>668</td>
<td>$57,450</td>
</tr>
<tr>
<td>675</td>
<td>978</td>
<td>$61,110</td>
</tr>
<tr>
<td>1809</td>
<td>$107,950</td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>642</td>
<td>$44,000</td>
</tr>
<tr>
<td>I</td>
<td>912</td>
<td>$66,280</td>
</tr>
<tr>
<td>963</td>
<td>$90,725</td>
<td></td>
</tr>
<tr>
<td>2269</td>
<td>2783</td>
<td>$192,985</td>
</tr>
<tr>
<td>3355</td>
<td>$227,565</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>$354,291</td>
<td></td>
</tr>
</tbody>
</table>
Incentive Costs for 2008-2009

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Aiken</td>
<td>$1,365.00</td>
</tr>
<tr>
<td>Berkeley</td>
<td>$2,625.00</td>
</tr>
<tr>
<td>CCSD</td>
<td>$1,155.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$5,145.00</strong></td>
</tr>
</tbody>
</table>

Contract Courses Facilitated by the OPDE in 2008-2009

<table>
<thead>
<tr>
<th>Courses</th>
<th>Enrollment</th>
<th>Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer II</td>
<td>2</td>
<td>46</td>
</tr>
<tr>
<td>Fall</td>
<td>6</td>
<td>98</td>
</tr>
<tr>
<td>Spring</td>
<td>7</td>
<td>111</td>
</tr>
<tr>
<td>Maymester</td>
<td>2</td>
<td>34</td>
</tr>
<tr>
<td>Summer I</td>
<td>3</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td><strong>20</strong></td>
<td><strong>327</strong></td>
</tr>
</tbody>
</table>

ESOL COHORTS 2008-2009

<table>
<thead>
<tr>
<th>Course</th>
<th>School/District</th>
<th>TERM</th>
<th>RATE</th>
<th>STUDENTS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFS 670-N02</td>
<td>Lexington County School</td>
<td>O87</td>
<td>Fall</td>
<td>105</td>
<td>$1,575</td>
</tr>
<tr>
<td></td>
<td>District One</td>
<td></td>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>EDFS 671-N01</td>
<td>Midland Park Elementary</td>
<td>O91</td>
<td>Spring</td>
<td>105</td>
<td>$1,470</td>
</tr>
<tr>
<td></td>
<td>School</td>
<td></td>
<td></td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>EDFS 671-N03</td>
<td>Midland Park Elementary</td>
<td>O91</td>
<td>Spring</td>
<td>105</td>
<td>$1,470</td>
</tr>
<tr>
<td></td>
<td>School</td>
<td></td>
<td></td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>EDFS 672-090</td>
<td>Beaufort County School</td>
<td>O92</td>
<td>Maymester</td>
<td>105</td>
<td>$2,625</td>
</tr>
<tr>
<td></td>
<td>District</td>
<td></td>
<td>2009</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFS 671-090</td>
<td>Lexington County School</td>
<td>O92</td>
<td>Maymester</td>
<td>105</td>
<td>$2,520</td>
</tr>
<tr>
<td></td>
<td>District One</td>
<td></td>
<td>2009</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFS 670-090</td>
<td>Berkeley and Dorchester II</td>
<td>O94</td>
<td>Summer</td>
<td>105</td>
<td>$1,785</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>109</td>
<td>$114,450</td>
</tr>
</tbody>
</table>

Goal 5:

Coordinate catalog/contract courses and other off-campus graduate activities.

Accomplishment: The OPDE director has continued to work with the department chair from TEDU concerning the policies and procedures for catalog courses that would be offered beyond a 25 mile radius. The review and approval of catalog courses and adjunct instructors will continue to reside in the departments, and the administration of these courses will continue to be facilitated through OPDE. During the past year, we successfully facilitated ESOL courses in Lexington One, Charleston, Berkeley, Dorchester II, and Beaufort counties.

Other Accomplishments:

1. Worked with CPIE to provide professional development courses for teachers in their New Literacy’s Program. We continued our course offerings at Burke and Baptist Hill high schools.
2. Established a new partnership with eLearning that will significantly increase our on-line course availability.
3. Expanded our facilitation of ESOL courses into four additional counties.
4. Continued to have discussions with the TEDU chair about the possibility of adding more catalog courses at remote locations around the state.
5. Offered regional workshops and continued to meet individually and/or make personal contact with targeted staff development directors.
6. We continue to work with the SC Staff Development Council to sponsor an event at their annual conference.

Collaboration:
The OPDE director and the assistant for administration and public relations participated in only one regional meeting last year due to budget reductions and travel restrictions. Next year, we plan to again offer two regional workshops per semester in various parts of the state. Additionally, we held two individual meetings around the state with staff development personnel to promote the OPDE and recruit new enrollments. Kandy White also made individual visits with course initiators to discuss renewing collaborative efforts. The strategic plan calls for continuing efforts of this type with additional focus being given to specific counties.

Future Plans:
As we plan for the future, we will allow our strategic plan to serve as a guide and make adjustments as appropriate. Major goals continue to be growth of the program, quality educational experiences, and providing excellent service to our participants. We are very hopeful that the electronic transfers and on-line registration process will help improve office effectiveness and assist with the anticipated growth in enrollments. We will continue our recruitment efforts with face-to-face meetings, regional workshops, and electronic communications. We plan to continue using the public relations items as a promotional outlet. As in the past, a major goal will always be excellence in course offerings and participant enrollment. Our long term goals continue to focus on having at least one EDPD course taught in each county and/or school district in South Carolina and to increase overall enrollments plus revenues above those of past years.
The following is a description of the Center for Partnerships to Improve Education (CPIE) activities from July 1, 2008 to June 30, 2009. The Center’s overall goal is to work collaboratively with low-performing schools to improve student outcomes. In addition to working with four local low-performing schools, at-risk students in four area high schools, and the Partners for Acceleration schools, the staff at the Center served the education community through print and electronic research publications, a yearly conference, a teacher advisory board, and support in the form of volunteers, technical assistance, and professional development. The report is supplemented by 2008-09 evaluation reports for Burke, Baptist Hill, and the Bridges to Success program that will be completed by mid-September.

The four low-performing schools served during the 2008-2009 year were Baptist Hill High School (Year 2), Burke High School (Year 4), Clark Academy (Year 1), and Memminger Elementary School (ongoing).

Baptist Hill’s August 2008 beginning professional development for teachers took place on CofC’s campus. Dr. Martha Bireda, a visiting professor in the School of Education, Health, and Human Performance, was the primary contact for CPIE at Baptist Hill High School (BHHS) for 2008-09. Dr. Bireda came to the College with a strong background in counseling, minority student academic identity, building student self esteem, and student discipline. Based on the recommendations of BHHS’s leadership team, Dr. Bireda conducted workshops for students on self esteem and academics. She also held workshops for teachers on preventing teacher burnout. Dr. Bireda worked regularly with the Mayor’s Office in Hollywood (SC) to foster connections between the Mayor’s Office and BHHS. The Mayor’s Office sponsored An (Academic) Return to Excellence homecoming in conjunction with BHHS in February of 2009. Mrs. Helen Plexico, a math specialist at the school, offered a CofC renewal credit course to BHHS teachers on single gender instruction. This course was paid for by CPIE. Single gender instruction was a topic of great interest to BHHS teachers and administrators because of single gender classes at the school. A science teacher at BHHS, Ms. Donnia Richardson, was selected to participate in a Benchmarking Conference sponsored by the National Science Foundation in Washington, D.C. because of a CPIE presence at the school. An ROTC instructor at BHHS, John Kuntz, coordinated the Fireflies literary journal that was comprised of student contributions about their community. CPIE paid for the printing of this journal and supported the book signing ceremony that honored student participants.

Burke High School had several CPIE representatives during the 2008-09 school year. They included Mrs. Juanita Middleton, the school’s principal coach; Dr. Faye Hick-Townes, EHHP visiting associate professor and English department contact; Dr. mutindi ndunda, EHHP associate professor and math department contact; and Dr. Meta Van Sickle, EHHP professor and science department contact. Besides working with the English department on technical assistance issues, Dr. Hicks-Townes coordinated the EPals and Boys’ and Girls’ Poetry programs at the school. Dr. ndunda provided comprehensive math tutoring support to high school students, and Dr. Van Sickle offered all-encompassing technical assistance to the science department and assisted with the implementation of CofC’s Howard Hughes science grant. Mrs. Juanita Middleton coordinated the Burke Advanced Placement Academy, and CPIE provided support to its student orientation and service learning club.
CPIE sponsored three Burke external partners meetings throughout the school year; Burke’s 25 partners and school administrators met to discuss expectations, plans, and results. Sponsored by CPIE and the EHHHP Center for Professional Development in Education, beginning, intermediate, and advanced SmartBoard courses were offered to Burke teachers. College of Charleston students supported several Burke Middle teachers by providing tutoring support in their classrooms, and Burke Middle teachers participated in New Literacies professional development throughout the school year. Twenty Burke Middle students participated in CPIE’s summer enrichment program with a theme of Go College! Three Burke students took part in the dual enrollment program at College of Charleston; two students were enrolled in English 101 and the other took Math 103. Finally, Burke’s annual Cotillion was held on the grounds of the CofC campus in late spring.

Clark Academy experienced a change of principals at the beginning of the 2008-09 school year. The previous principal had invited CPIE to the school as a partner; the new principal was at a loss as to how to effectively use CPIE. He wanted to provide professional development for teachers and conduct research on his own. CPIE did provide some tutoring support to Clark students.

Dr. Paula Egelson served as the CPIE liaison to Memminger Elementary School. Memminger Elementary School applied to the Charleston County School District to become a partial magnet in Fall 2008. The CPIE staff assisted with the facilitation of the neighborhood planning team, assisted with meetings, and the writing of the proposal to become a global magnet. The proposal was accepted and funded by CCSD for the 2009-2010 school year. Dr. Egelson also served on Memminger’s School Improvement Council. CPIE provided student tutors to Memminger, and space on campus to hold its big family events. In spring 2009, representatives from the College and Memminger wrote a proposal to the Japan Society for a Japanese Culture Day for the N.E. Miles Early Childhood Development Center and Memminger students. The proposal was funded and the event was a big success.

Partners for Acceleration

During the 2008-09 academic year Partners for Acceleration had a very productive year. We partnered with four elementary schools in Charleston County School District (Angel Oak, Lambs, Mitchell, and Mt. Zion) to establish a baseline documentation of how the school and classroom environments encourage students’ sense of accomplishment, belonging, and engagement. At each school we conducted on-site data collection through

- surveys of students, teachers, parents, and non-classroom educators,
- teacher ratings of students, and
- classroom observations.

These data were analyzed and compared to trends in student reading and math achievement. Each school received a full and summary report with recommendations for actions to improve learning environments. The work of Partners for Acceleration was presented at the “Successful Schools: Beating the Odds” conference held in Charleston in March 2009 and a paper, “Partners for Acceleration: Working Collaboratively to Build Students’ Sense of Accomplishment, Belonging and Engagement” was presented in February 2009 at the American Association of Colleges of Teacher Education meeting in Chicago.

Bridges to Success—Supporting At-Risk Students in Four Area High Schools
Mrs. Renee McCaslin served as the coordinator for the Bridges to Success program, an initiative for forty 9th/10th grade MGAP graduates who continued to be at risk for dropping out of school. (MGAP is a CCSD program that accelerates learning for middle school students who are two or more years behind in grade.) James Island Charter High School, West Ashley High School, and Garrett Academy MGAP students participated in this program. Mrs. McCaslin held sessions with these students several times a month—examining report card grades, setting up academic and behavior goals, and creating academic portfolios. The goal was to keep the students in school and for them to receive enough credits to move on to the next grade.

Research and Research Publications

A research retreat lead by Dr. Chuck Achilles, an education leadership professor at Seton Hall University, took place in July 2008. School of Education, Health, and Human Performance and CPIE researchers and evaluators participated. The intent of the retreat was to upgrade research and evaluation skills.

The Center published two print products during the year. They included a research brief that highlighted the 2007-08 academic achievements of Burke and Baptist Hill Schools. The other print product was electronic, the annual CPIE school improvement magazine that was focused this year on building community in schools. Both of these documents were disseminated to Deans of Schools of Education across the country, SC superintendents and principals, SC educational associations, and CPIE conference and advisory board participants.

Events

CPIE sponsored its yearly school improvement conference for local educators in March 2009 on campus. Featured speakers were Dr. Dan Kindlon from Harvard University and Dr. Martha Bireda. Dr. Kindlon spoke on gender differences and student achievement and Dr. Bireda talked on nurturing the whole child. During the day there were role-alike interest groups and breakout sessions based content area topics. One-hundred and twenty-five teachers from Charleston, Berkeley, and Dorchester 2 and 4 participated in this one-day event.

The CPIE Teacher Advisory Board comprised of local educators, nonprofit representatives, and parents met three times throughout the year. The board serves in an advisory capacity to CPIE, and they study educational topics of interest to them.

The Center for Partnerships co-sponsored the one-day Sailing into Spring afterschool conference with Trident United Way in April 2009. Afterschool providers paid a nominal registration fee to participate in networking activities and content area breakout sessions and panel discussions.

Service to the Education Community

CPIE supported several community-run educational activities this year. They included the city’s First Day Festival that gives school supplies to students each August. CPIE staff had a booth at this event. Over 7,000 students were in attendance at the festival in 2008.

CPIE also supported the police chief’s Camp Hope program. It is a summer camp held in the evenings for students at Fraser Elementary School, a high-poverty school. CPIE recruited campus volunteers to assist with the academic components (reading and math) of the program.