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Executive Summary
School of Education, Health, and Human Performance (EHHP) Annual Report 2009-2010
College of Charleston
August, 2010

During 2009-2010, we again experienced significant budget cuts from the South Carolina General Assembly, but simultaneously continued to strategically plan for our future and remain productive. I hope you are as pleased as I am with our accomplishments in spite of financial challenges.

You will note in both the executive summary and the entire report, that our School is committed to diversity within our faculty, staff, and students and is a leader in our local community, region, state, and nation. We live our mission to improve education, health and human performance.

We are one of two professional schools at the College of Charleston and value our interdisciplinary work with faculty, departments, schools and administrative units across campus and in the community to ensure that our alumni have a strong foundation in the liberal arts, a career path, or entrance to graduate school. Our graduates are prepared to lead their professions.

Not only do we work with undergraduate and graduate students, but we also contribute to the education of students who are not in our School by offering first year experience and learning communities’ coursework. While we have designed and offered coursework in the Honors College, we plan to increase this participation. We also plan to increase our School’s offerings in the general education curriculum.

We are entrepreneurial in our approach to offering multiple academic and service programs and are gaining both national and international recognition. For example, our partnership programs were featured in the University of Pennsylvania’s partnership.

Our two departments (Teacher Education [TEDU] and Health and Human Performance [HEHP]) developed departmental policies and procedures and faculty leadership and management teams. Our Advocates for Education annual giving program has been successful. We plan to introduce our Advocates for Health annual giving program this fall and move many of our annual donors to planned and major gift donors.

From outstanding alumni to dedicated and accomplished faculty, staff, and students, our School is a dynamic place. We invite you to visit us on campus as well as at our website, ehhp.cofc.edu, to learn more about our work and accomplishments.

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

Alumni

- We continued to recognize alumni and their accomplishments with congratulatory correspondence and other forms of recognition.
- Forty-three teacher education alumni were named Teachers of the Year by South Carolina schools or school districts.
- Of the Charleston County School District TOP performing teachers in 2009-2010, 42% were our alumni and were recognized in person and in writing.
- Our alumna, Lucy Beckham, principal of Wando High School, was named 2010 national secondary principal of the year. Ms. Beckham was graduate graduation speaker in May 2010 and received an honorary doctorate from the College of Charleston.

Celebrations and Recognitions

- Recognition celebrations for our award winning health and human performance graduates and teacher education interns completing clinical practice are held annually at the end of fall and spring semesters. We had record numbers of attendees at both.
- An annual scholarship luncheon recognized our School’s scholarship recipients and honored scholarship donors.
- We broadened our collaboration with school district personnel in our semi-annual Transition to the Profession Conference.
- Dr. Terry Peterson received the William White award in Washington, D.C., in April 2010. William White is the President and CEO of the C. S. Mott Foundation; this award is the highest recognition given by this foundation for significant lifetime achievement in education nationwide and in several developing countries. The Afterschool and Community Learning Network in EHHP is funded by the CS Mott Foundation.
- Through events in Washington, D.C. related to the Peterson award, the College of Charleston and Charleston County Schools showcased their work and connected to many national leaders at all levels of education. Two Charleston County School students wrote and performed a positive hip hop song to a standing ovation of 1,500 education and afterschool leaders. Mark Bryan, founder of Hootie and the Blowfish, and a College adjunct faculty member in the Arts Management Program, spoke at a rally of Congressional leaders and afterschool leaders on the steps of the US Capitol. Dean Fran Welch participated in a national education leaders meeting and reception attended by the executive directors or deputy directors of almost 100 national higher education and K-12 education organizations hosted by former US Secretary of Education Richard Riley and William White.

Communication

- We distributed paper and electronic copies of one edition of our School’s newsletter, Connections.
• We celebrated our giving society, Advocates for Education, with a reception and correspondence expressing our appreciation.

• We held an open house for HEHP alumni and faculty to celebrate renovated lab space and squash and racquetball courts.

• Electronic invitations were sent to EHHP alumni for the three lectures in our annual lecture series.

• Electronic and paper invitations were sent to EHHP alumni for fundraising events such as the Jeremy’s Scholarship Gala and the Wild Dunes Club Authors Luncheon.

• EHHP also utilized social media to communicate with alumni, faculty and staff, and friends through Facebook, LinkedIn, Youtube, and Twitter.

• Regular Dean’s Updates provided a positive communication link with our faculty and staff, others across campus, P-12 colleagues, and friends.

• We published a bookmark to summarize our teacher education conceptual framework, programs, standards, dispositions, and assessment and will publish a similar one for health and human performance programs.

Curriculum

• Our M.A.T. in the Performing Arts is a joint degree in the School of the Arts and the School of Education, Health, and Human Performance. We currently have one concentration, choral music, and are in the process of approving the second concentration, theatre. Approval for these degree concentrations is awarded by the National Association of Schools of Theater (NAST) and the S.C. Department of Education. The planning summary for the third undergraduate degree in dance has been approved by the Commission on Higher Education (CHE). Graduate programs are approved following creation of undergraduate degrees in the area.

• The successful choral music concentration complements our undergraduate music degree. We have experienced a dramatic increase in interest nationwide; applications have more than doubled since the program’s inception. Several choral music graduates are now working in schools. In addition to working with the Departments of Music and Theatre in the School of the Arts, we also collaborate with Arts Management.

• As anticipated, the secondary education cognate major, which requires a content major (biology, chemistry, physics, English, French, Latin, German, Spanish, history, sociology, political science or mathematics) for completion has resulted in attracting more students to critically needed teaching fields. The number of interns for 2008-2009 was 14, and increased to 22 for 2009-2010.
• Over the last several years, we closed four M.Ed. degrees (early childhood, elementary, special education and middle grades) because the programs were not meeting the needs of today’s teachers. In consultation with school personnel, we designed a new M.Ed. in Teaching, Learning and Advocacy. Some participants complete the program full-time; others enroll in cohorts supported financially by their school districts. In one year, the program has a total of 27 fully enrolled candidates outside of school district initiatives. Our partners in this degree offering, Charleston and Berkeley County School Districts, are demonstrating that they believe this program will result in improved teacher and student performance and retention of teachers amid challenging teaching circumstances.

• The M.A.T. in Middle Grades, a joint program with The Citadel, is a critically needed program approved by CHE. However, it has to be approved by the S.C. Department of Education before we can offer it. S.C. Department of Education approval, a prerequisite to our offering it, is in process.

• We implemented new graduate certificate programs in Special Education and Gifted and Talented Education.

• Planning summaries for majors in Exercise Science and Public Health, joint programs with the School of Humanities and Social Sciences, have been approved and development of the proposals for these majors are in process.

• A coaching minor was approved and will be offered beginning fall semester 2010.

• We anticipate that a planning summary for a new masters program in “Child Life”, implemented jointly with the Medical University of South Carolina, will be approved during the 2010-2011 academic year with proposal planning to follow.

• Our College of Charleston strategic plan includes design and implementation of doctoral level programs. We met for discussion with deans and other administrative leaders at Clemson and the University of South Carolina. We explored model programs at Vanderbilt and the University of Southern California. This planning will continue.

External funding

• Our third annual Jeremy’s Scholarship Gala held in March at the Landing on Shem Creek in Mt. Pleasant raised over $56,000 to fund scholarships for future teachers.

• Funds raised from the annual Wild Dunes Club Author’s Luncheon in January resulted in our awarding scholarships that would not have been possible due to budget cuts.

• We have only three student scholarships in Health and Human Performance. Two are from the Laura Griffin Memorial Scholarship endowment, and departmental faculty fund one. Our need for more scholarships in the department prompted one of many fundraising goals in our plans.

• We realize the potential for and promote planned giving with our faculty members and alumni.
• Renovation is needed to make the Silcox Center more attractive and comfortable to faculty, students, staff, alumni and visitors. These requests for external funding are part of our School’s fund and friend raising plan.

• We received a grant funded by the Stranahan Foundation for a Center for Recording for the Blind and Dyslexic (RFBD), creating the only such center located on a college campus.

• Over 200 alumni, friends, corporations, and foundations contributed directly to EHHP funds within the College of Charleston Foundation during 2009.

• EHHP remained the second largest producer of external grants and contracts on campus, second only to the School of Sciences and Mathematics. The hiring of Dr. Patty O'Donnell as Grants Writer and Quantitative Researcher, effective July 2010, should result in a significant increase in grant proposals written and received.

Faculty and Staff

• Faculty members who had been with us for many years retired from both departments and new faculty members were recruited and hired. Dr. Tom Langley, former HEHP Department Chair and associate professor, retired in May 2010, and Dr. Carwyn Sharp was selected as tenure track assistant professor. Dr. Linda Edwards, professor, retired in December 2009, and Dr. Linda Fitzharris, former Early Childhood, Elementary, and Middle Grades Department Chair and associate professor, retired in May 2010. Drs. Reid Adams (early childhood education), Laura Brock (foundations, English as a second language, gifted and talented, and special education), Peggy Dubeck (foundations and assessment), and Beth Lloyd (mathematics education) were recruited and hired into assistant professor tenure track positions.

• Dr. Diane Cudahy led the formation and implementation of our Teaching Fellows program. During fall semester 2001, we had a positive 10-year evaluation. Dr. Cudahy ended her service as Teaching Fellows Director in June of 2010 and will retire at the end of December 2010. Dr. Diana Treahy assumed the Teaching Fellows Directorship in July 2010.

• Deanna Ramey Satzger, four year master teacher at the Nathan E. Miles Early Childhood Development Center (ECDC) resigned to pursue a doctorate. Jane Hart, a successful early childhood teacher with many years of experience was hired as the new ECDC four year teacher.

• We engaged in significant searches for faculty and staff members and tenure, promotion, and post-tenure reviews. Details 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.

• Our former budget and finance coordinator, Tyler Henry, resigned to pursue a career in New York. Dr. Robert Fowler filled this position in a temporary appointment and assisted with the successful search and hire of Johan Granath.

Lecture Series and Conferences
• During October and November, our lecturers were Lawrence Harrison, who directs the Culture Change Institute at Tufts University, and Dr. Jerome Kagan, internationally known developmental psychologist and professor at Harvard University. Their lectures have resulted in positive connections for us with both Tufts and Harvard and particularly so for our partnership work with the Charleston Neighborhood of Promise.

• In February, we sponsored the Changing the Face of Teaching Institute in which Dr. Louis Castenell, former Dean of Education at the University of Georgia, was the featured speaker. We also hosted panel discussions and a variety of other supporting activities in our goal to increase the diversity of our teacher education faculty and students.

• We co-sponsored, with the Holmes Partnership group, a national conference in January 2010. Dr. Pedro Noguera, Peter L. Agnew Professor of Education at New York University, was keynote speaker presented a lecture for students and faculty.

• We hosted the National Association of Holmes Scholars Alumni in May, 2010. Holmes Scholars are from underrepresented groups and are educated with doctorates to enter the professorate in teacher education.

Outreach

• In July 2010, we hosted the second Extended Learning Institute at the North Campus for teams from 15 of the lowest performing schools in Charleston County School District (CCSD). 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.

• In October 2009, we sent a team from our Mott New Day for Learning network to participate in a conference in New York City. We visited the Harlem Children’s Zone and other successful programs as well as met with nationally successful consultants to plan the Charleston/North Charleston New Day for Learning program and our Neighborhood of Promise.

• In June, we co-hosted the Center for Educator Recruitment, Retention and Advancement (CERRA) Teacher Cadet professional development session at the College of Charleston.

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

• In June, the Dean attended the American Association for College of Teacher Education “Day on the Hill” and met with staff in the offices of every S.C. Representative and Senator. The EHHP Dean was one of only two deans representing S.C. at this national event to promote education.

Professional Development

• Professional development activities of individual faculty are numerous and range from attending and presenting internationally to attending and participating in conferences at the regional,
state, and local level and are detailed in the faculty activity system (FAS). A variety of professional development activities were provided for faculty both on and off campus.

- The School of Education, Health, and Human Performance continued to have the highest percentage of faculty members complete the Faculty Technology Institute (FTI) of other academic schools on campus. This year the focus for the FTI was the new course management system Desire2Learn.

- Many faculty and staff members, including the Dean and Associate Dean, participated in workshops sponsored by various professional associations and the S.C. Department of Education. Some of these workshops related to our successful accomplishment of NCATE standards.

Reports and National Accreditation

- Upon review of our campus reported data, we realized that the credit hour production for TEDU was low because of inaccurate reporting of interns in clinical internship. Dr. Van Sickle, Department Chair, and Johan Granath, Budget and Finance Coordinator, are working with others on campus to make the necessary correction, so reports more accurately reflect actual credit hour production.

- 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 annual report demonstrated continued candidate improvement, with an overall PRAXIS pass rate of 99%.
  - We continue to plan and assess in preparation for our NCATE visit in the fall of 2012. Our individual Specialty Professional Association reports due in the fall of 2011 are nearing completion. A timeline (prepared by Associate Dean Sara Davis) which details our plans for continued self-assessment and a successful NCATE re-accreditation review is included at the end of this Executive Summary.
  - The review report for national reaccreditation of our Athletic Training program by the Commission on the Accreditation of Athletic Training Education (CAATE) is due in the fall of 2011 with the site visit to occur in the fall of 2012.

Scholarship and Research

- Faculty members wrote and published numerous books, chapters, and articles in refereed journals, as recorded in FAS. Faculty members also presented at local, state, national and international conferences and conventions and served as editors for journals and grant reviewers for several associations.

- The Department of Health and Human Performance faculty have an outstanding record of involving undergraduates in their research and scholarly productivity. The Department of
Teacher Education is becoming more engaged in this type of work, particularly with graduate students.

Support of Campus Initiatives

- In addition to offering first year seminars and learning communities, coursework for the Honors College, a variety of activity courses (such as tennis, horseback riding, ice skating, etc.), and some general education courses, we provided the course designed to teach students who are peer facilitators in the first year seminars and learning communities.

- Our faculty and staff members participated in the College Reads and Convocation activities as well as in awards celebrations and graduations.

Strategic Plan Initiatives and Entrepreneurship

Examples of strategic plan initiatives are found through the Executive Summary and the EHHP Annual Report, some of which are highlighted in this section.

- **Charleston**: We continue to work in collaboration with the tricounty school districts. Our Center for Partnerships to Improve Education (CPIE) report details our work with individual partnership schools, and we engage in many other outreach programs in the Charleston community. Previously mentioned is our participation in the Mott Foundation funded New Day for Learning National Network. We also helped to organize the new three and four year old preschool class at Memminger in collaboration with the ECDC and CPIE.

- **Distance Education**: Coursework in teacher education has employed distance and hybrid formats. The School was recently recognized as having more distance education programs than any other on campus. Current distance/hybrid format programs are ESOL, gifted and talented, and special education. We have not been successful with distance education coursework in the Department of Health and Human Performance (HEHP). Much of the coursework in TEDU that is delivered in distance education format is at the graduate level, and currently HEHP does not have any graduate programs.

- **Diversity**: TEDU has worked to increase diversity of faculty and students. Our very successful Call Me MISTER program has 18 students for the 2010-2011 academic year and doubled the number of participants. With stimulus funding and in collaboration with the Charleston County School District, we funded the Early Literacy program for students in the M.A.T. in Early Childhood Education and from under-represented populations. Our first Volpe Fellow (full funding for African American male students), Stevan Vincent Harris, graduated in May 2010, and has a teaching position in Berkeley County. We hosted the S.C. Call Me MISTER Summit during spring semester 2010. Health and Human Performance needs to work toward increasing the diversity of its student body and faculty members.

- **Interdisciplinary Program**: Most of our programs are offered in collaboration with others on campus and in the community such as MUSC and the local school district. Our new proposed undergraduate degree in public health is a good example of collaboration across schools and departments as is our new “Child Life” masters program.
• **International Programs:** Our two-year collaboration with Ecuador is positive and continues with faculty and students traveling there to provide instruction in English as a second language. We encourage participation in the Fulbright Scholarship program and hosted Dr. Janie Lin from Taiwan during the 2009-2010 academic year.

• **Entrepreneurial Programs:** We considered the significant budget cuts to the public schools a challenge to our Professional Development in Education (PDE) program and have worked collaboratively with them to offer meaningful professional development for their educators. We provide programs in 44 of the 46 counties in S.C. This has resulted in our PDE program increasing in productivity and cash flow positive activities.

• We are in the process of planning a TESOL Institute on our campus during summer of 2011. We planned a pilot for summer 2010 which did not occur as a result of budget cuts.

**Facilities**

• Our facilities at 86 Wentworth Street host our and numerous College of Charleston. These facilities present a very professional environment to the campus and community. Also, the newly renovated facilities (large classrooms, labs, and racquetball and squash courts) in the Johnson Center are a positive addition for the Department of Health and Human Performance.

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

• Memminger Elementary School, which is just across the street from the Jeremy Warren Vann Teacher Education Center, is being relocated temporarily to North Charleston while plans are put in place to demolish and rebuild the facility. Currently, the Memminger building is seismically inadequate. This rebuild provides an exciting opportunity for EHHP and the College of Charleston to more formalize our partnership and design a building that is a showplace for high quality education (particularly early childhood education) on the peninsula of Charleston.
### TIMELINE FOR UNIT AND PROGRAM ASSESSMENT AND NCATE VISIT

<table>
<thead>
<tr>
<th>TIMELINE</th>
<th>DATE</th>
<th>EVENTS AND RELATED TASKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 yrs pre NCATE visit</td>
<td>Fall 2010</td>
<td>• FOR NCATE: Complete Intent to Continue NCATE Accreditation form</td>
</tr>
<tr>
<td></td>
<td>Sep 2010</td>
<td>• EHHP team attends AACTE conference</td>
</tr>
<tr>
<td></td>
<td>Oct 15, 2010</td>
<td>• SPAs select consultant reviewers for reports to be completed May 2011</td>
</tr>
<tr>
<td></td>
<td>Mar 15, 2011</td>
<td>• Program and unit data reports to faculty</td>
</tr>
<tr>
<td>4 mos pre prog review</td>
<td>May 2011</td>
<td>• Program and unit data reports to faculty</td>
</tr>
<tr>
<td>3 mos pre prog review</td>
<td>Su 2011</td>
<td>• Send program reports to consultant/s for review May 15, 2011</td>
</tr>
<tr>
<td>1 year pre NCATE visit</td>
<td>Fall 2011</td>
<td>• Consultant/s return program report feedback June 2011</td>
</tr>
<tr>
<td></td>
<td>Oct 15, 2011</td>
<td>• Final program reports for submission complete no later than Aug 15, 2011</td>
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<tr>
<td></td>
<td></td>
<td>• Paper and electronic versions of reports to Sara Aug 15, 2011</td>
</tr>
<tr>
<td>1 semester pre to visit</td>
<td>Feb 1, 2012</td>
<td>• Submit electronic program reports to NCATE</td>
</tr>
<tr>
<td></td>
<td>Apr 15, 2012</td>
<td>• Program and unit data reports to faculty</td>
</tr>
<tr>
<td>6 months prior to visit</td>
<td>Apr 15, 2012</td>
<td>• Program and unit data reports to faculty</td>
</tr>
<tr>
<td>3 mos pre to visit</td>
<td>Aug 2012</td>
<td>• EHHP submits program report rejoinders if necessary</td>
</tr>
<tr>
<td>60 days prior to visit</td>
<td>Oct 15, 2012</td>
<td>• Electronic exhibits are made available for BOE team access.</td>
</tr>
<tr>
<td>30-60 days prior to visit</td>
<td>Fall 2012</td>
<td>• Program and unit data reports to faculty</td>
</tr>
<tr>
<td>NCATE VISIT</td>
<td>Nov 12 2012</td>
<td>• EHHP submits to NCATE the electronic IR and catalogs</td>
</tr>
<tr>
<td>30 days post visit</td>
<td>Fall 2012</td>
<td>• EHHP submits electronic &amp; print copies of IR to BOE team, state team &amp; consultants, and NEA &amp; AFT reps.</td>
</tr>
<tr>
<td>30 days post visit</td>
<td>Fall 2012</td>
<td>• EHHP sends link to college catalogs to BOE team members</td>
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<tr>
<td></td>
<td></td>
<td>• EHHP hosts pre-visit w/ team chair, state chair, &amp; state consultant</td>
</tr>
<tr>
<td>30 days post receipt of final report</td>
<td>Fall 2012</td>
<td>• NCATE BOE team conducts on-site review beginning Nov 12, 2012</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• BOE chair submits draft report to NCATE for feedback/editing and then sends final report to NCATE; unit &amp; state each receive 2 copies of final report</td>
</tr>
<tr>
<td></td>
<td>Mar 15, 2013</td>
<td>• Unit submits 6 copies of rejoinder to report; if not rejoining, submits letter acknowledging report receipt.</td>
</tr>
<tr>
<td>March/April post visit</td>
<td>Spr 2013</td>
<td>• Program and unit data reports to faculty</td>
</tr>
<tr>
<td>2-3 weeks post UAB decision</td>
<td>Spr 2013</td>
<td>• NCATE’s Unit Accreditation Board (UAB) determines EHHP status</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• NCATE mails action letters and reports of accreditation to Benson, dean, and state</td>
</tr>
</tbody>
</table>
Curricular offerings unusual for the discipline

We offered one honors course last year and proposed to teach one this year. This is a new trend for Department of Teacher Education (TEDU). The honors course proposed for this year is being postponed for one year to FMLA/modified duties for the proposing faculty member.

EHHP – 3 (4 faculty) (4.6%) for the First Year Experience (FYE) program this year. Frances Welch and Paula Egelson taught one section each semester, and Diane Cudahy taught the other. We are working with Susan Kattwinkle for the 2010-2011 year to increase the number of sections we provide. This increase will include two sections of combined TEDU/HEHP faculty members for spring (Mike Flynn) and (Marie Manning/Karen Smail). Welch and Egelson intend to continue with their offerings and Diana Treahy will assume the Teaching Fellows section of FYE.

Distance education or hybrid course offerings

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

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

SPED courses:
- EDFS710 Introduction to Exceptional Children and Youth (3)
- EDFS730 Characteristics of Individuals with Emotional Disabilities (3)
- EDFS750 Characteristics of Individuals with Mental Disabilities (3)

We would like to add EDFS740 to this list in the near future

G & T:
- EDFS 760 The Nature and Needs of Gifted and Talented Students: Historical, Philosophical, and Current Perspectives (3)
- EDFS 761 Introduction to Curriculum and Instruction for Gifted and Talented Students (3)
- EDFS 686 Special Topics in Gifted and Talented Education: Current Trends and Issues in Gifted and Talented Education* (3)

Departmental or program contributions to interdisciplinarity, internationalization/ globalization, personalized education and high impact student experiences during review year.

School of Education, Health, and Human Performance Annual Report 2009-2010
This year we taught courses in Ecuador. In the past, we have taught courses in other countries and intend to continue and expand this practice. We also are in the planning stages to begin an English ESOL for college students from other countries. We hope to pilot this program next summer (2011).

Two of our M.Ed. programs are fully implemented and continue to function as interdisciplinary programs. The Science and Mathematics for Teachers (SMFT) program utilizes courses from six departments across two schools. The Languages and Language Acquisition (LALE) program, utilizes courses from four departments across two schools. In addition, we have one interdisciplinary M.A.T. program in choral music. We worked across the departments in the arts and in education to create this program. We had our first graduate from this program this year. Professors from these three programs are dedicated and have appropriate backgrounds to teach the blended content/pedagogy required to help teachers better meet the needs of local students in our K-12 systems. These programs have an advisory board that includes equal numbers of faculty from each school. These advisory boards meet regularly to ensure program rigor, integrity and current content and pedagogy.

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

Changes in departmental or program enrollments

The following information is the first time we have been able to accurately account for the number of students in secondary education programs. The problem in the past was that they were listed as minors and thus it was not possible to gain an accurate accounting of student numbers.

Declared Minors

<table>
<thead>
<tr>
<th>Fall 2009 - Spring 2010 Count of Students Term Minor</th>
<th>2009-7</th>
<th>2010-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDBL</td>
<td>11</td>
<td>15</td>
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<tr>
<td>EDCCH</td>
<td>1</td>
<td>1</td>
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<tr>
<td>EDEN</td>
<td>30</td>
<td>33</td>
</tr>
<tr>
<td>EDFR</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>EDGM</td>
<td>3</td>
<td>4</td>
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<tr>
<td>EDHS</td>
<td>31</td>
<td>34</td>
</tr>
<tr>
<td>EDMT</td>
<td>19</td>
<td>23</td>
</tr>
<tr>
<td>EDPE</td>
<td>22</td>
<td>26</td>
</tr>
</tbody>
</table>
EDPH  1
EDPS  5   4
EDSC  2   2

Declared Majors

Fall 2007 - Spring 2010

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>EDEC Total</td>
<td>44</td>
<td>38</td>
<td>47</td>
<td>42</td>
<td>56</td>
<td>227</td>
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<td>EDEL</td>
<td>43</td>
<td>36</td>
<td>39</td>
<td>24</td>
<td>27</td>
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<td>EDEL Total</td>
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<td>41</td>
<td>40</td>
<td>25</td>
<td>28</td>
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</tr>
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<td>EDEN</td>
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<td></td>
<td>3</td>
</tr>
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<td>EDMG Total</td>
<td>20</td>
<td>18</td>
<td>15</td>
<td>14</td>
<td>21</td>
<td>88</td>
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</tbody>
</table>

The enrollment trends have been upward in secondary education and early childhood education. The middle grades program had a slight increase, and the remaining programs remain stable. These trends are consistent for all UG and M.A.T. programs. The SMFT and LALE enrollments remain stable and strong. The M.Ed. in Teaching, Learning and Advocacy is showing promise of strong enrollments for fall 2010.

Departmental workload target vs. actual productivity

Our target is 56 seats or 168 credit hour production per faculty member per semester. We have progressed from about 44 seats/faculty member/semester in 2007 to about 54 seats/faculty member/semester this year. These numbers are per faculty member in roster/visiting and instructor lines and are verified by the Delaware Report showing that such faculty average class size is 18.28 (Tenure Track Roster) and 20 (Other Roster Faculty). (Twenty seats*3courses = 60 seats/faculty member/semester.) The report number for tenure track roster faculty is artificially low due to about four sections (LC) of courses that are run each semester. These are not really separate sections for any purpose other than external funding. The students in these sections are paid for through an agreement with Charleston County School District. These sections have 1-5 students per section. We really need to find a way to code these distinct sections and have the number of students added to the regular section. These sections are taught at the same time and place by the same professor.

Our problem with appearing to meet our target number is the way we place clinical interns in sections. To reduce travel costs, we place interns in sections based on the location of the school. Then we match the school to the instructor who lives closest to the school to reduce the travel costs. In addition, to meet state requirements for separate courses per certification area, (e.g. early childhood, elementary, middle grades and special education) UG and M.A.T. each have their own course, and secondary is required to have a course per content area (e.g. biology, chemistry, math, etc). Finally our two K-12 clinical internship programs (Physical Education and Foreign Language) have numerous courses that appear to have one or two students each. These are also the courses that are predominately taught by adjuncts. Thus our Delaware average class size for adjuncts (Fall-13 and Spring-6.32) is deflated by a cost saving process and accreditation requirements.

To help explain the situation more:
<table>
<thead>
<tr>
<th>Name</th>
<th>Course</th>
<th>Course Title</th>
<th>Multiplier</th>
<th># Students</th>
<th>Total #</th>
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<tbody>
<tr>
<td>Ball, D</td>
<td>EDEE695N01</td>
<td>Field Exp. III in Elementary Educ</td>
<td>1</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Bevans, L</td>
<td>EDFS326090</td>
<td>Integrating Tech into Teaching</td>
<td>1</td>
<td>23</td>
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<tr>
<td>Burgess, B</td>
<td>EDFS774090</td>
<td>Lang Dev. &amp; Disorders</td>
<td>1</td>
<td>11</td>
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<tr>
<td>Dellicolli, J</td>
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<td>Learner Dev. &amp; Context of Learning</td>
<td>1</td>
<td>26</td>
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<tr>
<td>Fowler, R</td>
<td>EDFS326003</td>
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<td>1</td>
<td>21</td>
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<td>Fowler, R</td>
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<td>Integrating Tech into Teaching</td>
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<td>Gibbons, Y</td>
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<td>Godbee, A</td>
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<td>Character of Gift and Talent CD</td>
<td>1</td>
<td>17</td>
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<td>Henry, C</td>
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<td>Lichtenstein, J</td>
<td>EDFS714090</td>
<td>Into Curr/Instruct in Spec Ed.</td>
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<td>Character of Gift and Talent</td>
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<td>10</td>
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<tr>
<td>McIntosh, K</td>
<td>EDEE415N01</td>
<td>Curr Inst &amp; Assess Pre K-Gr 3</td>
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<td>20</td>
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<tr>
<td>Puza, R</td>
<td>EDEE370092</td>
<td>Teaching Health &amp; Physical Ed.</td>
<td>1</td>
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<td>Runyon, M</td>
<td>EDFS330SEC</td>
<td>Classroom &amp; Behavior Management</td>
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<tr>
<td>Tigner, M</td>
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<td>Ed. Proc Gifted &amp; Talented</td>
<td>1</td>
<td>10</td>
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<tr>
<td>Walsh, M</td>
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<td>15</td>
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<tr>
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<td>Ball, D</td>
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<td>Clinical Practice Early Child Ed</td>
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<td>Collie, M</td>
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<td>Guy, M</td>
<td>EDEE455003</td>
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<td>Guy, M</td>
<td>EDEE457002</td>
<td>Elem. Grad. Clinical Practice</td>
<td>5</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>Grand Total</strong></td>
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<tr>
<td><strong>Grand Avg. Total</strong></td>
<td><strong>15.03</strong></td>
<td></td>
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</tbody>
</table>

The first set of data above show the courses that have regular enrollments and show about the same number of student seats per section (17.83) as roster faculty, but the number of students in clinical practice sections in the second set of data above remains very low. I think it is quite unreliable to use the current numbers. Here are several reasons for this thinking:

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

I would suggest taking the number of students in clinical internship then dividing by 5 to equate to one section. Then use the multiplier factor of 5 to determine number of seats per “section”. Using this method, the average number of seats per “section” would be 23.8 (190 credit hours/8 sections) for F09. Using this method would show that we are truly meeting our target number of 57 seats/faculty member/semester or 168 credit hour production.

**Instructional costs,** if such costs seem unusual in comparison to peers or to other departments at the College similar in nature, including a discussion of any constraints that significantly raise or lower such costs.

| College of | College of | Delaware |
| Charleston | Charleston | Peers |
| Fall 2008/FY 08-09 | Fall 2007/FY 07-08 | Fall 2007/FY 07-08 |
| Direct | Direct | Direct |
### Instructional Expenditures

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Instructional Expenditures</th>
<th>Instructional Expenditures</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Per FTE</td>
<td>Per SCH</td>
<td>Per FTE</td>
</tr>
<tr>
<td>Teacher Education</td>
<td>$258</td>
<td>$6,660</td>
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<tr>
<td>Elementary Education</td>
<td></td>
<td></td>
<td>$261</td>
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<tr>
<td>Education Foundations and Specializations</td>
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<td>$239</td>
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<tr>
<td></td>
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<td></td>
<td>$334</td>
</tr>
</tbody>
</table>

Our direct instructional costs are down from 2007-2008 to 2008-2009. For 2007-2008 our direct instructional expense was $6,908 and then in 2008-2009 the direct instructional expense was $6,660. I expect the expense to reduce each year by about $300 for the next two years. The cause(s) of the cost reductions have been the elimination of very small class sizes and the increase in class size in six courses across all programs. The next set of cost reductions will result from about 6-8 courses being cross-listed UG/M.A.T. initial certification programs. The courses are essentially the same course with the extra assignment for the M.A.T. students. We have found that some courses work well as cross-listed and will again reduce a subset of courses with small student populations. Our Delaware Peers average expense (6396+ 8693/2 = $7,544) was higher than our expense in 2007-2008, and I expect it will remain higher as we gain additional data.

TEDU has zero 100 level and one 200 level course. This means that we do not have large credit hour production for the first two years of students’ academic life. We are a series of professional programs that are highly personalized and must live within the constraints of the State and NCATE accreditation and certification requirements. Even though we do not have supersized class enrollments our cost per FTE student falls within the range of costs (lowest rate $3,131 to the highest rate of $11,364); our cost per FTE student is $6,600.

### Assessment activities

The TEDU was organized from two former departments: the Department of Early Childhood, Elementary, and Middle Level Education and the Department of Foundations, Secondary, and Special Education. We are in our second year of operation. We have accomplished many things over the past two years and are beginning to function as one unit. To gain a better sense of department, we have accomplished the following:

1. a new committee structure with jobs and responsibilities that stream into the EHHP and CofC committee structure(s) and faculty responsibilities,
2. a new policy and procedures document that explains the committee structure and responsibilities, and
3. a successfully enacted set of policies and procedures for the past year.

We are constantly required to review our 13 programs to meet NCATE unit and SPA requirements. At this time all SPA’s have writing teams and are in the data analysis stage of the process. The unit is progressing well and the reports are expected to be developed on the appropriate timeline. The SPA writing assignments are distributed among the faculty.

### Summary of student accomplishments

School of Education, Health, and Human Performance Annual Report  
2009-2010  
Page 18
The number of clinical interns we had for the 2009-2010 academic year:

| Fall 2009 | 52 |
| Spring 2010 | 136 |

Diversity among faculty, including efforts made in recruitment to increase the presence of under-represented groups.

TEDU has four African American female faculty, one Hispanic/black female faculty member and the remaining faculty are white with 23 female and 6 male. We have one African American male faculty who is on personal leave this year. We recruit for underrepresented groups through the Holmes Partnership, and we host the NAHSA conference every year.

Summary analysis of research and professional development productivity

We had twenty-five roster faculty members for the 2009-2010 academic year. Of the twenty-five, 14 published a total of 36 items (peer-reviewed journal articles and book chapters, and three books). Our faculty members have become more active in publication over the past five years and are situated to publish more in the coming years. Most faculty members have moved from publishing op-ed and curriculum pieces to research articles. Our faculty members use a variety of research traditions from quantitative to critical theory and are conversant in the research traditions in which they practice.

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

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

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

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

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

**Summary of new or continuing outreach activities**

We provide service to the state and local public schools at an extremely high rate. While these interactions strengthen our ability to ensure current and effective pedagogy for our students, they also are extremely time consuming. See below to note a few of our special efforts. The Dean has a more extensive list of all of the activities within our school and department.

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

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

**Supporting Data**

a. Teaching Data (for addressing workloads and contributions to programs beyond the department) *(IR and/or AA will provide the following data via AA, except for the last item)*

**DATA EMBEDDED IN FULL REPORT ABOVE**

- Department’s or program’s enrollments, credit hours, and courses (sections) taught, broken down by all roster faculty, tenured and tenure-track faculty, other roster faculty, adjuncts, and teaching assistants, along with school-wide and college-wide data
- Percentage of total HONS, FYS, LC taught by each school, and percentage of each school’s HONS, FYS, LC taught by each department
- Department’s teaching workloads from Delaware report, along with comparisons to peers and any approved targets; *(for future, school’s teaching workloads, with comparison to targets;)* number of sabbatical semesters and semesters of modified duties approved
- Average class size
- Numbers of majors, minors and graduates
- Instructional costs by program, department, and school from Delaware, along with peer comparisons, student and recent graduate accomplishments *(Chair must enter this manually)*
  - Off-campus awards, fellowships, and post-graduate scholarships received by students, if known
  - Recent graduate employment and post-graduate study information, if available

b. Diversity

- Campus faculty diversity data, broken down by school and department

SEE DIVERSITY IN SECTION B ABOVE

c. Faculty Productivity in and Support of Research and Professional Development Books

SEE BELOW C, D, E
d. Service Contributions beyond the Department
   • Service contributions of faculty during review year to school, College, community (of a professional nature), or profession
   
   SEE BELOW

e. Honors/awards received by faculty or department/program during review year
   SEE BELOW F

f. Consulting
   SEE BELOW G

C. Publications

Bartel, Jinny B.


Edwards, Linda C.


Finnan, Christine R.


Hagood, Margaret C.


Hagood, M. C., Literacies and identities for all. In sj Miller & D. Kirkland, Moving social justice from theory to policy: Qualitative research tools.

Skinner, E., Hagood, M. C., Provost, M. Creating a new literacies coaching ethos.

Lanahan, Brian


Manning, Marie


Nabors, Matha L.


Provost, Mary


Skinner, E., Hagood, M. C., Provost, M. Creating a new literacies coaching ethos.
Skinner, Emily

Skinner, E., Hagood, M. C., Provost, M. Creating a new literacies coaching ethos.

Skinner, Mike


Swanson, Julie D.


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


Treahy, Diana


Van Sickle, Meta L.


Veal, William


Veal, W., Wallace, A., Science and Math for Loggerheads: Creating Community in Rural Coastal Schools. In Uhrmacher, B. & Bunn, C.

Presentations

Cozart, Angela M.

ESOL Programs in South Carolina, "Carolina TESOL."

Finnan, Christine R.


Hagood, Margaret C.


Hagood, Margaret C., Skinner, E., Provost, M. 59th Annual Meeting of the National Reading Conference, "Middle grades educators negotiating (Teaching) identities and subjectivities during new literacies professional development.," Albuquerque, New Mexico. (December 2009).

Jones, Mary Blake

The 24th Southeast Regional Conference of the International Reading Association, "The Role of Story in promoting Early Literacy," International Reading Association, New Orleans, LA.
Lanahan, Brian


National Council for the Social Studies Annual Conference, "Building Effective Learning Communities through Democratic Classroom Practice," Atlanta, Georgia. (November 2009).


National Council for the Social Studies Annual Conference, "K-3 Civics Education: Yes they can!," Atlanta, Georgia. (November 2009).

National Council for the Social Studies Annual Conference, "Learning Experiences in a Methods Course for Preservice Teachers to Examine Their Racial Identities, panel member," Atlanta, Georgia. (November 2009).


Manning, Marie


Nabors, Martha L.


Perkins, Bob F.

SC Association for Teacher Education, "The Diverse Pathways to Teacher Education Model for," SCATE, Newberry, SC. (October 2009).
Provost, Mary

*Emily Skinner, Margaret C. Hagood, Mary Provost,* National Reading Conference, "Middle Grades Educators Negotiating (Teaching) Identities and Subjectivities During New Literacies Professional Development," Albuquerque, NM. (December 2009).

*Mary Provost, Emily Skinner,* Teacher Educators Conference (Division of the Council for Exceptional Children), "Supporting Adolescent Literacy: A New Literacies Partnership Between General and Special Education," Charlotte, NC. (November 2009).


Skinner, Emily

*Emily Skinner, Margaret C. Hagood, Mary Provost,* National Reading Conference, "Middle Grades Educators Negotiating (Teaching) Identities and Subjectivities During New Literacies Professional Development," Albuquerque, NM. (December 2009).

*Mary Provost, Emily Skinner,* Teacher Educators Conference (Division of the Council for Exceptional Children), "Supporting Adolescent Literacy: A New Literacies Partnership Between General and Special Education," Charlotte, NC. (November 2009).

Skinner, Mike


Springer, Bonnie C.

International Teacher Education Division Conference, "Fostering Reflection in Preservice and Beginning Teachers," CEC-Teacher Education Division, Charlotte, NC. (November 2009).


Swanson, Julie D.

*Julie D. Swanson,* National Association for Gifted Children, "Examination of Factors that Promote Minority Student Success in Advanced Course Work," National Association for Gifted Children, St. Louis, Mo. (November 2009).
Julie D. Swanson, Joyce V. Baska, Frank Worrell, Margie Kitano, National Association for Gifted Children, "Patterns and Profiles of Special Needs Learners," National Association for Gifted Children, St. Louis, Mo. (November 2009).

Swanson, Julie D., Lord, E. W. National Association for Gifted Children, "Essential Components of Effective Policy: Examples from One Case Study," National Association for Gifted Children, St. Louis, Mo. (November 2009).


Van Sickle, Meta L.


Veal, William


d. and e. Service

Bartel, Jinny B.

Community:
   Early Childhood Development Coordinating Committee, Member.
   Unit Assessment Committee, Committee Member. (January 2008 - June 2010).
   Represent NAEYC

Profession:
   School of Education Advisory Board, Committee Member.
   State Department of Education Division of Teacher Quality.

Academic Advising:
   63 assigned majors (2009-2010).

Cozart, Angela M.

Profession:
   Conference Chairperson. (February 2009 - January 2010).
   National Association of Holmes Scholars Alumni, Committee Member, Board Member. (January 2007 - January 2010).

Academic Advising:
   30 assigned majors (2009-2010)
Davis, Sara C.

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

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

Profession:
  NCATE Committee, Standards 1&2, Member. (2003 - Present).

Academic Advising:
  8 assigned majors (2009-2010)

Edwards, Linda C.

Academic Advising:
  51 assigned majors (2009-2010)

Finnan, Christine R.

Community:
  Scholarships, Committee Member, Member. (August 2007 - Present).
  Institutional Review Board, Committee Member, Member. (August 2007 - Present).
  Sea Islands Partners for Youth, Advisory Board, Board Member. (September 2006 - Present).

Academic Advising:
  1 assigned major (2009-2010)

Fitzharris, Linda H.

Department:
  Curriculum Committee, Member.
  Administrative Council, School of Education, Health and Human Performance, Member.
  (January 2004 - Present).

College:
  C of C Annual Foundation Drive, Foundation Drive Representative.
  Senate Nominations Committee, College of Charleston, Member.

Profession:
  Mentor for senior thesis project at Charleston Academic Magnet High. (January 2007 - Present).
  Colonial Dames of South Carolina Curriculum Consultant. (January 2005 - Present).
  Trident Literacy Association Board of Directors Member and Secretary. (January 2002 - Present).
American Association for the Advancement of Science. (January 1980 - Present).

Academic Advising:
15 assigned majors (2009-2010)

Gutshall, Anne

Department:
Search Committee, Committee Member. (August 2009 - May 2010).
Teacher Education Department, volunteer. (November 2009).
Assisted associate dean, Sara Davis, with operationalizing EHHP dispositions for faculty and student use. Compiled a final document.

College:

Profession:
Invited Manuscript Reviewer or Referee, "Adolescent Cognitive Development-chapter,"

Hagood, Margaret C.

Department:
Committee Chair. (August 2009 - May 2010).

College:
College wide Institutional Review Board, Advisory Board, Board Member. (August 2006 - August 2010).
Faculty Senate Service. (January 2010 - May 2010).
TEDU Faculty Senate Representative

Community:
Meeting Street Academy, Pro Bono Professional Service. (August 2007 - August 2009).

Profession:

Academic Advising:
43 assigned majors (2009-2010)

Hay, Genny H.

Department:
Curriculum Committee, Committee Member. (January 2009 - December 2010).
Department Management Team (DMT), Liaison. (January 2009 - December 2010).
Elementary and Early Childhood MAT, Committee Member. (January 2008 - December 2010).
Research and Development Committee, Committee Member. (January 2008 - December 2010).

College:
College of Charleston, Advisory Board, Member. (January 2000 - December 2010).
Teacher Scholar Subcommittee, Committee Member. (January 2008 - December 2009).

Community:
ACEI SPA, Coordinator. (January 2009 - December 2010).
DAE Foundation, Board Member. (January 2008 - December 2010).
American Cancer Society. (January 2009 - December 2010).
BOLD Response, Board Member. (January 2009 - December 2010).
Koman Race for the Cure. (January 2009 - December 2010).
Charleston County School of the Arts, Black Box Boosters Vice President, Other. (January 2008 - December 2010).
Charleston County School of the Arts, Black Box Boosters, Member. (January 2004 - December 2010).
Consultant to Parents. (January 1993 - December 2010).
Academic, IRIS Center Field Tester. (August 2009 - December 2009).

Profession:

Academic Advising:
63 assigned majors (2009-2010)

Jones, Mary Blake

Department:
Literacy Search Subcommittee, Committee Chair, Member. (February 2010 - May 2010).
Math Search Subcommittee, Committee Member, Member. (February 2010 - May 2010).
Search Committee, Committee Member, Member. (August 2009 - May 2010).

College:
General Education, Committee Member, Member. (August 2009 - May 2010).

Community:
Grace Episcopal Church Memminger Volunteer, Volunteer when called on by the Grace Committee, Member. (August 2007 - December 2009).

Academic Advising:
54 assigned majors (2009-2010)

Jones, Mary Blake

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

Academic Advising:
19 assigned majors (2009-2010)

Lanahan, Brian

Department:
Faculty Research & Development Committee, Committee Member, Member. (September 2009 - January 2010).
Search Committee-Early Childhood Sub Committee, Committee Member, Member. (September 2009 - January 2010).
Early Childhood Committee, Member. (August 2006 - January 2010).
Early Childhood and Elementary M.A.T Committee, Committee Member, Member. (January 2006 - January 2010).

Community:
Undergraduate Research and Creative Activities Grant Reviewer, Internal Grant Proposal Reviewer, Member. (September 2009 - January 2010).

Academic Advising:
27 assigned majors (2009-2010)

Manning, Marie

Department:
Search Committee, Committee Member. (August 2008 - December 2010).
Special education programs, Committee Member. (October 2008 - December 2010).
Teacher Education Council, Committee Member. (August 2008 - December 2010).

College:
Undergraduate Research and Creative Activities, Committee Member. (August 2009 - December 2010).

Community:
Move, Grove, Get Active!, Facilitator, Other Officer. (April 2009 - December 2010).

Academic Advising:
20 assigned majors (2009-2010)
Nabors, Martha L.

College:
Faculty Senate Service, Member. (August 2008 - May 2011).

Academic Advising:
38 assigned majors (2009-2010)

Ndunda, Mutindi

Department:
Committee Member. (September 2009 - September 2012).
Curriculum Committee, Committee Member. (September 2009 - September 2012).
Centre for Diversity. (February 2006 - Present).

College:
Harambee Project, Student Advisor, Other. (January 2007 - September 2010).
Faculty Senate Service, Member. (August 2007 - January 2010).

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

Profession:
World Trade Centre, South Carolina liaison. (January 2003 - Present).

Academic Advising:
19 assigned majors (2009-2010)

Perkins, Bob F.

Department:
Teacher Education Department, Associate Department Chair. (January 2009 - February 2010).
Teacher Education Department Curriculum Committee, Committee Member, Member.

College:
Faculty Curriculum Committee, Committee Chair. (September 2008 - December 2009).
Faculty Senate, Faculty Senate Service. (September 2008 - December 2009).
Distance Education Committee, Committee Member. (August 2005 - December 2009).

Community:
Teacher Education Council, Committee Member. (August 2002 - March 2010).
Academic Magnet High School, Mentor, Other. (March 2009 - December 2009).
Diverse Pathways Teacher Quality Grant, Director, Other Officer. (July 2007 - September 2009).
Profession:
   Eastern Educational Research Association, Division 12 Director, Board Member. (February 2003 - Present).
   South Carolina Association for Educational Technology, Treasurer, Other Officer. (April 1991 - December 2009).

Academic Advising:
   42 assigned majors (2009-2010)

Provost, Mary

Department:
   Faculty Evaluation Committee, Committee Member.
   Research and Professional Development, Committee Member. (January 2009 - August 2010).
   Recruitment Committee, Committee Member.

College:
   CofC Student Council for Exceptional Children, Student Org Advisor (Professional Org), Other. (August 2005 - May 2010).

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

Profession:
   Associate Editor, "Learning Disabilities Quarterly," Council for Learning Disabilities. CLD of the Carolinas, President, former Treasurer and Newsletter Editor, Board Member. (July 2006 - July 2011).
   Council for Learning Disabilities, President, President/Elect/Past. (July 2003 - July 2010).
   Serve as Conference Director - conduct conference planning activities for International organization

Academic Advising:
   11 assigned majors (2009-2010)

Skinner, Emily

Academic Advising:
   36 assigned majors (2009-2010)

Skinner, Mike

Department:
   Student Council for Exceptional Children, "Coach" for the College Bowl Team, Other. (August 2000 - December 2010).
   Prepare special education majors to compete in the annual "College Bowl" held at the South Carolina Council for Exceptional Children conference.
TEDU Search Committee ("Combined" Position), Committee Member. (January 2010 - July 2010).
TEDU Department Management Team, Committee Member. (December 2009 - July 2010).
TEDU Curriculum Committee, Committee Member. (August 2009 - July 2010).
Faculty Committee on Governance, Committee Member. (August 2008 - July 2009).
Make recommendations concerning departmental governance procedures.

College:
Search Committee - Director of Disability Services, Committee Member. (January 2010 - September 2010).
Faculty Committee on Academic Standards, Committee Member. (August 2009 - July 2010).
Disability Services -- Special Needs Advising Plan (SNAP), Consultant, Other. (August 1993 - July 2010).
Assist Disability Services personnel in interpreting psychological reports. I also provide recommendations for academic programming (e.g., accommodations, course alternatives, etc.)
Psychology Department - External Member - Tenure & Promotion Panel, Committee Member. (August 2009 - December 2009).
Faculty Committee on Compensation, Committee Member. (August 2008 - June 2009).

Community:
Project CREATE (SC Center for the Re-Education and Advancement of Teachers in Special Education), Center Director - College of Charleston, Other. (April 2006 - June 2010).

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

Academic Advising:
33 assigned majors (2009-2010)

Springer, Bonnie C.

Department:
Department of Teacher Education Curriculum committee, Committee Member. (September 2008 - Present).
Research and Development Committee, Committee Member. (August 2007 - Present).
School of HEHP M.Ed. Committee, Committee Member. (May 2007 - Present).

College:
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).
Teacher Education Council, Committee Member. (September 2003 - Present).
Graduate Council, Committee Member. (January 2003 - Present).
Baha’i Club, Student Org Advisor (Non-Professional Org). (August 2002 - Present).

Community:
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).

Profession:
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).

Academic Advising:
14 assigned majors (2009-2010)

Swanson, Julie D.

Department:
Departmental management team, Committee Member. (November 2009 - May 2011).
Program Director. (January 2010 - December 2010).
Global Search Committee, Committee Member. (February 2010 - May 2010).
Curriculum Committee, Committee Chair. (August 2009 - May 2010).
Ad Hoc Committee on Bylaws, Committee Member. (July 2009 - May 2010).

College:
Committee on Graduate Education, Continuing Education, and Special Programs, Other. (August 2009 - May 2010).

Community:
Junior League of Charleston, Advisory Board.
Advisory Board, Board Member. (August 2000 - May 2010).
Executive Steering Committee, Charter School for Gifted and Talented Summer Institute, Advisor. (January 2008 - July 2009).

Profession:
SCCGTE Board Strategic Planning Committee, Committee Member, Member. (January 2007 - June 2010).
SC Consortium for Gifted Education, Advisory Board, Board Member. (January 1998 - June 2010).

Treathy, Diana

Department:
Collegiate Middle Level Association, Student Org Advisor (Professional Org), Other. (August 2006 - Present).  
Early, Elementary and Middle Level Program, Committee Member. (August 2007 - May 2012).  
Elementary SPA Writer, Facilitator, Member. (June 2007 - May 2012).  
Research and Professional Development Committee, Committee Member. (August 2009 - August 2010).  
Mathematics Education Search Committee, Facilitator, Member. (January 2009 - June 2010).  
Middle Level SPA Writer, Facilitator, Member. (June 2007 - December 2009).  
Middle Level Program, Facilitator, Member. (January 2006 - December 2009).  
Curriculum Committee Member, Committee Member. (August 2008 - August 2009).  
Partners for Acceleration, Committee Member. (June 2008 - June 2009).  

College:  
SMFT Curriculum Committee, Committee Member, Member. (January 2009 - May 2010).  

Community:  
326/687 Articulation Curriculum Committee, Committee Member, Member. (August 2006 - Present).  
Charleston County School District, College Representative. (August 2006 - Present).  
Advisor for E-Mentoring Project with schools in Charleston County School District, Charleston, South Carolina  
EEDA Pathways to Success, Committee Chair. (June 2009 - May 2012).  
Unit Assessment Committee, Committee Member, Member. (August 2006 - May 2012).  

Profession:  
South Carolina Council for Teachers of Mathematics Assembly Member, College Representative, Member. (May 2007 - May 2012).  
South Carolina Middle Level Association, Committee Member. (August 2006 - May 2012).  
State of South Carolina Mathematics Standards Project, Writer, Member. (August 2007 - June 2009).  
Invited Manuscript Reviewer or Referee, "Elementary and Middle School Mathematics: Teaching Developmentally (Van De Walle, Ed 7)." (August 2008 - August 2009).  
Van Sickle, Meta L.

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

College:
M.Ed/Ed.S organizational committee, Committee Member. (May 2007 - Present).
Lowcountry Hall of Science and Math, Advisory Board. (August 1995 - Present).

Community:
Center for Partnerships, Pro Bono Professional Service. (August 2006 - Present).
Work with Burke HS science teachers to improve student achievement.

Professional:
NARST, Committee Chair. (March 2006 - Present).
JRTST Best Article Committee
NARST, Committee Member. (March 2003 - Present).
Grant Reviewer—Ad Hoc, "several," CHE--Eisenhower Grants.
Editorial Board Member, "CITE," Contemporary Issues in Technology and Teacher Education.
(January 2006 - January 2010).
ASTE President (09-10)

Academic Advising:
26 assigned majors (2009-2010)

Veal, William

Academic Advising:
33 assigned majors (2009-2010)

f. Grant Activity/Grants Received

Bartel, Jinny B.

Bartel, Virginia B., Mayer, Kelley L (Supporting), "EVEN START Family Literacy Grant," Federal governmental agency. (September 2009 - June 2010).

Cudahy, Diane C.

Cudahy, Diane Creitz (Principal), "Junior-Senior Professional Experience," Sponsored by Winthrop University/CERRA, Private, awarded $13,200.00. (January 2010 - June 2010).

Cudahy, Diane Creitz (Principal), "Powerful Learning Seminar: Sophomore Experience 2009," Sponsored by CERRA (Winthrop University), State governmental agency, awarded $5,700.00. (May 2009 - October 2009).
Cudahy, Diane Creitz (Principal), "Junior/Senior Experience 08-09," Sponsored by CERRA/Winthrop University, State governmental agency, awarded $14,400.00. (October 2008 - June 2009).

Hagood, Margaret C.

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, awarded $900,000.00. (August 2006 - July 2012).

Manning, Marie


White, Kelly (Mayer)

Bartel, Virginia B., Mayer, Kelley L (Supporting), "EVEN START Family Literacy Grant," Federal governmental agency. (September 2009 - June 2010).

Perkins, Bob F.


Provost, Mary

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, 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, awarded $86,421.00. (August 2008 - August 2009).

Skinner, Emily

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

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, awarded $900,000.00. (August 2006 - July 2012).
**Skinner, Mike**

Skinner, Michael E. (Co-Investigator), Sutton, Joe (Principal), Bausmith, Shirley (Co-Investigator), Boggs, Ansley (Co-Investigator), Hodges, Dodi (Co-Investigator), Judge, Janie (Co-Investigator), Marshall, Kathleen (Co-Investigator), Fields, Evelyn (Co-Investigator), O'Connor, Dava (Co-Investigator), Pae, Holly (Co-Investigator), West, Tracy (Co-Investigator), "Project CREATE," Federal governmental agency, awarded $72,342.00. (January 2010 - June 2010).


Skinner, Michael E. (Co-Investigator), Sutton, Joe (Principal), Bausmith, Shirley (Co-Investigator), Boggs, Ansley (Co-Investigator), Hodges, Dodi (Co-Investigator), Hodge, Janie (Co-Investigator), Marshall, Kathleen (Co-Investigator), Fields, Evelyn (Co-Investigator), O'Connor, Dava (Co-Investigator), Pae, Holly (Co-Investigator), West, Tracy (Co-Investigator), "Project CREATE," Federal governmental agency, awarded $72,343.00. (July 2009 - June 2010).


**Swanson, Julie**


**Van Sickle, Meta L.**

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, awarded $375,000.00. (September 2008 - August 2009).

**f. Special Projects**

**Cozart, Angela M.**


**Gutshall, Anne**


Bachelor’s Essay, Bachelor’s Essay – Primary Advisor, “Pre-Service Teachers’ Attitudes towards Bullying: Comparing Bully/Victim Genders”, Menniti, C., 10250359, Undergraduate, Elementary Education. (2009-2010).

**Hagood, Margaret C.**
Certification Instruction, External to College of Charleston, Center of Excellence in the Advancement of New Literacies. (August 2009 – Present).

**Jones, Mary Blake**
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.

**Lanahan, Brian**

**Skinner, Mike**

**Springer, Bonnie C.**

g. **Consulting**

**Bartel, Jinny**
2001 - Present. Consultant, Escuelitas de Nosara

Consultant, Walt Disney.

**Fitzharris, Linda**
Colonial Dames of South Carolina Curriculum Consultant. (January 2005 - Present).

**Hay, Genny**

Consultant to Parents. (January 1993 - December 2010).

Consultant to parents of children with life-threatening food allergies.

**Keyes, Denis**


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

**Skinner, Mike**


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

**Springer, Bonnie**


Provide IHE technical assistance and support for the Positive Behavior Support Project that has been in process and implementation for four years.

**h. Awards and Honor**

**Bartel, Jinny**

Dean's Merit Fellowship, The University of Michigan.

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

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

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

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

**Gutshall, Anne**

Student nomination for being empowering: Bonner Leaders Empowerment Award, Bonner Leaders Program, (April 2010).
Nabors, Martha
Service, School: Kappa Delta Pi 15 Year Recognition, Kappa Delta Pi, (October 2009).


Treaty, Diana
Service, Community: Volunteer of the Year, Mount Pleasant Recreational Center/Cario Middle School, (December 2009).

Van Sickle, Meta
Teaching: Kappa Delta Pi, Kappa Delta Pi.

Veal, William
Teacher - Scholar: Global Scholar, College of Charleston, (August 2009).
Department of Health and Human Performance
2009-2010 Annual Report and Program Review

Narrative Summary and Analysis of Departmental or Program Accomplishments

Instructional contributions to other units, programs, and initiatives, including the Honors and First Year Experience programs, undergraduate and graduate programs outside the department

Faculty in the Department of Health and Human Performance (HEHP) contribute to several other units, programs, and initiatives. Two of our Health faculty members teach courses in the Women and Gender Studies program-major (credit hour production 102).

One First Year Experience course was offered by HEHP in 2009-2010 (Opportunities and Challenges in Medicine and Allied Health), but we had four additional faculty members go through the FYE workshop in May and HEHP will offer five additional First Year Seminar/Learning Community courses (one a split with TEDU) in 2010-2011.

Beyond serving nearly 320 undergraduate majors and 33 Health minors, 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, Personal and Community Health, Yoga, Racquet Sports, African Dance, Aerobic Dance, Martial Arts and Social Dance. In 2009-2010, more than 2,000 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 student experience at the College of Charleston. HEHP also offers three “fee-based” courses: Sailing, Horseback Riding and Ice Skating.

A Coaching minor was approved by the Faculty Senate during spring 2010. This minor will serve students from several disciplines, and we anticipate that it will be a popular minor.

Two students from the honors program completed their bachelors essay with HEHP faculty, and one honors student completed an independent study in research. The Exercise Science faculty submitted a Program Planning summary to CHE (approved by ACAP in April 2010) for the new B.S. in Exercise Science. Exercise Science faculty are planning for a November 15, 2010 submission of the full proposal.

Departmental or program contributions to interdisciplinarity, internationalization/ globalizaion, personalized education and high impact student experiences

The Health Promotion faculty, working with Humanities and Social Sciences (HSS), submitted a Program Planning summary to CHE (approved by ACAP in July 2010) for the new interdisciplinary B.S./B.A. in Public Health. Health Promotion and HSS faculty are planning on a November 15, 2010 submission of the full proposal.

High Impact learning experiences have been a focus of HEHP faculty for the past several years. The Health and Human Performance faculty excel in involving undergraduate students in the research process, with several successful SURF grants, a MAYS grant, bachelor’s essays for honors students, and a robust research experience provided by our capstone course in Exercise Science and Athletic Training (PEHD 498). HEHP also has an active internship program for our senior level students in health and exercise science (PEHD/HEAL403).
Instructional costs, if such costs seem unusual in comparison to peers or to other departments at the College similar in nature, including a discussion of any constraints that significantly raise or lower such costs

The Department of Health and Human Performance cost per student credit hour is among the lowest on campus ($151) and is nearly 20% lower than the cost per student credit hour for peer institutions.

**Departmental workload target vs. actual productivity**

The three year rolling average for credit hour production of our peer institutions was 179 for tenure track and 221 for other regular faculty. Credit hour production for HEHP tenure line (187) and instructors (257) averaged 213, which is somewhat higher than the target (206) we were provided in our meeting with the Provost in 2009.

The Department continues to excel in the classroom, with most roster faculty teaching a 4 course load or equivalent 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 HEHP teaching evaluation scores were higher than the College of Charleston average (see below).

The majority of our tenure line faculty members teach the equivalent of a four course per semester load. Current teaching loads make it challenging for current research and scholarship expectations to be met. New hires are given a one course release for the first year, and other junior faculty members have been given a one course reduction for the past two years, without compromising credit hour production.

Current course loads could be a result of relatively low research productivity from the senior faculty in general, with the majority of HEHP publications from senior faculty coming from a small number of faculty. We also have five senior instructor-level faculty who are not required to perform research at the same level as tenure-line. Converting these instructor lines to tenure track should improve research and grantsmanship, but addressing departmental teaching loads will be an important consideration over the long term.

**Average scores for student evaluation of teaching for the Department of HEHP and all College of Charleston faculty.**

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Changes in departmental or program enrollments

The Department of Health and Human Performance has undergone considerable growth in the past three years. In fall of 2007 and spring of 2008, there were 224 and 249 declared majors, respectively. In spring of 2010, there were 320 declared majors in the department—a ~30% increase in 2.5 years.

Program planning summaries to convert the Exercise Science and Health Promotion concentrations to a B.S. in Exercise Science and a B.S. in Public Health, respectively, have been submitted to CHE and approved by ACAP. We believe that changing these concentrations to majors, if approved, will facilitate considerable growth in student numbers over the next several years.

There are also 33 students in the Health minor and the newly approved Coaching minor will have its first student enrollees in fall of 2010.

Summary of student accomplishments

Our Health Promotion seniors have the option of sitting for the Certified Health Education Specialist (CHES) Exam. The national pass rate for the exam is 77%. The College of Charleston student pass rate for the exam was 100% (3 of 3).

Kennie Bowling was accepted into the American College of Sports Medicine (ACSM) Leadership & Diversity Training Program. Ms. Bowling had her expenses paid to attend the ACSM national meeting in Baltimore, MD and was assigned to shadow a different senior member of ACSM for each meeting day.

HEHP students attended the Southern District AAHPERD in Myrtle Beach (~40 students), National Athletic Training Association meeting in Georgia (9), Southeast American College of Sports Medicine Meeting in Greenville, NC (~5 with four student presentations), and National American College of Sports Medicine Meeting in Baltimore, MD (3 students with one student presentation). HEHP students (~36) presented several posters at the School of Science and Math poster session.

David Thomas presented his SURF research at the August 2009 poster session. Austin Reudrich presented data from her MAYS grant at the School of Science and Math poster session. Gina Parisi and Carrie Slye received SURF grants for summer 2010.

Assessment activities

The primary assessment activities over the past year have been related to data collection and preparation for the upcoming NCATE visit. Assessment activities are ongoing in Athletic Training who will have a site visit in 2012. The self-study for Athletic Training, originally due in the fall of 2010, was postponed by CAAHEP until the fall of 2011.

Diversity among faculty, including efforts made in recruitment to increase the presence of under-represented groups.

The Department of Health and Human Performance has only two faculty members (12.5%) from under-represented groups. There are 7 female and 9 male faculty members in the department. In our recent job searches, we sent letters and job descriptions to representatives of historically black institutions and to institutions of higher education deemed likely to have candidates from under-represented groups.
We hired a new junior faculty member (August 2009) from an under-represented group, but anticipate a retirement of another faculty member from an under-represented group within the next two years.

Summary analysis of research and professional development productivity in the department

The Department of Health and Human Performance faculty were principal investigators on four external grants totaling ~$41,800 during the reporting year. Another HEHP faculty member was a consultant on a successful NIH (R03) grant ($100,000 University of Florida). HEHP faculty had 13 publications in refereed journals or edited volumes and a text book completed in spring 2010 (November publication date). HEHP had a solid record of success with SURF (1 in 2009, 2 in 2010), MAYS (1 in 2009), and Faculty Research and Development grants. Our faculty has an excellent record of research with undergraduate students with approximately 85 students completing the research capstone course and presenting at the School of Science and Math poster session over the past two years.

In general, our junior faculty members are focused on research and grant writing, but until recently the junior faculty were teaching a 4 and 4 course load. More recently, our junior faculty has been shifted, when possible, to a 3 and 3 course load, but our tenured and senior instructor faculty are still teaching a 4 and 4 load.

Another potential area of concern is that there is no difference in teaching load between our tenured faculty and our senior instructors, but there is a different expectation for scholarly activity. One senior instructor will be retiring at the end of 2011, and a second senior instructor retirement is anticipated at the end of 2012. Converting these lines to tenure track should help with overall research productivity; however, the current research productivity from senior faculty is coming from a fairly small proportion of the senior faculty. A possible explanation for the lack of research productivity from several senior faculty members is the high teaching load, but simply reducing the load will not likely result in an immediate improvement in productivity for all senior faculty. Some retraining or incentives may be required (see f. below)

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

The HEHP Faculty serve the College, Charleston and their respective professional communities exceptionally well. College service includes membership on the Campus Action Team, First Year Experience Committee, Library Committee, Women’s Studies Steering Committee, Executive Vice President for Academic Affairs and Provost Search Committee, Advisory Committee to the President, College of Charleston Institutional Review Board, and the Faculty Research and Development Committee. Community service endeavors include the SC Governor’s Council on Physical Fitness, Cooper River Bridge Run Executive Board, St. Andrew United Soccer Coaches Council, Burke High School Band Booster Club, and Charleston Medical Society’s Health Council. HEHP faculty also serve the profession as board member for American Orthopaedic Society for Sports Medicine, Past President of S.C. Alliance for Health Physical Education Recreation and Dance, South Carolina Athletic Trainers Association Chair, Southern District American Association for Health, Physical Education, Recreation and Dance, Committee Member, SC SDE Health & Safety Standards Writing Team, Committee Chair, NATA Pronouncements Committee, Committee Assistant Chair, and Research Consortium of the National Strength and Conditioning Association Committee Member, to name several. While we serve the community and campus well, several faculty have focused on attending and presenting at state or regional associations. These are important endeavors and the conferences are at a level that provides effective training for our undergraduate focus; however, the HEHP reputation will be improved if our
faculty develop a national and international presence. Recently accepted abstracts for two international conferences are a step in the right direction: 1) Congress of the International Association of Physical Education in Higher Education (AIESEP) in LaCoruna Spain and 2) International Society Exercise Biology Miami, FL.

Summary of new or continuing outreach activities

HEHP students are frequently found out in the community performing a wide variety of outreach activities. Our clinical practice interns and athletic training students are working in public schools and at a variety of athletic training sites. We also have service learning credit incorporated into our introductory courses and several other course offerings. Our internship program also puts our students face-to-face with community members. We have active fitness/wellness programs ongoing at Mitchell Elementary and Stall High School, which also provide research opportunities for our faculty and students. We are submitting a proposal to Charleston Promise Neighborhoods to evaluate the process required to replicate a successful program in Indianapolis called PARCS (Physically Active Residential Communities and Schools). Dr. Nicole Keith from IUPUI has visited Charleston to showcase her program and to assist HEHP with the development of a similar program here that will provide wellness programs for underserved communities. Finally, we have student interns out at Franke Center and a vibrant relationship with the center and its physical activity programs.

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

Among our intermediate-term departmental goals are to develop majors in Exercise Science and Public Health (interdisciplinary with HSS), manage teaching workload, increase research productivity and grant writing, evaluate Silcox renovation possibilities, and continue our excellent record of teaching and work with our students. Long-term goals are the development of master’s programs, increasing our development activities, and renovation of Silcox.

Our faculty has an exceptional record of work with undergraduate students in research. The College of Charleston has identified involvement in undergraduate research as an important goal in the strategic plan, but excessive involvement can be a liability for a junior faculty member. That is to say that undergraduate projects often do not meet the standards required for publication—especially when faculty are required to participate in high-volume research dictated by our Capstone Course. Tenure and promotion guidelines are focused on both journal and research quality, but faculty fully invested in undergraduate research can have difficulty achieving these benchmarks because of the level of supervision required for undergraduate students. This provides some rationale for our department goal of developing master’s programs. Master’s students who are required to do thesis research can effectively harness the energies of undergraduate students and help to create more functional research collaborations with a professor.

A heavy teaching load in HEHP likely reduces research and scholarly activity, but an immediate reduction in teaching load would not likely increase productivity for all faculty. Retraining programs (e.g., working with a faculty mentor from another discipline), rewards for collaboration or grantsmanship (e.g., summer salary for submitting a major grant proposal), or seed grants for pilot studies may be required, among other things, to stimulate productivity in senior faculty. However, an immediate reduction in teaching workload would be a tremendous benefit to our current junior faculty as they move to associate level. In general, our junior faculty members are actively engaged in research and writing.
HEHP junior faculty currently teach a 3 and 3 workload, when possible, but under current workload structure would move back to a 4 and 4 workload at Tenure and Promotion. Teaching workloads need to be addressed if our faculty is to remain productive over the course of their careers. With the current rate of growth in HEHP, the only simple solution appears to be larger class sizes, which can affect classroom intimacy and overall program quality.

Innovations in Instruction/Service Learning

FALL 2009

ATEP 245 - 001 Michelle Futrell
- Pedagogical Innovations: Several in-class activities were initiated using a new supplemental text. Anatomy speed dating, in which students completed an anatomic diagram with a partner and then switched to a new partner for the next diagram. Ungraded partner quizzes with the anatomic diagrams were also initiated.
- Teaching Material Developed: Implemented the use of a supplemental text focused on anatomic diagrams. Diagrams were used for multiple in class activities and incorporated into the test bank for the class.
- Muscle anatomy test bank was enhanced through use of new diagrams.
- Enhancements to Student Learning: Students complete a minimum of 10 hours of shadowing with a certified athletic trainer on campus or in the community.

ATEP 437 - 001 Michelle Futrell
- Pedagogical Innovations: This was the first time I had taught this course in at least 5 years so it was virtually a new prep for me. In addition, I had never taught this course in a 3 day/wk format.
- Case studies were presented to the students and they were asked to complete questions with a partner and then discussed with classmates to apply classroom theory to practice.
- Teaching Material Developed: Students were asked to read and respond to questions for 8 different journal articles related to course content.
- Enhancements to Student Learning: Students were required to shadow on at least two separate occasions with a rehabilitation professional (ATC, PT, OT) and complete a case study presentation based on the shadowing experience.

Non-Credit Instruction Taught

Dr. Michael G. Flynn

Tutorial in Exercise Physiology, Internal to College of Charleston. (January 2010 - May 2010).

Undergraduate/Graduate Special Projects
Dr. Michael G. Flynn

Doctoral Dissertation, Graduate Committee Member, "Migration and function of regulatory T cells in the intestine", Kang, S. G., Purdue University, Graduate, Biology. (2008-2009).

Doctoral Dissertation, Graduate Committee Member, "The effects of exercise training status on appetitive, metabolic, and endocrine responses in older adults", Apolzan, J. W., Purdue University, Graduate, Physical Education. (2008-2009).

Dr. Andrew H. Lewis

Graduate Internship, Internship Director, "M.A.T. CofC/CCSD Literacy Intern Partnership Program". (2009-2010).

Anh-Dung Nguyen


Student Research, Research Capstone Mentor, "Validity of the Star Excursion Balance Test and Single Leg Triple Hop Test as a Measure of Hip Strength", Callans, T., Undergraduate, Athletic Training. (2009-2010).

Student Research, Research Capstone Mentor, "Validity of the Star Excursion Balance Test and Single Leg Triple Hop Test as a Measure of Hip Strength", Langston, S., Undergraduate, Athletic Training. (2009-2010).

Student Research, Research Capstone Mentor, "Validity of the Star Excursion Balance Test and Single Leg Triple Hop Test as a Measure of Hip Strength", Lopes, M., Undergraduate, Athletic Training. (2009-2010).
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

Bachelor's Essay, Bachelor's Essay - Reader, Redhich, A., Undergraduate, Physical Education. (2009-2010).

Bachelor's Essay, Bachelor's Essay - Reader, Ruedich, A., Undergraduate, Physical Education. (2009-2010).

Independent Study, Independent Study Director, "Comparison of heart rates in the physical education class vs. the exergaming experience", Catarino, R., Undergraduate, Physical Education. (2009-2010).

Master's Thesis, Graduate Committee Member, "Correlation of Fitnessgram Scores and Academic Achievement in Low Performing Elementary Schools", Gunter, T., Graduate, Mathematics. (2009-2010).

Student Research, Independent Study Director, "Developing a nutrition and strength training unit of study for a self contained special education high school class", Undergraduate, Physical Education. (2009-2010).


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).

Faculty Research and Professional Development

Articles in Refereed Journals

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


Dr. Michael G. Flynn


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

**Dr. Susan E. Balinsky**

*Published Abstract*

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

*Journal Article, In-House Journal*

*Journal Article, In-House Journal*

**Dr. Deborah A. Miller**

*Material Regarding New Courses/Curricula*

**Dr. Karen M. Smail**


**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

Dr. Deborah A. Miller

Invited Manuscript Reviewer or Referee, "Reader's Theater," American Journal of Health Education. (February 2010).

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

Commission on Higher Education (CHE). (October 2009 - February 2010).


Invited Manuscript Reviewer or Referee, Center for Partnership to Improve Education. (January 2009 - February 2010).

Invited Lectures/Readings

Dr. Susan E. Balinsky

Susan E. Balinsky, "How to Stay Healthy, Eat Right, and Not Catch the Swine Flu," College of Charleston Honors College, Main Campus. (September 2009).

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


Julie Brauer, Tom Carroll, William R. Barfield, Southeast American College of Sports Medicine, "Body Composition, Aerobic Power and Ventilatory Threshold in Collegiate Cross County Runners," Greenville, SC. (February 2010).


Ms. Scooter D. Barnette

Marie D. Barnette, Southern District Alliance for Health, Physical Education, Recreation and Dance, (SDAHPERD), "Fitness in the Fifties," American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD), Myrtle Beach, SC. (February 2010).


Dr. Michael G. Flynn


Michael G. Flynn, South East American College of Sports Medicine, "Inflammation and chronic disease: Can exercise put the fire out...and does it take a toll?," Greenville, SC. (February 2010).
Michael G. Flynn, New Day for Learning, "Use of Technology to increase knowledge of and participation in fitness activities..." CCSD/ College of Charleston SEHHP, North Charleston. (July 2009).

Michelle Futrell

Michelle Futrell, First Year Experience Faculty Training, "Experienced FYE Faculty Panel Discussion," New Student Programs/FYE, Stern Center Ballroom. (May 2010).


Dr. Andrew H. Lewis


Anh-Dung Nguyen


Dr. Karen M. Smail


Conferences and Workshops Attended/Panels Chaired/Other Professional Activity

Ms. Scooter D. Barnette


Mr. Tom L. Carroll


Dr. Michael G. Flynn

International Society of Exercise Immunology Conference, Tubingen, Germany, September, 2009.
Attended Workshop, "First Year Seminar Workshop," FYE staff, Charleston, SC. (May 9, 2010 - May 13, 2010).

**Michelle Futrell**  


**Dr. Deborah A. Miller**  

**Intellectual Property**

**Participation of students**

**Undergraduate**

**Dr. Bill R. Barfield Ph.D., FACSM**  
*Student Travel Research Grant*  
William R. Barfield (SPRING 2006, Undergraduate, Physical Education)

**Dr. Deborah A. Miller**  
*Evaluating the Use of the Nike+ System as a Motivational Tool for Beginning an Exercise Program*  
Austin L. Ruedrich (SPRING 2010, 10252493, Undergraduate, Physical Education, PEHD 499)

*Evaluating the Use of a Nike+ iPod System as a Motivational Tool for Beginning an Exercise Program*  
Austin L. Ruedrich (FALL 2009, 10252493, Undergraduate, Physical Education, PEHD 499)

*An Evaluation of Technology as a Component of an Exercise Program*  
Austin L. Ruedrich (SUM I DAY 2009, 10252493, Undergraduate, Physical Education)

**Anh-Dung Nguyen**  
*Influence of Lower Extremity Alignment on Lower Extremity Joint Motion During Functional Tasks*  
Carrie A. Slye (10281523, Undergraduate, Athletic Training)

**Service**

**Department**

**Dr. Susan E. Balinsky**  
Assessment Committee, Committee Member. (August 2009 - May 2010).
Exercise Science Tenure Track Search Committee, Committee Member. (August 2009 - March 2010).

Mrs. Barnette's Senior Instructor Review Panel, Committee Member. (October 2009 - December 2009).

**Dr. Bill R. Barfield Ph.D., FACSM**
Exercise Science Division Coordinator, Committee Chair. (August 2009 - May 2010).
Faculty Governance Committee, Committee Member. (August 2009 - May 2010).
HHP Curriculum Committee, Committee Member. (August 2009 - May 2010).

**Ms. Scooter D. Barnette**
Library Liaison, Committee Chair. (August 1996 - Present).
Curriculum Committee, Committee Chair. (August 2009 - May 2010).

**Michelle Futrell**
Curriculum Committee, Committee Member. (August 2008 - May 2010).

**Dr. Andrew H. Lewis**
HEHP Research and Development, Committee Chair. (August 2009 - July 2010).

**Dr. Deborah A. Miller**
Internship Coordinator, Internship Coordinator for Department. (September 1992 - Present).
Health Minor Coordinator, Coordinate health minors. (September 1990 - Present).
Physical Education and Health Club, Faculty Sponsor, Other. (August 2007 - May 2010).
Health and Human Performance Curriculum Committee, Committee Member, Member. (August 2007 - August 2009).

**Anh-Dung Nguyen**
Department of HEHP R&D Committee, Committee Member. (August 2009 - July 2010).

**Tim Scheett**
Curriculum Committee, Committee Member, Member. (August 2005 - Present).
Athletic Training/Exercise Science Search Committee, School of Health & Human Performance. (September 2008 - June 2010).
Research and Professional Development, Committee Member. (August 2008 - November 2009).

**College**
Dr. Susan E. Balinsky
Student Affairs and Athletics Committee, Committee Member, Member. (August 2007 - May 2010).

Dr. Bill R. Barfield Ph.D., FACSM
Ad Hoc Committee for Faculty Access to Documents Used in promotion, Tenure and Retention, Committee Member, Member. (September 2009 - May 2010).


Ms. Scooter D. Barnette
Library Committee, Committee Member, Member. (September 2009 - May 2011).

Mr. Tom L. Carroll
Faculty Senate, College Representative, Member. (August 2008 - May 2010).

Dr. Michael G. Flynn
McLeod Plantation Committee, Committee Member. (February 2009 - December 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 2010).

Dr. Annette G. Godow Psy.D.
Women's Studies Steering Committee, Member. (August 2003 - Present).

Dr. Andrew H. Lewis
Committee Member, Member. (February 2009 - November 2009).

Search Committee - Executive Vice President for Academic Affairs and Provost, Committee Member. (February 2009 - November 2009).

Dr. Deborah A. Miller
Honor Board Advisor, Committee Member, Member. (August 2000 - Present).

Women's and Gender Studies Steering Committee, Committee Member. (1996 - Present).

Advisory Committee to the President, Committee Member. (August 2009 - May 2010).

Grievance Committee, Committee Member. (August 2008 - August 2009).

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

**Community**

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

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

Vestry (Board) Saint James Church, Advisory Board, Board Member. (May 2009 - May 2012).

Wheel Chair Committee of CRBR, Committee Member, Member. (August 2008 - August 2010).

Grants Committee CRBR, Committee Member, Member. (August 2006 - August 2010).

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

Personnel Committee CRBR, Committee Member, Member. (August 2008 - August 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, Other. (August 2007 - Present).

**Michelle Futrell**
Schools to Careers Mentor, Facilitator, Other. (January 2002 - Present).

Cooper River Bridge Run, Athletic Trainer/Finish Line Coordinator. (April 1995 - Present).

Exercise Class Coordinator. (August 2006 - December 2010).

**Dr. Annette G. Godow Psy.D.**
Carolina Autism: Supported Living Services, Consultant to the Director of Training and Programs, Other. (September 1994 - Present).

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

**Dr. Andrew H. Lewis**
EHHP Unit Assessment Committee, Committee Member, Member. (August 2007 - Present).
Burke High School Band Booster Club - Treasurer, Committee Chair, Other. (August 1996 - Present).

EHHP Advisory Board, Advisory Board, Board Member. (August 2001 - December 2010).

EHHP Teacher Education Council, Committee Chair. (August 2002 - September 2010).

EHHP Center for Partnerships - Outreach Committee, Committee Chair. (August 2005 - December 2009).

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

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

Faculty Evaluation Committee, School of Health & 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).

Profession

Dr. Susan E. Balinsky
South Carolina Association for the Advancement of Health Education/Nominating Committee, Committee Chair, Other. (May 2007 - February 2010).

Dr. Bill R. Barfield Ph.D., FACSM
American Orthopaedic Society for Sports Medicine, Committee Member. (January 2005 - December 2009).


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

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

Michelle Futrell
South Carolina Athletic Trainers Association College & University Committee, Committee Chair. (July 2004 - July 2010).
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, Other Officer. (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, 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).

Anh-Dung Nguyen


Dr. Susan L. Rozzi PhD, ATC
NATA Pronouncements Committee, Committee Assistant Chair. (March 2005 - Present).

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

Weider Publications, Advisory Board, Board Member. (October 2003 - Present).
Provide expert consultation in areas related to nutrition and exercise training

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**


SCAHPERD, Student Org Advisor (Professional Org). (March 2008 - February 2010).

Honors and Awards

**Dr. Susan E. Balinsky**


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

Teacher-Scholar Recipient, College of Charleston School of Education HHP, Teacher - Scholar, $500. (May 2010).

**Dr. Andrew H. Lewis**


**Dr. Deborah A. Miller**

Executive Service Award, South Carolina Alliance for Health, Physical Education, Recreation, and Dance, Service; State & Profession. (February 2010).

Honor Award, South Carolina Alliance for Health, Physical Education, Recreation, and Dance, Service; State. (February 2010).

Consulting

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


**Dr. Edie B. Ellis**

Michelle Futrell  

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

Tim Scheett  


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

Funding

Grants and Contracts

Dr. Andrew H. Lewis  
Lewis, Andrew H. (Principal), "Advanced Placement Summer Institute," Sponsored by SC Dept of Education, State governmental agency, requested $23,305.00, awarded $23,305.00. (February 2010 - June 2010).

Lewis, Andrew H. (Principal), "Advanced placement 2008 summer teacher institute," Sponsored by SC Department of Education, State governmental agency, requested $19,422.00, awarded $19,422.00. (July 2009).

Tim Scheett  
Scheett, Timothy P (Principal), "Effect of Nutritional Supplementation in Conjunction with a Resistance Training Program on Body Composition, Resting Energy Expenditure and Muscular Fitness," Sponsored by Scivation, Private, requested $16,800.00, awarded $16,800.00. (December 2009 - December 2010).

Dr. Karen M. Smail  

Smail, Karen M. (Supporting), "Developing a nutrition and strength training program for a self contained high school special education classroom," Non-profit/Foundation, requested $5,000.00, awarded $5,000.00. (September 2009 - December 2009).

College Funds

Dr. Deborah A. Miller  
Miller, Deborah A., Ruedrich, Austin L. (Principal), "Evaluating the Use of the Nike+ System as a
Motivational Tool for Beginning an Exercise Program," Sponsored by Faculty R&D, College of Charleston, requested $640.00, awarded $640.00. (January 2010 - May 2010).

Miller, Deborah A., Ruedrich, Austin L. (Principal), "Evaluating the Use of a Nike+ iPod System as a Motivational Tool for Beginning an Exercise Program," Sponsored by MAYS, College of Charleston, requested $1,500.00, awarded $900.00. (September 2009 - May 2010).

Miller, Deborah A., Ruedrich, Austin L (Principal), "An Evaluation of Technology as a Component of an Exercise Program," Sponsored by Faculty R&D, College of Charleston, requested $116.00, awarded $116.00. (June 2009 - August 2009).

**Anh-Dung Nguyen**

Nguyen, Anh-Dung, "Influence of Lower Extremity Alignment on Lower Extremity Joint Motion During Functional Tasks," Sponsored by Faculty R&D, College of Charleston, requested $4,000.00, awarded $3,000.00. (May 2010 - August 2010).

**Tim Scheett**


**Dr. Karen M. Smail**

Smail, Karen M., "Combating Obesity in South Carolina using innovative technology," Sponsored by Faculty R&D, College of Charleston, requested $4,000.00, awarded $4,000.00. (September 2009 - March 2010).

Smail, Karen M., Sponsored by Center for Faculty Development, College of Charleston, requested $1,000.00, awarded $673.00. (March 2009 - October 2009).
Master of Arts in Teaching (M.A.T.) Programs
Annual Report
2008-2009

Introduction

The School of Education, Health, and Human Performance has three initial certification M.A.T. 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

Missions

The objectives of all three programs are consistent with the mission of the School of Education, Health and Human Performance (SEHHP) 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 goal for the TEDU was the creation and implementation of the Middle Grades Education Program. We are awaiting final approval from the Commission on Higher Education; the program will start once this final approval is received.

In collaboration with the Charleston County School District, EHHP has instituted a program to attract more M.A.T. Early Childhood students, especially African American ones. The program started with two students in fall 2009. Three students were added in spring 2010.

The following numbers demonstrate the 2009-2010 overall growth of the programs as compared to the previous years.
Enrollment

M.A.T. Enrollment*

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<th>07-08</th>
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<tr>
<td>EDSP</td>
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*Source: EDA-SYS Enrollment by Cohort report

Recommended for Certification

Recommended for Certification*
Clinical Practice Completers and passed Praxis II
Academic Calendar equals July 1, _____ to June 30, _____

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<tr>
<td>EDSP (EDFS797)</td>
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</tbody>
</table>

*Source: EDA-SYS Recommended for Certification.xlsx

Goals

The primary goals for the upcoming 2010-2011 academic year are as follows:

1) Continue writing the NCATE reports.
2) Contact individuals who are enrolled in the programs but have not been active students for over one year; this project will be completed in collaboration with the Graduate Office.
3) Plan, if possible, for a more substantial role of dispositions.
4) Increase the gender, ethnic, and geographic diversity of students enrolled in the programs.
5) Increase overall enrollment.
6) Increase student involvement in professional activities such as professional presentations, research grants, and preparation of manuscripts for publication.
7) Continue discussions about multi-categorical programs with the Special Education Program to decide the role of such programs within TEDU.
Executive Summary

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

This year we celebrate the successful program completion of our second graduate- Mr. Patrick Melton. This accomplishment is critical as we now have met the NASM accreditation requirement and will be able to list the choral music concentration as a fully approved program as part of the Department of Music’s accreditation process in the fall of 2010.

2009-2010 has included the first full round of implementation of the intense curricular adjustments made last year in the Choral Music curriculum. Additionally, the curriculum approval for the Theater concentration is in the last phase. All coursework was approved by the graduate council in April and will be on the College Senate’s agenda for final approval in the fall. At that point the course syllabi will be able to be included in the State Department of Education proposal for the theater concentration, and will assist with the NAST accreditation application.

The application to the SCSDE for the Theater concentration is almost complete. A final budget and faculty “load” form will be finalized in the fall. The SCSDE proposal will be submitted before December of 2010, after course approvals are finalized at the college level. Approval requests to the NAST and to SACS are currently being prepared. A meeting with the accreditation consultant from NAST reinforced our hopes that the program will meet accreditation requirements without question or challenge.

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

Recruitment efforts are bearing fruit. We have applicants from throughout the southeastern United States, and are hopeful that five new students will be admitted for fall 2010. Additionally, Columbia College has contacted us with a request to develop an articulation agreement. They have lost their undergraduate program in music education, and would like to partner with us in order to provide undergraduate students at their institution a path towards a masters and a career in music education. Preliminary discussions have been held with Dr. Helen Tate. Details will be worked out during the next academic year. The agreement should result in at least six candidates annually for the M.A.T. in Performing Arts-choral music concentration starting in 2012.
Faculty

Faculty continue to serve in leadership and consultation roles in the greater arts and education community of South Carolina and nationally. Faculty continue to seek out opportunities to refine and update their knowledge base in order to refresh and maintain the high standards of our graduate programs. Additionally, program directors continually develop contacts and partnerships in the arts community which enrich the adjunct pool, and the pool of potential cooperating teachers for field and clinical practice placements.

Faculty with primary teaching, advising, program development, and program accreditation responsibilities are the program director and School of the Arts faculty:

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

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

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

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

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

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

Program Goals and Accomplishments

The program director established a set of annual goals for the M.A.T. in the Performing Arts program. The accomplishments are detailed here.

Goal 1: To monitor the choral concentration curriculum. At the first Senate meeting of the year, all approvals for graduate coursework in the music concentration were obtained. Challenges with class size provided the program directors the opportunity to explore ways of offering coursework which eliminated the need for course sequencing. The outcome of this discussion is a course schedule where
choral music specialty courses are each offered every third semester of the regular academic year. This means that only two specialty courses which have the most potential for low enrollments are offered each semester. All other courses in the program are also required in other M.A.T. programs on campus, and thus do not place the entire burden for FTE on one department, and pull their student base from a broad array of programs and departments. The table below outlines the course schedule for music specialty courses for the past year and the next two academic years:

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
<th>Summer 2010</th>
<th>Fall 2010</th>
<th>Spring 2011</th>
<th>Summer 2011</th>
<th>Fall 2011</th>
<th>Spring 2012</th>
<th>Summer 2012</th>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSE 602</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSE 610</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>MUSE 611</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>MUSE 701</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>MUSE 702</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSE 703</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSE 704</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After the Theater concentration is approved, the course MUSE 704 will be changed to PERF 704 and the focus will be expanded beyond Trends and Issues in Music Education to Trends and Issues in Music, Theater and Dance Education. This will provide program candidates the opportunity to collaborate and learn from each other’s fields and will better prepare them to work on collaborative instructional and advocacy arts teams in public school settings.

**Goal 2: To develop the specialty curriculum for the Theater concentration.**

Theater concentration. Six courses comprise the theater concentration specialty coursework. Laura Turner took the lead in assuring that Course syllabi were completed in draft form. The courses were completed and edited to include NAST standards and the appropriate graduate grading scales. Final approval to the Department and Graduate Curriculum Committee and Graduate Council has been obtained. Courses will be voted on for final approval at the first Senate meeting in the fall 2010. Short course descriptions are provided below.

**M.A.T. Theatre Concentration Course Descriptions**

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

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

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

THRE 711 Middle and Secondary Theatre Education Methods (3 hours)
Organization and management of repertoire, programming considerations, and teaching methodology appropriate to Middle School/Junior High/High School students. Course content will include fieldwork. Prerequisite: Theatre for Youth Literature Seminar

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

THRE 712 Community and the Theatrical Classroom (3 hours)
This course will explore ways traditional and non-traditional productions can be extended into the community through teacher resource guides, in-service workshops, residencies, talkbacks, web pages, as well as uses of theatre games, improvisation, role play and devised performances for social education (i.e. drug, racial and violence issues).

18 hours total

Table: M.A.T. in the Performing Arts Theater Concentration Specialty Proposed Course Schedule

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
<th>Summer 2010</th>
<th>Fall 2010</th>
<th>Spring 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>THRE 612</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>THRE 610</td>
<td></td>
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<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THRE 611</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>THRE 710</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>THRE 711</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>THRE 712</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>PERF 704</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Goal 3: Recruit qualified students into the M.A.T. in the Performing Arts Program.
Inquiries sent from graduate studies monthly were followed up by Springer with an email, phone call or both. A total of 23 potential candidates were contacted this way. Telephone and email inquiries
resulted from the web page developed by Robin Zemp in collaboration with Chris Scott. More than 15 inquiries were followed up by Springer and Taylor. Taylor actively recruited during the tours with his College choir and at National Choral Conducting and Music Educator events. Recruiting activities in the fall that would engage current College of Charleston Students were less vigorous due to Dr. Springer’s sabbatical.

According to a report from the graduate admissions office applications for the M.A.T. in the Performing Arts were:

<table>
<thead>
<tr>
<th>Program</th>
<th>For Fall 2009</th>
<th>For Spring 2010</th>
<th>For Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.A.T.-PERF-choral</td>
<td>4</td>
<td>0</td>
<td>6 (to date)</td>
</tr>
</tbody>
</table>

Student enrollment in core music concentration coursework is showing a consistent increase. The pattern supports the decision to redesign the curriculum into a three semester, non-sequential program. Fall 2010 projections are that specialty coursework in the music concentration should have at least eight students in each specialty course.

**M.A.T.-PERF ENROLLMENT TRENDS**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall 2007</th>
<th>Spring 2008</th>
<th>Fall 2008</th>
<th>Spring 2009</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music specialty course enrollment (program candidates only)</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>7</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

Examples of additional recruitment activities include:

- Springer and Taylor worked in consort with the Graduate Studies Office in the development of recruitment brochures.
- Informal information meetings were held with undergraduate students majoring in music. With Dr. Springer’s sabbatical, the efforts to strengthen this idea did not materialize. Next fall a concerted effort will be made to recruit students from our own undergraduate program and provide them the opportunity to take coursework while still undergraduates.
- Jim Baumruther, Arts coordinator for Charleston County Schools, assisted with recruitment into specific courses of interest to practicing educators seeking license renewal.
- Participation in the School of Education and Graduate Studies Pathways to Teaching recruitment event.
- Recruitment of non-traditional students in community venues such as the Charleston Symphony Orchestra Chorus.

The successful accomplishment of the goal of recruiting quality students into the M.A.T. program is also demonstrated through the accomplishments of the candidates themselves. For example:

- In spring 2010, 1 M.A.T. student (Patrick Melton) successfully completed clinical practice and was recommended for licensure in choral music education.
  - This critical accomplishment meets the requirement set by NASM for full listing as an accredited program.
- Michael Johnson (2009 cadre), and Kelly Eldridge (2010 cadre) are both
employed as practicing music educators.

- Beth Ivory, Chris Green, Ben Lee, and Colleen Cullinan all were selected to be members of the Taylor Festival professional Choir and completed a professional recording with that group.

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

The School of Education, Health, and Human Performance is in the process of planning for its reaccreditation visit. All candidates in teacher education programs must demonstrate competencies outlined in the School of Education, Health, and Human Performances’ Unit Assessment System. The assessment system for candidates in the M.A.T. in the Performing Arts – Choral Music concentration links directly to the requirements in the Unit’s assessment system. The EDASYS data system has already linked these specific competencies for candidates in the M.A.T. program. The Assessment system is attached with highlighted areas showing its alignments with the School of Education, Health, and Human Performances Unit requirements.

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

A draft of the proposal is completed. A final product for review by chairs and Theater faculty was completed in November of 2009. The theater faculty have concerns about the impact of the concentration on teaching loads and budgets. Specific information from NAST was gathered and plans are in process for completion of the NAST accreditation proposal. The program director in consultation with the deans and chairs has determined that the best course of action is to complete a proposal in its final form and submit it to the SDE.

**Goal 6: Maintain the M.A.T. in the Performing Arts website.**

Robin Zemp created an exceptional web page for the M.A.T in the Performing Arts and worked with Christopher Scott to link it to the School of Education, Health, and Human Performance’s webpage. The web page will continue to be refined to include all concentrations and changes in curriculum scheduling and more.

**Goal 7: Determine personnel needs as a function of program development and accreditation requirements.**

The timeline in the proposal for the graduate program designates this next year as the time to advertise and recruit for a full time, tenure track position in music education for the choral music concentration. Although we have successfully hired very qualified adjuncts to teach the elementary and secondary methods courses, with tenuous course enrollments, compensation for adjuncts is a continual challenge. Dr. Kevin Eakes and Dr. Elsa Dixon have provided exemplary service as adjuncts in this capacity. Dr. Eakes has also successfully taught courses for the Teacher Education Department. It appears that if we are able to secure a position, we would be able to fill it with qualified personnel.

**Program challenges and directions for next year are the same as for last, with the addition of the exciting prospect of an agreement with Columbia College. We seem to be on a three year plan.**

1) Work with Columbia College to develop an agreement aligning their undergraduate program in music to clearly articulate with the requirements for admission for our M.A.T.
program. Additionally, work to actualize the following: approval to transfer up to twelve graduate credits from Columbia College, and to streamline the application/audition process.

2) Submit course revision paperwork for Trends and Issues in Music Education, changing it to meet the needs in all three arts concentrations.

3) Complete the course development and approval for the undergraduate arranging course needed as a prerequisite for the M.A.T. in Performing Arts choral music concentration.

4) Work with the School of the Arts departments involved in the reaccreditation process. (NASM for music department and NAST for theater department)
   - Write required report sections for accreditation documents
   - Develop curriculum alignment charts as required by the accrediting agency

5) Complete the approval processes required by the South Carolina State Department of Education and SACS in order to start the Theater concentration fall 2012.
The M.Ed. in Languages Program
2009 – 2010 Annual Report

The mission of the Master of Education in Languages, an interdisciplinary program offered by the School of Education, Health, and Human Performance and the School of Languages, Cultures, and World Affairs, is to broaden the candidates’ content area knowledge, to strengthen their language and language teaching skills, and to satisfy the professional development needs of practicing teachers. It may also respond to the interests of other language professionals or qualified individuals desiring to pursue advanced studies in language and linguistics. This program provides a solid background for future doctoral study in language education. The program is made up of two major components: core courses in linguistics, pedagogy, research methods, and technology; and language specific courses in French, Spanish, and the Teaching of English to Speakers of Other Languages. The program’s standards-based curriculum adheres to the guidelines for the preparation of language teachers put forth by the American Council on the Teaching of Foreign Languages (ACTFL) and the guidelines for Teachers of English to Speakers of Other Languages (TESOL). It conforms to the School of Education’s conceptual framework, Teaching and Learning Standards, and the three Teacher Competencies. The M.Ed. in Languages program is in alignment with the institutional mission and the core values of the College of Charleston.

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

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

Forty degree-seeking students actively participated in the M.Ed. in Languages program during the 2009-2010 academic year (i.e., Summer II 09, Fall 09, Spring 10, Maymester 10, Summer I 10). The program also served several non-degree-seeking students. One student was removed from the program at the end of the fall semester because of poor academic performance. There were ten graduates this year. In the fall, two ESOL track students, Kindra Simon and Glenda Cerez, completed their program of study,
and three candidates received degrees in the Spanish concentration, Allison Zaubi, Yasiris Torres, and Amira Potter. In the spring there were two additional candidates in Spanish, Chad Allan and Glorimar Blanco, one candidate in ESOL, April Jenkinson, and one in French, Becca Stein. Stacy Patrick, French, will complete the program at the end of Summer I. Becca and Stacy are our last remaining active French track students. At this point, as no new French applications for fall 2010 have been received, it is suggested that future applicants be asked to sign a waiting list. If a cohort can be assembled next year, perhaps we can begin offering French classes again in the fall of 2011.

Noteworthy student accomplishments: Kindra Simon was hired in December by the Lexington County School District to teach ESOL and to coordinate the program. Fall graduate Allison Zaubi is teaching as an adjunct professor in Hispanic Studies where she is responsible for the SNAP classes. Spring graduate Chad Allan is entering a Ph.D. program at Kent State. Gloria Blanco has been hired by the Citadel to teach basic Spanish courses and April Jenkinson, who served as the program's graduate assistant this year, will begin teaching high school Spanish in the fall in Rock Hill, S.C. Upcoming program completer Tiffany Dixon is perfecting her language skills by studying abroad this summer in Trujillo, Spain.

Drs. Shawn Morrison, Silvia Rodriguez-Sabater, Abdellatif Attafi, Nicola Williams, Angela Cozart, Joseph Weyers, and Robyn Holman served on our students' exit committees this year. All graduates presented a standards-based portfolio for their capstone experience.

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

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

**LALE enrollment in the course (total enrollment may be higher)**

**SUMMER II 09**

- LALE 602 Methodology 10

**FALL 09**

- LALE 690 Special Topics: Language and Culture 7
- FREN 590 Special Topics: Cultural Communication 4
- SPAN 590 Special Topics: Creative Writing 10
- EDFS 687 Technology Education 3
- EDFS 672 Linguistic and Cultural Diversity (hybrid) 11
- EDFS 635 Research Methods 5

**SPRING 10**

- LALE 601 Applied Linguistics 14
- SPAN 624 Latinos Literatures and Cultures 10
- EDFS 673 Assessment (hybrid) 13
- EDFS 687 Technology Education 2
MAYMESTER 10

EDFS 680 Content Areas (hybrid) 8

SUMMER I DAY

LALE 603 Second Language Acquisition 13
The M.Ed. in Science and Mathematics for Teachers Program
2009-2010 Annual Report

The Steering Committee consisted of Martha Nabors, John Peters, Ana Oprisan, William Veal, Diana Treahy and Gary Harrison, Program Director. The graduate assistant was Bridget Downing.

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</th>
<th>Title</th>
<th>Credits</th>
<th>Instructor</th>
<th>SMFT students</th>
<th>Total students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer I, 2009</td>
<td>SMFT 523.001 Earth Science for Teachers</td>
<td>4</td>
<td>R. Nusbaum</td>
<td>8</td>
<td>(9)</td>
</tr>
<tr>
<td></td>
<td>SMFT 697.N01 Practical Applications of Science and Tech.</td>
<td>3</td>
<td>W. Veal</td>
<td>9</td>
<td>(9)</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>EDFS 635.090 Educational Research</td>
<td>3</td>
<td>M. Skinner</td>
<td>6</td>
<td>(23)</td>
</tr>
<tr>
<td></td>
<td>SMFT 697.090 Applications of Physics for Teachers</td>
<td>3</td>
<td>A. Oprisan</td>
<td>9</td>
<td>(11)</td>
</tr>
<tr>
<td></td>
<td>EVSS 640.090 Earth Systems Science</td>
<td>4</td>
<td>S. Jaume</td>
<td>2</td>
<td>(15)</td>
</tr>
<tr>
<td></td>
<td>EDEE 670.090 Elementary Science Instruction</td>
<td>3</td>
<td>W. Veal</td>
<td>12</td>
<td>(12)</td>
</tr>
<tr>
<td></td>
<td>SMFT 647.090 Determination of the Structure of Matter</td>
<td>3</td>
<td>A. Rogers</td>
<td>5</td>
<td>(5)</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>SMFT 697.090 Ecology and Conservation Biology</td>
<td>3</td>
<td>J. Peters</td>
<td>5</td>
<td>(5)</td>
</tr>
<tr>
<td></td>
<td>SMFT 645.090 Physics of Force and Motion</td>
<td>3</td>
<td>A. Oprisan</td>
<td>6</td>
<td>(9)</td>
</tr>
<tr>
<td></td>
<td>EDFS 703.090 Curriculum, Policy, and Systems</td>
<td>3</td>
<td>m. ndunda</td>
<td>14</td>
<td>(14)</td>
</tr>
<tr>
<td></td>
<td>SMFT 698.004 Ind. Study: Applications of Calculus</td>
<td>3</td>
<td>D. Jeter</td>
<td>2</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>EDFS 632.090 Learning, Cognition, Motivation</td>
<td>3</td>
<td>A. Gutshall</td>
<td>12</td>
<td>(21)</td>
</tr>
<tr>
<td>May Evening 2010</td>
<td>EDFS 660.090 Nature of Math and Science</td>
<td>3</td>
<td>M. Van Sickle</td>
<td>9</td>
<td>(9)</td>
</tr>
<tr>
<td>Summer I 2010</td>
<td>SMFT 516.001 Applications Across the Math Curriculum</td>
<td>3</td>
<td>G. Harrison</td>
<td>8</td>
<td>(9)</td>
</tr>
</tbody>
</table>

Totals 9 SMFT courses, 5 shared courses, 106 SMFT enrollments, 333 credit hours

Since only three students enrolled in SMFT 518 Applications of Calculus in the spring, the course was cancelled, but Debby Jeter taught the same thing as an independent study course (SMFT 698.004) for no additional pay.

Since all of the SMFT took less than 12 credits, they paid $412 per credit hour (more for out-of-state students) during the 2009–2010 school year. Thus the SMFT enrollments generated at least $137,196 of revenue for the College of Charleston.

Many of the shared courses would not have enough students without the SMFT students.
Our enrollments were up slightly over the same period in 2008 – 2009, when there were 9 SMFT courses, 5 shared courses, 96 enrollments, and 302 credit hours.

**Graduates:**
Counting two students who will graduate at the end of Maymester, 10 students graduated with an M.Ed. in Science and Mathematics this academic year.

**Recruiting**
Eight new students have entered the program since July 2009.
Office of Student Services and Certification
2009-2010 Annual Report

INTRODUCTION

Mission:

The mission of the Office of Student Services and Certification (OSSC) is to provide information to students on the teacher education program (TEDU) 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 her/his 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 TEDU requirements, 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 TEDU 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; Kathy Schwalbe, Field Placements, Partnerships, & Communication Coordinator; LaVerne Green, Office Manager; and Angela Bolden, Administrative Specialist I.

Programs/Services
If a student wishes to become a S.C. 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 OSSC staff serves 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 OSSC Director and Student Services Program Coordinator. The presentation focuses on admission requirements to the School of Education, Health, and Human Performance. The PowerPoint presentation for this session includes live links to the sites and forms that students will need as they enter the TEDU program. This presentation is sent to all students who participate in an academic major meeting for their convenience in reviewing and following the steps of the required system to complete the TEDU program. 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 planning and registration.

Declaring education as a Major/Minor
A student may declare a major or minor in an education program at any time during the school year. 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 Program 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 appropriate faculty advisor from the School of Education, Health, and Human Performance.

**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 (TEDU), 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 to exempt the PRAXIS I as determined by the SDE
- complete EDFS 201, Introduction to Education, with a grade of C or better,
- submit three disposition assessment forms to the OSSC (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 2009-2010 academic year, there were 47 acceptances into the M.A.T. programs and 161 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 session. The OSSC held a total of five fall sessions in October and December 2009 and a total of five spring sessions in April and May 2010.

**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 and the fall and spring Saturday open houses.
- On four occasions during the past year, the OSSC Director and members of the Administrative Council 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 Office Manager and Director led the planning and organization of two very successful School of Education, Health, and Human Performance Awards Ceremonies during the 2009-2010 year. These ceremonies recognized candidates who received forty-one scholarships and awards, 188 teacher education graduates, and twenty-seven CP internship college supervisors.
• The OSSC Director served on the Administrative Council, Unit Assessment Committee, Teacher Education Council, Teaching Fellows Advisory Board, CPIE Comprehensive Council, ECDC Advisory Board, SPED Advisory Board, and James Island Elementary Planning Committee Council throughout 2009-2010 in order to make current, clear connections with the OSSC work.

• The OSSC Director served as a judge for the Charleston County School District’s Teacher of the Year screening process and the State Teacher of the Year process.

• 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 conducted the presentation for each of these sessions.

• During the first nine sessions of summer orientation, the Student Services Program Coordinator advised and registered 49 students (transfer students) who plan to major in education. During the January session 12 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 in education and be assigned a faculty advisor. At the time of submission of the annual report there is one more session of summer orientation remaining.

• The Student Services Program Director spoke to 349 students who were enrolled in the Introduction to Education course during fall 2009 and spring 2010. 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 Student Services Program Coordinator and the Administrative Specialist began working together on a document scanning project that will capture all student records digitally. The project began with the scanning of all inactive files and to date over 700 inactive student files have been scanned. Scanning of all inactive files is nearing completion, and it is expected to be completed by the end of summer 2010. Procedures have also been implemented to scan new student documents as they are received by the Office of Student Services and Certification.

• The Office Manager led, directed and coordinated the work involved in developing/publishing printed materials for OSSC and EHHP events, such as the Transition to the Professional Conference agenda, registration forms, and evaluations; Clinical Practice Intern and College Supervisor meetings and professional development sessions; School of Education, Health, and Human Performance Awards Ceremony invitations and programs; and School of Education, Health, and Human Performance Employment Expo.

• OSSC Director and Office Manager maintained the required College ADEPT plan and ADEPT forms used throughout the Clinical Practice as submitted to the State Department of Education for the Clinical Practice program.

• The OSSC Director, Student Support Specialist and Office Manager developed the OSSC Management Document. This “living” document will provide a break-down of all events/projects/activities/tasks performed by OSSC staff. It includes OSSC, EHHP, and college-wide events/projects/activities. This internal document will serve as a management system for the OSSC team.

• The Office Manager continued active participation in International Association of Administrative Professionals (IAAP), Moncks Corner Chapter and served as the chapter’s secretary.

• The Office Manager joined the American Society of Administrative Professionals (ASAP).
• The 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 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 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 Administrative Specialist updated the display board in the main lobby for all Alumni Center events to help direct visitors.

ENROLLMENT DATA AND PROGRAM COMPLETERS

Field Course Placements
During the 2009–2010 academic year, the Office of Student Services and Certification arranged approximately 120 field experience placements for School of Education, Health, and Human Performance students.

Clinical Practice Placements
The Office of Student Services and Certification arranged 188 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 173 S.C. teacher certification packets for interns being recommended for certification at the completion of clinical practice were prepared for mailing to the S.C. Division of Teacher Quality. SOURCE: IHE Portal total number of unduplicated Student Teachers. The process includes completion of the recommendation form for certification, verification of required PRAXIS II scores, and accompanying College of Charleston final transcript.

Clinical Practice Information Meetings
The Office of Student Services and Certification conducted Clinical Practice Intern Informational Meetings on:

  o Wednesday, October 28, 2009 at 3pm, thirty prospective fall 2010 interns attended.
  o Monday, October 26, 2009 at 11am and 3pm, a total of nineteen prospective fall 2010 interns attended.
  o Thursday, October 29, 2009 at 5:30pm, a total of eighteen prospective fall 2010 interns attended.
  o Tuesday, December 8, 2009 at 2:30pm, a total of eight prospective fall 2010 interns attended.
  o Monday, April 12, 2010, at 3pm, fifty-three prospective spring 2011 interns attended.
  o Thursday, April 15, 2010 at 9am and 5:30pm, fifty-four prospective spring 2011 interns attended.
  o Friday, April 16, 2010 at 8am, thirty prospective spring 2011 interns attended.
Clinical Practice Orientations
The Office of Student Services and Certification conducted all day Clinical Practice Intern Orientation Meetings on:
- Monday, August 24 and Tuesday, August 25, 2009, fifty-two Fall 2009 clinical practice interns attended.
- Monday, January 11 and Tuesday, January 12, 2010, one hundred thirty-six spring 2010 clinical practice interns attended.

These meetings included the required Assisting, Developing, and Evaluating Professional Teaching (ADEPT) training as required in South Carolina and included in the College ADEPT plan. ADEPT facilitators from the Charleston County School District’s Office of Teacher Evaluation conducted the training. Students also received information regarding South Carolina’s teachers associations, as well as mandated blood-borne pathogen training. The OSSC Director made a presentation describing how to have a successful clinical practice experience. The interns also met with their assigned college supervisors for their first CP seminar which outlined the semester’s requirements and syllabus for the CP internship.

The OSSC Director conducted meetings for college supervisors on:
- Friday, August 21, 2008 at 10:00 am, for 19 fall 2009 College Supervisors.
- Friday, January 8, 2010 at 10:00 am, for 22 spring 2010 College Supervisors

Appropriate materials, ADEPT forms and CP intern forms were distributed to each college supervisor. The handbook was reviewed and discussed and a question and answer period was held.

Cooperating Teacher Training
The OSSC Director led the partnership with The Citadel and Charleston Southern University in planning and executing the two day cooperating teacher ADEPT training in January 2010 to train 32 teachers who served as coop teachers in spring 2010 and again in June 2010 for 54 teachers who will serve as coop teachers in 2010–2011.

Transition to the Profession Conference
The Office of Student Services and Certification conducted Transition to the Profession Conferences for Clinical Practice interns at the end of each semester. The fall 2009 conference was held on Tuesday, December 1, 2009. The spring conference was held April 21 – 22, 2010. Presenters included SDE administrators, College faculty, tri-county area principals and teachers as well as alum beginning teachers. Each conference held general sessions as well as concurrent sessions. Program completer and Employment surveys were completed as well as coop teacher and supervisor evaluations. Conference evaluations were overall positive and promoted the need for this conference.

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

Teacher Expo
The EHHP – OSSC held the first annual Teacher Expo for any districts in the state or teacher employment agencies. The purpose of the Expo is for districts to recruit the CP interns and for the interns to connect with districts, distribute resumes and practice meeting district administrators. The Expo was held March 10, 2010 in the Stern ballroom with eleven districts and organizations registering. The registration fee was $100 and included table, light refreshments, parking pass for each entity. This event was successful for the first one held and has an account balance of $630.25
The total number of Clinical Practice interns who were recommended for state certification * -

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009 (7/1 to 12/31)</th>
<th>Spring 2010 (1/1 to 6/30)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood UG</td>
<td>12</td>
<td>42</td>
<td>54</td>
</tr>
<tr>
<td>Early Childhood M.A.T.</td>
<td>4</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Elementary UG</td>
<td>10</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>Elementary M.A.T.</td>
<td>5</td>
<td>13</td>
<td>18</td>
</tr>
<tr>
<td>Middle Grades UG</td>
<td>1</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>Performing Arts M.A.T.</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education UG</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Special Education UG</td>
<td>7</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>Special Education M.A.T.</td>
<td>1</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Secondary Minors UG</td>
<td>9</td>
<td>18</td>
<td>27</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>124</td>
<td>173</td>
</tr>
</tbody>
</table>

*SOURCE: EDASYS Recommended for Certification.xlsx

Districts and Schools Providing Clinical Practice Placements 2009-2010

<table>
<thead>
<tr>
<th>District</th>
<th>Number of Schools</th>
<th>Cooperating Teachers</th>
<th>Number of Schools</th>
<th>Cooperating Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berkeley</td>
<td>3</td>
<td>5</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>Charleston</td>
<td>20</td>
<td>41</td>
<td>40</td>
<td>104</td>
</tr>
<tr>
<td>Dorchester II</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>13</td>
</tr>
</tbody>
</table>

Districts and Schools Providing Field Experience Placements 2009-2010

<table>
<thead>
<tr>
<th>District</th>
<th>Number of Schools</th>
<th>Cooperating Teachers</th>
<th>Number of Schools</th>
<th>Cooperating Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berkeley</td>
<td>13</td>
<td>~35</td>
<td>19</td>
<td>~48</td>
</tr>
<tr>
<td>Charleston</td>
<td>40</td>
<td>~140</td>
<td>34</td>
<td>~110</td>
</tr>
<tr>
<td>Dorchester 2</td>
<td>6</td>
<td>~25</td>
<td>7</td>
<td>~22</td>
</tr>
</tbody>
</table>

REPORTS
The Office of Student Services and Certification assisted in the preparation of three mandated reports during the 2009 – 2010 school year.

- The 2009 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 2010.
- The Title II report was submitted in May 2010.
- The ADEPT Program Evaluation and Assurances were submitted in June 2010.
INTRODUCTION

Program Mission & Goals for the Reporting Period:
The 2009-2010 reporting period saw continued progress in meeting the mission and goals of the program at ECDC. The program mission is to:

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

Table 1. Priority Goals for the Reporting Period

<table>
<thead>
<tr>
<th>Priority goals for 2009-2010</th>
<th>Current reporting period 2009-2010 Primary Achievements Relative to Goals</th>
<th>Priority Goals for 2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Quality &amp; Distinction</td>
<td>1. Begin self-study phase NAEYC re-accreditation process (current five-year accreditation expires 12.31.10)</td>
<td>1. Achieve re-accreditation.</td>
</tr>
<tr>
<td></td>
<td>2. Continue implementation of technology initiatives</td>
<td>2. Revise daily/weekly communications strategies.</td>
</tr>
<tr>
<td>Professional Development &amp; Research</td>
<td>1. Facilitate appropriate research and writing projects;</td>
<td>3. Improve stakeholder access to program evaluation process.</td>
</tr>
<tr>
<td></td>
<td>2. Create Program Professional Development Plan aligned with Individualized Professional Development Plans;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Three program publications, two sponsored research projects with faculty from Psychology Department Spring 10.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Program-wide Professional Development Plan created to support and be consistent with Individualized Staff Development Plans (now includes all staff)</td>
<td></td>
</tr>
<tr>
<td>Service to campus &amp; community</td>
<td>1. Engage in statewide initiatives on behalf of young children and early childhood teaching professionals;</td>
<td>1. Approval for permanent Administrative Assistant line.</td>
</tr>
<tr>
<td></td>
<td>2. Implement new protocols for visitors (research, practicum, and observations)</td>
<td>2. Complete &amp; submit IRB proposal for longitudinal research project.</td>
</tr>
<tr>
<td></td>
<td>1. Director served as core writing team member for two major federal grants ($7 million) being submitted by CCSD for Early Head Start and Head Start</td>
<td>3. Implement new training plan for student workers.</td>
</tr>
<tr>
<td></td>
<td>1. Director continues to serve on governing board of National Association of Early Childhood Teacher Educators</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Director served as evaluator of Creative Curriculum Implementation Initiative for CCSD.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Program usage as observation/practicum site increased by <strong>32% from 2008-2009 (884 visitors)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Child Advocacy &amp; Collaboration</strong>s</td>
<td>1. Assist with CPIE partnership between SOEHHP, School of Languages, Cultures &amp; World Affairs, and Memminger Global Studies’ new magnet school concept</td>
<td>1. We assisted in development and implementation of a pilot program for a mixed age three/four year old class at MGS. 1. We are participating in long-range discussions about how to strengthen our partnership with MGS as the planning phase starts for new school building. 2. ECDC expansion identified as priority goal in College of Charleston Strategic Plan</td>
</tr>
</tbody>
</table>

**PROGRAM STRUCTURE**

**Staff:**
ECDC staff for 2009-2010 included four master teachers, one administrative part-time assistant, five graduate assistants each semester, and twenty hourly student workers both fall and spring.

**Licensing and Accreditation Status:**
Department of Social Services (DSS), Department of Health and Environmental Control (DHEC) and Fire Marshal inspections occurred June 2010 pending renewal of our DSS license due 9.26.10.

ECDC maintained national accreditation with the National Association for the Education of Young Children (NAEYC) upon approval of the Annual Report submitted in December 2009. The program completed the second of the four steps in the re-accreditation process according to the five year timeline dates established for us by NAEYC with submission and acceptance of formal application on 6.27.10. Electronic Program and classroom folios were initiated and are substantially complete at the time of this report.

**Support Groups:**
**SOEHHP ECDC Liaison Committee:** This group is 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 met twice during the 2009-2010 academic year.

**Parent-Teacher Organization:** This group elects officers annually and sponsored several fund-raising and social events. Officers for 2009-2010 were President: Cristy Landis; Vice-president: Carol Ann Doherty; Secretary: Beth Goodier; Treasurer: Kathleen Reardon. The PTO coordinated:
- Fall and Spring book fairs
- Parent information sessions on elementary school transitions and toddler topics
- Grocery store rebate & label collections fundraisers
- T-shirt & Tote Bag sales
- Holiday support for needy families
- Spring Play Day & welcoming of new families
- Graduation picnic
- Teacher Appreciation Week and birthday recognition

**Parent Advisory Committee:** The purpose of this committee is to address grievances or policy issues that need input from families. There were no grievances or policy issues raised in 2009-2010.
**External Long-range Planning Committee:** Discussion continues on how an advisory group of external community members will be formed whose goal will be fund-raising for long-term capital improvements or endowment purposes.

**ENROLLMENT & DEMOGRAPHIC INFORMATION**

Table 2. 2007-2010 Enrollment Profile

<table>
<thead>
<tr>
<th>Academic year</th>
<th># enrolled</th>
<th>% special needs</th>
<th>% minority</th>
<th>% ESL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>55</td>
<td>12.3 (N=7)</td>
<td>16.4 (N=9)</td>
<td>12.3(N=7)</td>
</tr>
<tr>
<td>2008-09</td>
<td>57</td>
<td>9.0 (N=5)</td>
<td>21.0 (N=12)</td>
<td>15.8 (N=9)</td>
</tr>
<tr>
<td>2009-10</td>
<td>55</td>
<td>20.3 (N=11)</td>
<td>27.7 (N=15)</td>
<td>20.1 (N=11)</td>
</tr>
</tbody>
</table>

In 2009-2010, the ethnic/cultural and linguistic diversity of ECDC’s children continues to be one of the strengths of our program. Our enrollment included Caucasian (43) African-American (8), Indian/Asian (4) Latino/Hispanic (1), and Pacific Islander (2). Languages represented included English, Spanish, Chinese, Korean, 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 also welcome teachers and visitors from other child development programs and area local school districts. Our usage increased dramatically (32%) during 2009-2010 from the previous year. We hosted 884 visits from students (18 College of Charleston undergraduate and graduate courses from Education, Psychology, and Anthropology), volunteers, researchers, and students doing practicum activities. External visitors included the teaching staff from Ashley Hall and Sunrise Children’s School, graduate architecture students from Clemson University, and MUSC Psychiatric Fellows. Volunteers included individual students, a local Girl Scout troop, the EHHP Teaching Fellows, and Freshman Honors students.

Table 3. Visitors 2009-2010

<table>
<thead>
<tr>
<th></th>
<th>Practicum Activities</th>
<th>Observers</th>
<th>Volunteers</th>
<th>Volunteer Hours</th>
<th>Researcher visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2009</td>
<td>37</td>
<td>402</td>
<td>2</td>
<td>28.5</td>
<td></td>
</tr>
<tr>
<td>Spring 2010</td>
<td>6</td>
<td>400</td>
<td>12</td>
<td>76.5</td>
<td>25</td>
</tr>
</tbody>
</table>

Research Conducted at ECDC during 2009-2010:
Dr. Jen Wright (Psychology Department): *Preschoolers’ interpretation of social interaction involving different social status cues*
Dr. Lisa Thompson-Ross (Honors Psychology Students): *Young Children’s Clothing, Color, Activity, and Toy Preferences*. 

School of Education, Health, and Human Performance Annual Report 2009-2010
Activities related to goals (not previously noted in Table 1 above):
- Requested tuition increase was approved by the Board of Trustees for the 2009-2010 year.
- Administrative Assistant hours increased from 20 to 30 per week
- Completed upgrades of aging equipment in all four classrooms
- Supplemental yoga program for the two and three year old groups
- Monthly field trip excursions for the four and five year old groups.
- Published hard-cover documentation of Fancy Dress Project
- Evening parent informational and dialogue sessions on NAEYC accreditation (Fall), ECDC/elementary school transitions (Winter) and “toddler topics” (Spring).
- Supported College of Charleston Sustainability Initiative with recycling and gardening activities and “Remida” Day (creative recycling) theme for annual PlayDay event, which resulted in a new permanent installation for our playground.
- Set up tracking for website visitors

Staff Accomplishments and Awards:

Teaching:
Dr. Jaruszewicz taught one section of EDEE 613 Curriculum and Development in Early Childhood Education, spring 2010. Mary White taught one section of EDEE 510 Introduction to Early Childhood Education in spring 2010.

Professional Development: All teachers in licensed programs must document at least fifteen hours per year of professional development and annual re-certification for First Aid, Infant and Child CPR and Blood Borne Pathogens training. The director is required an additional 5 hours in administration. Because training offered through DSS is typically geared towards providers with far less education and experience than our lead staff, our teachers are encouraged to present at local or state level conferences, and focus professional development activities towards national conferences or institutes. ECDC maintains professional memberships in NAEYC and its South Carolina affiliate, SCAEYC, and the National Coalition for Campus Children’s Centers (NCCCC).

Deanna R. Satzger and Mary White attended the Annual NAEYC Conference in Washington, DC; Mary White and Phyllis Gates attended the SCAEYC conference in Columbia, SC. Mary White, Deanna Satzger and Stephanie Johnston completed a two-day ADEPT training. The director, Candace Jaruszewicz presented at the SCAEYC conference in October and the NAEYC and NAECTE conferences in Washington, DC in November.

Coursework: All teachers are current on coursework needed to maintain teacher certifications.

Publications:


Service:
Our staff 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 served as a volunteer at SeaCoast Community Church. Mary White serves on the governing board for the Charleston Christian School.

Dr. Jaruszewicz’s service activities in 2009-2010 included:
- Governing board member of the National Association of Early Childhood Teacher Educators (NAECTE)
- Governing Board SCAEYC (term expires in December 2010)
- Memminger Global Studies Partnership Committee Teaching Fellows Sophomore Retreat Facilitator May 14-15, 2010
- Core writing team member CCSD Grant Proposals for Head Start and Early Head Start ($7 million award notification due summer 2010)
- CCSD Evaluation Team Creative Curriculum Implementation initiative.
- Clemson University graduate architect students project review

Awards:
Deanna Satzger applied for and was awarded a Lakeshore Mini-Grant for literacy materials at the SCAEYC Annual Conference in Columbia, S.C.

Dr. Jaruszewicz was nominated for two College of Charleston ExCEL awards Spring 2010, Outstanding Supervisor and Outstanding Faculty Member.

Editorial activities:
Dr. Jaruszewicz serves as a proposal reviewer for NAECTE and reviewed two manuscripts for two peer-reviewed journals:
Early Childhood Education Journal: "Promising Findings on Preschoolers' Emergent Literacy and School Readiness in Arts-integrated Early Childhood Settings".
Early Education and Development: "Assessing self-regulation in the classroom: Validation of the BIS-11 and the BRIEF in low-income, ethnic minority school-aged children"

Conference Presentations:
Program Assessment Data and Reports
ECDC is due for reaccreditation with the NAEYC December 2010. Our accreditation is maintained on a five year cycle with approval of annual reports submitted each year in December. This credential means that review of comprehensive assessment data gathered from parents, staff, and trained NAEYC observers, 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. During 2009-2010, electronic Program and Classroom folios were established to document our compliance with the 10 standards and 417 performance criteria and performance indicators. Our official application to be admitted to the Candidacy phase was submitted and accepted at the end of June 2010. Candidacy materials will be submitted by 9.30.10 with the site visit to occur no later than 3.31.11

Parent Questionnaires
In May 2008 and 2010 we distributed the NAEYC Family Survey, the official tool used to collect data from parents for the accreditation process, to serve as pre/post quality measures. In May 2009, the interim year, we distributed the NAEYC Expanded Family Survey to elicit more detailed feedback and narrative data, reported in last year’s annual report that provided data to be used for program improvement. Table 3 summarizes pre/post data. The number of items (questions) within each category is indicated in parentheses. The percentages indicate the number of “yes” (the desired) responses to each question asked.

Table 3. NAEYC Family Survey Pre/Post Data Summary

<table>
<thead>
<tr>
<th>Standards Category</th>
<th>2008 Mean Category %</th>
<th>2010 Mean Category %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey response rate data</td>
<td>N=22 (43%)</td>
<td>N=43 (96%)</td>
</tr>
<tr>
<td>Relationships (6)</td>
<td>96</td>
<td>100</td>
</tr>
<tr>
<td>Curriculum (3)</td>
<td>83</td>
<td>100</td>
</tr>
<tr>
<td>Teaching (10)</td>
<td>93</td>
<td>100</td>
</tr>
<tr>
<td>Assessment (8)</td>
<td>95</td>
<td>98</td>
</tr>
<tr>
<td>Health/Safety (6)</td>
<td>92</td>
<td>98</td>
</tr>
<tr>
<td>Teachers (1)</td>
<td>92</td>
<td>100</td>
</tr>
<tr>
<td>Families (26)</td>
<td>91</td>
<td>94</td>
</tr>
<tr>
<td>Community (4)</td>
<td>90</td>
<td>97</td>
</tr>
<tr>
<td>Administration (6)</td>
<td>92</td>
<td>97</td>
</tr>
</tbody>
</table>

Data analysis: Our families clearly indicated they believe our program quality is high and we have made progress in addressing the few concerns noted on 2009 surveys. Our goals for 2010-2011 include the additional items we need to continue to improve upon. Specifically, these relate to (a) providing parents with more information about transitioning from ECDC to area elementary schools, (b) providing additional communications about daily activities, and (c) better access to program evaluation reports.

Maymester/summer school: We offered both Maymester and Summer I session in 2010.

Recruitment activities: Our waiting list continues to grow at 329 families (192 from College of Charleston) through fall 2010. No recruitment efforts are needed at this time.
Concluding statements:
1. Our program remains fiscally healthy.
2. Program quality monitoring and improvement measures have been effective.
3. Our role as a demonstration program/laboratory site continues to expand.
4. Our highly qualified lead team continues to be productive in ways that support advancement of our program mission.
Office of Professional Development in Education
2009 – 2010 Annual Report

Narrative Summary and Analysis of Program Accomplishments:

During difficult economic times many persons seek to refine, expand, and/or develop new skills by returning to the classroom to strengthen their positions. As a result of funding short falls, many school districts and agencies planned and implemented a well designed professional development offering during the year. In my annual report for 2008-2009, I indicated that it had been our best year under my directorship. However, I must say that this year, 2009-2010 has surpassed the past year in student enrollment and revenue generation. We have continued to use a strategic plan to guide our decision making and have used this approach as a way to evaluate successes and changes that are needed. Once again, our most significant improvement has been our collaborative efforts to offer English as a Second Language (ESOL) in several school districts around the state. As will be seen in the charts below, the OPDE has continued to grow its program offering and expand its service area. Our past year accomplishments include:

- Increasing revenue
- Facilitating the offering of several TEDU-ESOL courses
- Professional Partnership (AP Courses) and grant funding with SCDE
- Facilitating the offering of TEDU-GT courses
- Increasing enrollments and the number of courses offered
- Expansion of our service area
- Professional Partnership with eLearning South Carolina
- Increasing the use of electronic communications

Our total revenue improved again this year, and with the number of courses offered and enrollment increases we have stabilized income. We are hopeful that as this economic downturn hits bottom, school districts will maintain an adequate percentage of funds to support their professional development goals. We are optimistic that catalog and contract courses facilitated by the OPDE will continue to show growth during the upcoming year.

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

Steering committee information: The OPDE does not have a steering committee. However, its actions are governed by the School of Education, Health, and Human Performance’s Administrative Council.

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

Goals and Accomplishments:

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

Accomplishment: As stated above, this past year was exceptional 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, primarily ESOL, has also helped to grow our revenue base. As our course offerings have increased, so has the need for new adjunct faculty. We continue to seek qualified faculty to teach catalog courses remote from Charleston.

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

Accomplishments: Student enrollment and the number of courses offered this past year was exceptional. If we consider the economic troubles faced by many school districts it is most rewarding to have this type of growth. A quick review of the summary of statistics section in chart below will show that our growth has been consistent and we hope to maintain enrollment increases in the coming year. We continued to use a set start date for each term and have been able to track our numbers more efficiently. The partnership with eLearning South Carolina has proven to be very successful to expanding our enrollment and reach through the use of technology. 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 continued to attend professional meetings designed to assist her in developing skills and techniques that will improve the efficiency of her position. Tia continued with course work and several workshops on campus that strengthened her job skills. Elizabeth continues to be an officer (secretary) in the South Carolina Development Council and is very active with several local organizations. All activities promote professional development while, at the same time, serving to increase the visibility of our office as a service provider.

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

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. We have maintained our efforts to meet with individual staff development directors and offer regional workshops around the state. A major goal in our strategic plan continues to be that we will offer EDPD courses by the College of Charleston in all counties in South Carolina.
Enrollment and Revenue Supporting Data:

Summary of statistics for 2009-2010: The charts below give specific information about different types of courses offered by OPDE, enrollment, revenue, and contract (catalog) courses facilitated, as well as figures on the incentive plan.

In summary, the information below outlines the following figures for 2009-2010:

<table>
<thead>
<tr>
<th>Courses for 2009-2010</th>
<th>Sum II</th>
<th>Fall</th>
<th>Spring</th>
<th>Sum I</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>$35 per participant</td>
<td>4</td>
<td>17</td>
<td>33</td>
<td>20</td>
<td>74</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>$60 per participant</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>$65 per participant</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>$70 per participant</td>
<td>0</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>10</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>12</td>
<td>31</td>
<td>32</td>
<td>44</td>
<td>119</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>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>$225 per participant</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>$410 per participant</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>$3,500</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>$4,625</td>
<td>0</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>$4,825</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>19</td>
<td>62</td>
<td>71</td>
<td>68</td>
<td>220</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session</th>
<th>Enrollment Figures</th>
<th>Revenue Generated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer II 2009</td>
<td>300</td>
<td>$30,995</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>1015</td>
<td>$106,995</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>1050</td>
<td>$79,350</td>
</tr>
<tr>
<td>Summer I 2010</td>
<td>1020</td>
<td>$89,875 Estimated</td>
</tr>
<tr>
<td></td>
<td>3385</td>
<td>$307,215</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>Summer II</td>
<td>506 438 300</td>
<td>$32,100 $37,376 $30,995</td>
</tr>
<tr>
<td>Fall</td>
<td>690 976 1015</td>
<td>$68,075 $118,240 $106,995</td>
</tr>
<tr>
<td>Spring</td>
<td>675 978 1050</td>
<td>$61,110 $107,950 $79,350</td>
</tr>
<tr>
<td>Summer I</td>
<td>912 963 1006</td>
<td>$66,280 $90,725 $89,875</td>
</tr>
<tr>
<td></td>
<td>2783 3355 3371</td>
<td><strong>$227,565 $354,291 $307,215</strong></td>
</tr>
</tbody>
</table>

Incentive Costs for 2009-2010

[Table continues with data for each session]
**Contract Courses Facilitated by the OPDE in 2009-2010**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Enrollment</th>
<th>Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer II</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fall</td>
<td>7</td>
<td>78</td>
</tr>
<tr>
<td>Spring</td>
<td>8</td>
<td>114</td>
</tr>
<tr>
<td>Maymester</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>May Evening</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Summer I</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>24</strong></td>
<td><strong>296</strong></td>
</tr>
</tbody>
</table>

**ESOL COHORTS 2009-2010**

<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 672-N91</td>
<td>Midland Park Elementary School</td>
<td>097 Fall 2009</td>
<td>$1251</td>
<td>11</td>
<td>$13,761</td>
</tr>
<tr>
<td>EDFS 673-N01</td>
<td>Midland Park Elementary School</td>
<td>101 Spring 2010</td>
<td>$1251</td>
<td>10</td>
<td>$12,510</td>
</tr>
<tr>
<td>EDFS 671-090</td>
<td>Charleston County School District</td>
<td>102 Maymester</td>
<td>$1236</td>
<td>4</td>
<td>$7,144</td>
</tr>
<tr>
<td>EDFS 673-090</td>
<td>Lexington County School District One</td>
<td>104 Summer I 2010</td>
<td>105</td>
<td>18</td>
<td>$1,890</td>
</tr>
<tr>
<td>EDFS 674-090</td>
<td>Lexington County School District One</td>
<td>104 Summer I 2010</td>
<td>105</td>
<td>22</td>
<td>$2,310</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>65</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>$37,615</strong></td>
</tr>
</tbody>
</table>

Goal – 5

**Provide Battery training on the new management system for all OPDE staff.**

**Accomplishment:** The College’s new management system will pose some challenges for all OPDE personnel. However, the office has made a commitment to take all needed training to prepare ourselves to use the new management system in full by fall 2010. Various member of the office have attended training to bring information back to the office and train others on the updated techniques. Because our office operates as a small unit (enrollment-to-transcript directions) we must learn to use this system to make sure the individuals we service are appropriately served.

**Other Accomplishments:**

1. The OPDE was awarded an Advanced Placement Summer Institute grant for $23,305.00 from the S.C. State Department of Education.
2. Expanded our facilitation of ESOL courses and used this model as a major source of revenue generation.
3. Offered regional workshops and continued to meet individually and/or make personal contact with targeted staff development directors.
4. Continued our partnership with eLearning in an effort to increase our online offerings.
5. Continued to have discussions with the TEDU Chair about the possibility of adding more catalog courses at remote locations.

Collaboration:

The OPDE director and the assistant for administration and public relations participated in two regional meetings during the past year. Additionally, we held three individual meetings around the state with staff development personnel to promote the OPDE and recruit new enrollments. Elizabeth visited at least 35 different classes and about 6 different initiators during the year. Kandy White also made individual visits with course initiators to discuss renewing collaborative efforts. We continue to work closely with EHHP’s Department of Teacher Education in hopes of broadening our facilitation of catalog courses.

Future Plans:

We have revised our strategic plan and will continue to allow it to serve as a guide. Major goals continue to be: revenue generation; enrolment growth; quality educational experiences; and providing excellent service to our participants. We hope to further expand our use of technology to cut costs and increase our networking connections with persons enrolled in EDPD course. We will continue our recruitment efforts with face-to-face meetings, regional workshops, and electronic communications. As in the past, a major goal will always be excellence in course offerings and participant enrollment. 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.
Introduction
The following is a description of the Center for Partnerships to Improve Education (CPIE) activities from July 1, 2009 to June 30, 2010. The Center’s overall goal for the past five years has been to work collaboratively with low-performing schools to improve student outcomes.

Four Partnership Schools
The four local low-performing schools CPIE served during the 2009-2010 school year were Baptist Hill High School (Year 3), Berkeley Alternative School (Year 1), Clark Academy (Year 2), and Memminger Elementary School (ongoing). The report is supplemented by a 2010 evaluation conducted by CPIE of the alternative educational program at Berkeley Alternative School.

1.) Baptist Hill High School (BHHS)—Dr. Nicola Williams, a new assistant professor in the School of Education, Health, and Human Performance this year, assumed lead partnership responsibilities at Baptist Hill for the 2009-2010 school year. Dr. Williams’ major responsibilities at the school revolved around supporting the literacy professional development for teachers and developing an effective BHHS external partners group—College of Charleston, Trident Tech, Citadel, Communities in Schools. Coordinated by Dr. Williams, the external group met several times throughout the school year and began planning collaboratively. Mrs. Helen Plexico, a math specialist at the school, offered a College of Charleston renewal credit course to BHHS teachers on single gender instruction. Single gender professional development instruction continues to be a topic of great interest to BHHS teachers and administrators because of single gender classes at the school. For a third year, an ROTC instructor at BHHS, Sgt. Major John Kuntz, coordinated the Fireflies literary journal that was comprised of student and teacher contributions about the Hollywood community.

2.) Berkeley Alternative School—This was our first year at Berkeley Alternative School (Berkeley County Schools) and Mrs. Renee McCaslin was the CPIE partner at the school. There were two major initiatives for 2009-2010 that school district representatives requested. They included a comprehensive renewal professional development course for Berkeley Alternative teachers for instructing the at-risk learner. Renee McCaslin provided this professional development to teachers throughout the school year. The other initiative was a comprehensive evaluation of the Berkeley Alternative School program conducted by CPIE. Both of these initiatives were well received by Berkeley Alternative educators and central office personnel. Central office personnel will take action on recommendations made in the Berkeley Alternative Evaluation report.

3.) Clark Academy—Mrs. Renee McCaslin also served as the CPIE partner to Clark Academy. This is a grades 9-12 Academy of approximately 100 students who no longer want to stay at their home school and are at risk for dropping out of school. The principal of Clark Academy requested that CPIE provide at-risk learner instruction professional development to his teachers for the 2009-2010 school year. Mrs. McCaslin provided the professional development to teachers.
received a one hour course renewal of credit from the College of Charleston. In addition several students from the College served as classroom tutors at Clark during the spring semester 2010.

4.) Memminger School of Global Studies—Dr. Paula Egelson acted as the CPIE liaison to Memminger School of Global Studies. Memminger is a partial magnet with a theme of global studies. Dr. Egelson also served on Memminger’s School Improvement Council. CPIE provided over 100 of the College’s student tutors to Memminger, and space on campus to hold its big family events. A critical program that CPIE helped start this year with the College’s Early Childhood Development Center was the three- and four-year old program at Memminger. It was designed for neighborhood children and children of College of Charleston faculty and staff. The intent was to help diversify the Memminger student population and provide new educational opportunities for students and their parents. Parents applied for their students to be in the program and student names were selected via a lottery. Memminger veteran teacher Jodi Gibson was tapped as the lead teacher and she remarked that the class became a true community of learners and made huge strides academically. The program was so successful that parents of students requested that a summer program be offered for their children for a fee. Seismic studies done by CCSD during 2009-2010 revealed that the current Memminger school building would not withstand a strong earthquake and proposed that a new school be built. Several other schools on the peninsula were in the same situation. Beginning in fall 2010 these schools will hold classes at swing campuses for several years. Memminger will be sharing a school campus with James Simons Elementary at the old Brentwood Middle School in North Charleston. The three-and four-year old program will remain at the old Memminger campus. We will work with Memminger to ensure volunteers and parents are able to access the new campus and will provide space on campus for parent meetings and big school events. A new initiative for next year (that was planned this summer) is Spanish instruction for intermediate students on a daily basis. It will be a combination of Spanish distance learning and face-to-face instruction. There are also plans to begin a Spanish immersion program in primary grades in 2010-2012.

Additional Support to Schools
Burke High School was a CPIE site from 2006 to 2009. During this time period teacher morale, student achievement, and the on-time graduation rate steadily increased. Although CPIE was not actively participating in school improvement work at Burke this year, it sponsored three Burke external partners meetings throughout the school year that were very well attended and included enthusiastic participants. At these meetings, Burke’s 25 partners and school administrators met to discuss Burke expectations, plans, and results and plan supportive activities for the school. Finally, Burke’s annual Cotillion for 9th grade students was held on the grounds of the College campus in late spring. It was huge success.

Community Activities
In addition to working with four local low-performing schools this year, the staff at the CPIE served the education community through:

- print and electronic research publications (yearly on-line magazine, *Burke Story*)
• a yearly school improvement conference (March 26, 2009) for local educators, Richard Pringle was the keynoter and the concept of student Accomplishment, Belonging and Engagement concept was introduced to participants,
• our participation in the community-wide First Day Festival where local students pick up free school supplies and participate in educational activities in August,
• a teacher advisory board, and
• the coordination of community-wide extended learning New Day for Learning plans and activities in 15 schools.

In addition we worked with an undergraduate student who was interested in forming a “Whatever It Takes” club for the College students who want to volunteer in high poverty schools; provided selected Burke High School students and selected Haut Gap Middle School students with comprehensive tours of the College of Charleston campus; and hosted of a group of education students from Bowdoin College who volunteered at Baptist Hill High School and Greg Mathis Academy for a week.

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, a CPIE initiative for 40 10th grade MGAP graduates who continued to be at risk for dropping out to 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. This is its second year. 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. It was determined that as 10th graders these designated students did need as much support for staying in school as they did in 9th grade. McCaslin believes this is due to maturity on the part of students and using study and coping skills they have been previously taught.
The Berkeley Alternative School (BAS) was established about a decade ago and began as a program that operated for a couple of hours in the late afternoon, serving students who otherwise would have been expelled. Soon, however, Berkeley County School District (BCSD) recognized that they needed a full-time school that was not housed within one of the district’s neighborhood schools. While BAS would take students with the most severe disruptive problems, it also was intended to serve those students who deserved “one more chance.” Over its relatively short history of 8–10 years, four or five administrators have taken the helm. Now in his third year at BAS, the current principal, Don Brown, has brought the school more stable leadership.

BAS generally serves about 100 students in grades 6–12, with an average class size of 12–15. Enrollment grows during the school year because referrals to BAS occur as an alternative to expulsion. Each middle school and high school in BCSD is allocated a specific number of slots, and assignments to these slots are made at the discretion of school administrators. Most principals report using their allocations for the following types of students:

- students who have been expelled the previous year
- students who transferred from another district’s discipline school
- students who transfer into BCSD with major incidents involving the Department of Juvenile Justice
- other students with substantial behavior issues who would benefit from the smaller learning environment of BAS
- special education students who commit offenses that rise to the level of expellable if committed by general education students
- students whose IEP teams believe a BAS placement to be the best option

Throughout the school year, students are sent to BAS by the district hearing officer, in lieu of expulsion. Generally, the slotted students (those assigned at the beginning of the year) remain for the first semester. The special education placements are for varying time periods. The placements in lieu of expulsion are for the remainder of the school year, as are transfers that occur during the school year. Finally, the county school board assigns some students to BAS following appeal of their expulsion.

During 2009–2010, BAS adopted a uniform policy. In addition, they have a Positive Behavioral Interventions and Support (PBIS) program in place. BAS operates as a program rather than a school; therefore, students remain enrolled at their home schools even though they spend some period of time attending BAS. Once students have fulfilled their required amount of time at BAS, they return to their home schools.
Impetus and Purpose of This Review

The Center for Partnerships to Improve Education at (CPIE) College of Charleston was established in the fall of 2005 and has as its central mission the improvement of PreK–12 education in South Carolina. The establishment of the Center reflects the determination and imagination of Dean Frances Welch of the School of Education, Health, and Human Performance (EHHPP) of the College of Charleston. From 2007–2009, CPIE focused primarily on Charleston schools with low-performing students. In the fall of 2008, Dean Welch and Archie Franchini, the Chief Academic Officer of BCSD at that time (he is now the Deputy Superintendent) discussed the possibility of developing a partnership between BCSD and the Center. These discussions soon pointed to a review of the BAS as a potentially worthwhile project for this partnership. Initially, the vision of this project was driven by BCSD’s strong interest in learning what happens to students after they leave BAS. As discussions continued, it became clear how valuable it would be to conduct an in-depth review that looks at perceptions of the school, both in terms of expectations and results, as well as objective data regarding which students attend the school, and what happens to them after leaving the school. A second focus of the project would be to provide professional development to the BAS faculty relating to effectively teaching at-risk learners. The project fits nicely within the Center’s mission, weaving together two of its three strands: Teaching and Learning, and Research. The Teaching and Learning team brings to this project skills related to identifying and sharing best practices, providing professional development, academic programs, and classroom instruction strategies. The Research team adds the investigative component by conducting qualitative and quantitative research related to the BAS.

Research-Based Framework

One guiding principle throughout this project was to always assess information gained about BAS within the context of what prior research had identified to be the essential components of successful alternative school programs. This section summarizes the components and key elements that were identified through review of that literature, which became the framework for the current project.

✓ Component: Purpose and mission

Key element:
- Strong sense of purpose and mission

✓ Component: Leadership and non-teaching staff

Key element:
- Strong, dynamic leadership

✓ Component: BAS teaching staff

Key elements:
- Committed, caring staff that build relationships with students
- Professional development for staff
- Collegiality and respect among staff and students

✓ Component: Academics

Key elements:
- Low student/teacher ratios
- Engaged learning that is hands-on, experiential, and connected to students’ lives and communities
- Needs assessment
- Developing and monitoring goals
- Individualized learning
- Focus on academic standards and hold high expectations for student achievement

✓ **Component: Support systems at BAS**

**Key elements:**
- Counseling
- Work-based learning, especially service learning

✓ **Component: Parent and community involvement**

**Key elements:**
- Parent involvement
- Community involvement

✓ **Component: Behavior management**

**Key element:**
- Behavior management system

✓ **Component: After-care when students leave BAS**

**Key elements:**
- Transition assistance and home school support
- Continuing contact with students

**Approach to Project**

The Center faculty developed for the BAS faculty a professional course entitled “Meeting the Needs of the At-Risk Learner,” which was offered through the College of Charleston from August 2009 through April 2010. Its purpose was to strengthen participants’ ability to effectively work with at-risk learners through creation and implementation of research-based strategies and best practices for this student population. It addressed community building, personal learning, and developing positive behaviors. It incorporated multiple styles of teaching that have been found to be effective approaches when working with at-risk learners, including presentation, cooperative learning, Socratic/reflective teaching, and problem-based learning. The course addressed certain issues that are unique to BAS, such as how to ensure that students understand school rules within 45 days. These professional development sessions also presented perfect opportunities to engage the faculty in discussions to learn more about how BAS teachers define the purpose and success of the school, as well as their perceptions of what students need when they return to their home schools. Meanwhile, the Center pursued several other sources of information to address the key questions of this project; these resources are identified and described below.

**Sources of Data**
**Interviews with BAS and district administrators:** Interviews were obtained with five key stakeholders, including the principal of BAS, the guidance director of BAS, the Chief Academic Officer of BCSD, the District Coordinator of Academic Initiatives, and the supervisor of the district’s hearing officer.

**Principal interviews:** Principals from the 18 sending schools (home schools) that send students to BAS were asked to participate in an interview. Of the 18, 12 were successfully contacted and interviewed: 1 of 2 elementary schools, 7 of 9 middle schools, and 4 of 7 high schools.

**Student database:** Student-level data were extracted from the district’s database (PowerSchool) for students who attended BAS during 2006–2007, 2007–2008, or 2008–2009. Time spent at BAS was examined, as well as discipline, grades, and attendance.

**Student interviews:** Interviews were conducted with students returning from BAS to their home schools for the second semester of the 2009–2010 year. A total of 16 students were interviewed: 11 at the high school level and 5 at the middle school level.

**Student survey:** In March 2010, the research team conducted a survey of students who were at their home schools but who had attended BAS within the last year. The survey link was provided only to school administrators at schools where these students were attending school in 2009–2010. A total of 39 students responded to the survey. Responses were received from students at 12 of the 18 schools: 0 of the 2 elementary schools, 5 of the 9 middle schools, and 7 of 7 high schools. The survey questions asked about each student’s experience at BAS. Of the 39 respondents, 11 were at BAS as middle-school students, while 28 were at BAS as high school students.

**Teacher discussion:** This project provided professional development to BAS teachers in the form of the College of Charleston course. As part of the instructor’s approach to learning more about the teachers and their views of their school, the instructor asked teachers for their thoughts on four issues: (1) What is success at BAS? (2) What is the purpose of BAS? (3) What do students need most from their home schools when they return? and (4) What suggestions can you offer for alternative education in BCSD? The instructor captured this information and it has been a rich source of data for this research project.

**Observations:** Two CPIE staff members visited BAS in April 2010, observing in three high school-level classrooms for 20 minutes each. They recorded their observations using a structured observational instrument.

**Transitional plans:** Researchers requested that all sending school principals supply the researchers with a copy of the plan that they follow for students returning from BAS. Even if the plan was not already in written form, they were urged to briefly describe the procedures that are followed and the support that is given as the BAS students transition back into a more traditional school environment. Of the 11 elementary/middle schools, 5 submitted their plans; of the 7 high schools, 4 submitted their plans.

Table 1 in the Appendix provides a matrix of key research questions and information sources. It illustrates which sources of information are used to address each of the key research questions. In several cases, multiple sources of information contribute. Key findings from each data source are also summarized in the Appendix.

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**Prior Research, Project Findings, and Possible Next Steps**
While developing the professional development, interview protocols, surveys, and creating the student database, the project team also conducted a literature search to identify the attributes that prior research had found to be characteristic of successful alternative school programs. The literature points to several critical elements of strong, effective alternative education programs. These elements became the framework, or barometer, by which the project team evaluated the BAS. Analyzing BAS in terms of these critical elements that have been identified in the literature resulted in development of the possible next steps that are offered here.

**Component: Purpose and Mission**

**Key element: Strong sense of purpose and mission**

*Prior Research:*
- Successful alternative schools have a strong sense of purpose and mission (North Carolina Education and Law Project, 1997).
- Programs should develop specific, measurable objectives (e.g., relating to attendance rates, discipline incidents, progress toward graduation) (Jacobs, 2005).
- Successful alternative programs have an advocacy structure; they advise and advocate more than chastise and punish (Walker, 2007).
- The most successful programs are categorized as true educational alternatives, founded on the premise that all students can learn in the right educational environment that focuses on meeting students’ needs in order to help them succeed (Raywid, 1990).

*BAS Project Findings:*

There is no clear sense of purpose or mission for BAS.

**Details:** Teachers, students, administrators, and home school principals all held a variety of opinions about the purpose of BAS.

Teachers offered several ideas:
- to guide, motivate, and re-engage students while building their self-esteem
- to keep students “on track” for graduation
- to provide a different environment in which students can thrive or improve

Home school principals offered the following:
- to get students back “on track,” both academically and behaviorally, for graduation
- to provide students with counseling and one-on-one support
- to serve as a wake-up call to students to realize that their behavior has consequences

Students at BAS identified its purposes as:
- to change behavior
- to punish students for breaking rules

Finally, the BAS and district administrators suggested three purposes:
- to keep students in school
- to remove students from negative influences
• to change behavior

Despite the overlaps in these stated purposes, it became clear that the purpose and mission of BAS had never been clearly identified. Without a united focus, how can the school move forward? This review found that students are sent to BAS for a wide array of offenses, for a variety of time periods, and with enormous differences in needs. All data sources pointed to the challenges faced by BAS when students with such different needs co-exist.

Possible next steps relating to component of purpose and mission:
• Engage in focused discussions with district leadership and BAS administrators and faculty to develop a clear vision of the school’s purpose and mission.
• Develop standards for the program (see Tennessee’s standards as an example, included in the Appendix), defining the types of students who will be accepted, what the philosophy of educating them is, and establishing the critical elements to be delivered by the program.
• Consider developing two alternative schools, based on philosophies: one a therapeutic program that offers substantial counseling for students whose primary issues concern mental health and emotional needs, and another program for more “hard-core” behavior problems.
• Continuously monitor program performance to gauge degree to which objectives are met.
• Develop an application process for the school, including an interview and a formal notification of “acceptance” into the school. Educate parents that BAS is a choice.
• An inviting, welcoming atmosphere should permeate the school. The front office, in particular, forms the basis for most people’s first impression and needs to be especially welcoming.
• Revisit the issue of sending special education students with behavior disabilities to BAS within the context of the school’s purpose and mission.

Component: Leadership and non-teaching staff
Key element: Strong, dynamic leadership

Prior Research:
• Successful alternative schools have dynamic leadership (North Carolina Education and Law Project, 1997).

BAS Project Findings:
The leadership at BAS is viewed very positively.
Details: The BAS principal and guidance director were specifically identified by many participants as strengths of the program. The home school principals were very complimentary, often praising these two individuals for doing a great job. (One pointed out that “Jack Kowal is an amazing counselor and Don Brown is the right man for the [principal] job because he’s very calm.”) Several students offered written comments that credit these two administrators for providing great support and help to students. (One student wrote: “Mr. Brown and Mr. Kowal tried their best to make sure that every student was on
the right track.”) Administrators pointed out that the counselor models good behavior and the principal’s calm personality is the right fit. There was the feeling, however, that while they do a great job, it is an impossible task for two people. In particular, there is a clear need for additional support in the counseling area. This concept of leadership extends to that coming from the district level as well. The district establishes the framework within which BAS operates; BCSD staff has not communicated a clear sense of the direction that they desire BAS to pursue.

Possible next steps relating to component of BAS leadership:

- Hire one or more of the following: a second counselor; an assistant principal; a mental health professional; an administrative assistance for guidance.
- District leadership should develop a clear vision regarding the purpose of BAS, clearly communicate this information, and provide more specific direction to the school.
- With a clearer sense of purpose, BAS leadership should focus on developing systems and processes to monitor program performance.

Component: BAS Teaching Staff

Key element: Committed, caring staff that build relationships with students

Prior Research:

- Successful alternative schools have a caring and committed staff (North Carolina Education and Law Project, 1997; Settles and Orwick, 2003).
- Effective programs for at-risk students require teachers with exceptional affective and relational skills (Jacobs, 2005).

BAS Project Findings:
All sources point to a committed, caring staff at BAS. The dedication and devotion of the teachers as well as their ability to build relationships with students are notable strengths of the school.

Details: During professional development sessions, it was clear that most of the staff at BAS works at the alternative school because of a calling to do this type of work. They care about the students. The students themselves, in interviews and surveys, praised the teachers for being helpful, caring, friendly, and understanding. The administrators pointed to the low turnover as a sign of staff dedication, and indicated that the teachers are adept at identifying problems with students before they escalate too far. In sum, the administrators argued that the staff “knows their students.” Principals at the home schools clearly held the perception that BAS teachers are caring and take more individual time with students. In many cases, they directly credit the successful return of students to the patience of the BAS staff. One high school principal noted that “the relationship piece that is offered at BAS is huge for some students.”

Key element: Professional development for staff

Prior Research:

- The success of alternative school programs rests on a qualified and trained staff (Atkins, Allen, & Meredith, 2001).
- Successful alternative schools engage in continual professional development, including learning more about the at-risk learner (Jacobs, 2005).
**BAS Project Findings:**

Teachers at BAS want to be as effective as possible in helping these at-risk students turn their lives around, both behaviorally and academically. Teachers have developed an impressive rapport with students. Providing teachers with additional relevant professional development opportunities will empower them to more effectively work with at-risk students.

**Details:** In professional development sessions, teachers pointed to the urgent need to motivate, inspire, and re-engage the students who are sent to BAS. While the students themselves could not be expected to speak to professional development issues, they repeatedly expressed appreciation for the extra assistance provided by the caring teachers. In the student survey, they also identified as the primary reason they were sent to BAS as “to change behavior.” Clearly, they look to the teachers and other staff at BAS to be instrumental in helping them learn how to change their behavior. Administrators also pointed to changing student behavior and helping them develop positive behaviors as a primary purpose of BAS. Ideally, BAS could help the non-traditional learner by developing truly individualized plans. Administrators also pointed to the importance of both teaching skills and an ability to work well with kids as being equally important at BAS. Finally, home school principals seemed to hold the perception that BAS teachers have received special training. For example, one principal said, “The teachers are better trained at BAS to deal with these students and their needs.” Through interviews, the professional development sessions that were offered, and observations in several BAS classrooms, it became clear that teachers struggle a great deal with having multiple grade levels in the same class. It seems that providing instruction to several different grade levels simultaneously is a significant challenge.

**Key element: Collegiality and respect among staff and students**

**Prior Research:**

- Strong collegiality exists among faculty and students in successful alternative education programs (North Carolina Education and Law Project, 1997).
- Research has found that successful alternative programs tend to demonstrate a strong sense of community and a respect for youth (Settles and Orwick, 2003).

**BAS Project Findings:**

While there seems to be a strong sense of collegiality and generally a family-like atmosphere, the full benefits of this environment cannot be realized without a better sense of purpose and mission.

**Details:** Considering all of the information sources, a strong sense of collegiality exists among staff. The principal brings staff together frequently for celebrations and recognitions, which help build a sense of togetherness. Many of the students, especially middle school students, indicated a desire to remain at BAS, suggesting that they had become comfortable there. Many students in interviews and surveys pointed to the caring, friendly, nature of the teachers. Administrators and principals argued that students sometimes desire to return to BAS, even possibly engaging in misbehavior in order to accomplish this. As one administrator pointed out, parents sometimes request that their children return to BAS because their children feel safer and more connected there, “like it’s a family.” Most principals indicated that students like the smaller environment at BAS. One principal explained that “BAS becomes comfortable and students do not want to leave the nest.”

**Possible next steps regarding component of BAS teaching staff:**
• Add BAS as a practicum site for College of Charleston education majors. The potential benefits are twofold: (1) it would provide additional help to BAS teachers, and (2) it would provide an invaluable opportunity for these future educators to work with at-risk youth, in the hopes that they would be more likely to choose such settings when they become classroom teachers.

• While the low teacher turnover at BAS is beneficial, less emphasis should be placed on keeping this rate low. It is more important that BAS embrace itself as a student-centered school, and ensure that the teachers want to be there and participate in the professional development (discussed below) that will help them provide the best educational environment for this population of students.

• Teachers would benefit from individualized professional development focusing on finding strategies to more effectively teach several levels of an academic content area. Perhaps the first step is to ensure that district resources such as the four curriculum coordinators are accessible to these teachers. The core content area curriculum coordinators are an excellent existing resource to help BAS teachers meet the challenge of covering the wide breadth of academic content required in their classes.

• Professional development should be offered that is congruent with the school’s purpose and mission. For example, if a central facet of the school’s mission is to change student behavior, professional development should offer strategies through which faculty can help students internalize rules for behavior. If a central facet of the school’s mission is to directly engage students in learning, professional development should address approaches to incorporate hands-on learning and other facilitative teaching/learning strategies.

Component: Academics
Key element: Low student/teacher ratios

Prior Research:

• One characteristic of successful alternative education programs is a low student-to-teacher ratio, allowing more individual attention (North Carolina Education and Law Project, 1997).

• At-risk students benefit from programs that have low pupil-to-teacher ratios (about 10 to 1, but no more than 15 to 1) (Jacobs, 2005).

BAS Project Findings:
Class sizes at BAS are generally 12 to 15 students.

Details: Administrators report that the average class size at BAS is about 12–15 students. Review of the student database, as well as classroom observations, support this figure. Clearly, the smaller class size in comparison to home schools is seen as an advantage, with students describing this as a positive feature because the class gets to know each other better, plus students receive more one-on-one attention. Administrators concurred, citing as a strength the individual attention that BAS can provide to students. Home school principals also pointed to the smaller class size as a key benefit of attending BAS.
Key element: Engaged learning that is hands-on, experiential, and connected to students’ lives and communities

Prior Research:

- Hands-on, experiential learning is a characteristic common to successful alternative education programs (North Carolina Education and Law Project, 1997).
- Effective alternative educational programs for at-risk students use curriculum materials that are relevant to student interests and the economic and social realities of their lives and communities (Jacobs, 2005).
- Successful alternative programs actively engage students in authentic, real-world tasks; use hands-on, project-based learning, involving student work that is connected to students’ lives, communities and local businesses or industries (Walker, 2007; Settles and Orwick, 2003).
- Technology is integrated throughout the curriculum at the most successful alternative programs (Walker, 2007).

BAS Project Findings:
BAS is struggling with meeting the academic needs of these at-risk students. There is no evidence that students receive hands-on, experiential, relevant learning opportunities, although it does appear that computers are accessible.

Details: Administrators pointed to the availability of computers at BAS as a positive support structure in place. No other details were offered from any data source to suggest that learning is made relevant to students; as noted above; teachers are struggling to cover even the essentials of the academic content. They have not been provided with the skills, resources, or necessary time to adapt instructional strategies in this way.

Key element: Needs assessment

Prior Research:

- Successful alternative education programs address the emotional, physical, and academic needs of students (North Carolina Education and Law Project, 1997).
- In effective alternative educational programs, information is gathered about at-risk students through a needs and skills assessment (Jacobs, 2005).
- Effective programs that work with students who have emotional and behavioral problems conduct functional behavior assessments to identify problem areas affecting a student’s educational achievement and social/emotional adjustment (Atkins, Allen, & Meredith, 2001).

BAS Project Findings:
Only minimal needs and skills assessments are conducted on students as they enter BAS and prior assessments are rarely available to the school.
Details: Currently, BAS does not conduct a preliminary needs assessment before students enter. Indeed, they often do not even have full information about the students who come to them, in part because they do not have access to the student database.

**Key element: Developing and monitoring goals**

**Prior Research:**
- Effective alternative programs for at-risk students develop short-term and long-term goals with students and engage in careful, consistent monitoring of students’ progress toward these goals (Jacobs, 2005).
- One component of effective and efficient instruction in programs for students with emotional and behavioral problems is development of clear and personalized goals that focus on high levels of academic involvement and student effort (Atkins, Allen, & Meredith, 2001).

**BAS Project Findings:**
BAS does not develop goals for students when they enter the program. Therefore, no meaningful monitoring of student performance occurs against pre-established goals.

Details: This project found no evidence that student goals are established or that students are measured against any personalized goals. The program focuses on measuring students in terms of courses completed and credits earned.

**Key element: Individualized learning**

**Prior Research:**
- Individualized, personalized learning and creative course offerings are hallmarks of successful alternative schools (North Carolina Education and Law Project, 1997).
- Effective alternative educational programs for at-risk students provide individualized subject matter instruction (Jacobs, 2005).
- One effective school component for students with emotional and behavior problems is a functional curriculum, with an individualized program aimed at helping them meet individual academic, behavior, social, and vocational needs (Atkins, Allen, & Meredith, 2001).
- The most successful alternative education programs provide creative strategies for course offerings (North Carolina Education and Law Project, 1997).

**BAS Project Findings:**
BAS has done a great job of giving students individual attention in their academic work as they encounter academic difficulties. A more proactive approach, however, with a greater emphasis on developing individualized learning plans for students, would maximize individual student learning. Clearly, the revolving door created through short-term placements presents a challenge in this area. However, individualized plans need not be elaborate or complicated. They should include quick assessments of where students are at academically and behaviorally, along with at least a preliminary
statement of goals and action plans for the students. Ideally, some of this information would accompany the student from their home school.

Details: BAS has excelled in terms of providing individual attention to students. Students feel that teachers have devoted substantial time and effort to helping them with their individual academic difficulties. Administrators and principals confirm this, pointing to the individual attention—both academic and non-academic—as strength of the BAS program. However, the individual attention devoted to students’ academic work has generally been of a remedial nature, with teachers helping students as they encounter difficulties with their assignments. The extent to which these students struggle academically is evident from their 2009 PASS results (ranging from 59% Not Met in Writing to 79% Not Met in Social Studies) and their MAP scores (with 40% scoring within the lowest 25th percentile in Math and 51% scoring within the lowest 25th percentile in Reading). The school and its students would benefit greatly from additional planning efforts on the front end, assessing students’ needs when they enter BAS and developing individualized courses of learning for them.

Key element: Focus on academic standards and hold high expectations for student achievement

Prior Research:
- Successful alternative education programs maintain a focus on academic standards (North Carolina Education and Law Project, 1997).
- Teachers in effective alternative educational programs for at-risk students have high, strong, and flexible expectations for student academic achievement (Jacobs, 2005).
- The most effective alternative programs are characterized by having high expectations for academic achievement (Settles and Orwick, 2003).

BAS Project Findings:
For a variety of reasons, BAS has never embraced the goal of—nor been expected to achieve—significant academic progress or achievement of its students. With the many challenges that BAS is constantly juggling, academics have taken a back seat.

Details: From all groups, the message was clear: academically, students need to take courses and earn credits so that they will not lose a year of school and will be on-track to graduate, but they come to BAS due to behavior issues. Students clearly realize that they are expected to progress in their courses while there, although they report that the work is much easier so it is possible to get better grades. When necessary, students use credit recovery (at the high school level) and content recovery (at the middle school level) to fulfill course requirements. In the student survey, about one-fourth (26%) of the students indicated that one reason they were sent to BAS was to improve their grades or to earn more credits. Nearly two-thirds of the students (65%) pointed to their good grades at BAS as one measure of their success there. The theme of lower academic expectations at BAS surfaced in each set of interviews. At both the middle and high levels, principals communicated a concern that the lower academic expectations at BAS threaten the success of returning students.

Possible next steps regarding component of academics:
- Every effort should be made to continue providing small class sizes at BAS.
- Virtual school offers a promising approach to individualizing assessment and instruction for students at BAS. It would present a manageable system through which classroom
teachers could oversee and facilitate instruction at a variety of academic levels within the same class.

- Use of a virtual school instructional delivery system would require that BAS have a staff member capable of managing the instructional technology aspect of this system.
- Consideration should be given to adopting a more flexible, non-traditional schedule for BAS. One possible approach would be to devote mornings to instruction (especially if a virtual school approach is adopted), followed by more therapeutic programming in the afternoons. The afternoon sessions could offer creative approaches to learning, including career development and school-to-work opportunities (discussed in more detail in a following section).
- As noted earlier, BAS should take advantage of existing district resources such as the curriculum coordinators in each of the four core content areas. These personnel can help elevate the school's academic standards. Additional professional development to help teachers fortify their delivery of academic content would also be beneficial.
- BAS should review its use of credit and content recovery to determine if these course credit strategies are being used as extensively as they could be.

**Component: Support systems at BAS**

**Key element: Counseling**

**Prior Research:**

- Successful alternative education programs for at-risk students provide intensive counseling by teachers and staff (Jacobs, 2005).

**BAS Project Findings:**

While the staff at BAS does as much as possible within existing resources to provide counseling services to students, this element is severely lacking.

**Details:** Interestingly, it seems that most home school principals assume that substantial counseling is provided at BAS. After all, they indicate the need for counseling as a primary purpose of sending students there. These principals believe that BAS “works with students on misbehavior,” and they identify enhanced supervision and support, including mental health, PBIS, and counseling as a positive feature of BAS. A couple of principals echoed concerns expressed by administrators that precious little time is available for counseling students at BAS. These administrators point to a strong need for additional counseling and mental health resources. Administrators also point out that to become a truly student-centered school, they must address both the emotional and academic needs of their students. In the professional development sessions, some teachers expressed the concern that “BAS is an alternative setting but is being run like a regular school.” There is a good deal of truth to this; through observations, interviews, and student surveys it was clear that counseling resources were insufficient. Another aspect of counseling concerns college and career counseling. About two-thirds of students (64%) reported educational plans beyond high school: 36% plan to attend a 4-year college, 11% plan to attend a 2-year community college, and an additional 17% plan to attend a trade, technical, or business school for less than two years.

**Key element: Work-based learning, especially service learning**
Prior Research:

• A key element of successful alternative programs is a robust service learning program (Walker, 2007).

BAS Project Findings:

BAS does not currently have a program through which students can experience work-based learning.

Details: No examples of work-based learning opportunities were identified. Nearly one-fourth of students (22%) chose having more work-based opportunities, such as job shadowing, as one of their top three things that they would change about BAS. Administrators also pointed to the need for service learning, field trips, and real-life exposure to learning opportunities as valuable components of an alternative school.

Possible next steps regarding component of support systems at BAS:

• A needs assessment should be conducted prior to students entering BAS, and the application materials (see recommendation for application process under “Purpose and Mission”) should clearly indicate the importance of this component. This needs assessment should include skills assessments (possibly through a computer-based program such as virtual school), review of information from the home school, and entrance interviews with the student, parents, the BAS principal, and the counselor. This assessment should lead to identification of specific, measurable behavioral and academic goals.

• As noted earlier (under “Leadership and Non-teaching Staff”), a strong need exists for additional counseling resources.

• Periodic meetings to review student progress should be held (this recommendation is also made under “Parent Involvement”).

• Develop a program of service learning (perhaps in the afternoons). Other work-based learning opportunities, such as shadowing jobs in the community, should be established as much as possible.

• Make WorkKeys (a program administered through ACT) available to high school students at BAS. This job skill assessment system measures real-world skills and can help students identify career interests, existing skills, and skill gaps in preparation for jobs. Educators can use the system to identify appropriate coursework, to document students’ abilities and improvement, to provide tailored counseling by focusing on student skills and realistic employment opportunities, and to encourage students to quality for National Career Readiness Certificates.

• While it may not be possible to offer vocational opportunities at BAS, efforts should be made to create more hands-on learning activities.

• BCSD has decided that school sports will not be part of the BAS experience. This information should be shared in the application process. Other activities should be investigated that may provide a similar sense of belongingness and would promote
teamwork, leadership, and positive behaviors including a recycling program, intramural sports opportunities, book clubs, and school beautification activities.

**Component: Parent and community involvement**

**Key element: Parent involvement**

**Prior Research:**

- Successful alternative education programs have significant levels of parent involvement (North Carolina Education and Law Project, 1997; Jacobs, 2005).
- One effective school component for students with emotional and behavior problems is that parents are included in student evaluations and decision processes (Atkins, Allen, & Meredith, 2001).

**BAS Project Findings:**

Parental involvement at BAS is very limited.

**Details:** No evidence of parental involvement at BAS surfaced during any of the interviews. The idea that parents should be more involved was made by a few home school principals and administrators. (One principal suggested that events should be held for students and families to celebrate their successes.)

**Key element: Community involvement**

**Prior Research:**

- Successful alternative education programs have built strong connections to the community (North Carolina Education and Law Project, 1997).

**BAS Project Findings:**

Community involvement with BAS is virtually nonexistent.

**Details:** No evidence of community involvement at BAS existed. Some administrators noted that the community perceives BAS as “where the bad kids go,” a perception that is unlikely to change if the community never learns more about the school. Involving community members more with BAS, and engaging their help in improving the school, should help change perceptions. Interestingly, 41% of students identified the desire to participate in more field trips as one of the top three things they would change about BAS, suggesting that they feel isolated and long for a connection to the community.

**Possible next steps regarding component of parent and community involvement:**

- Greater efforts should be made to create a climate where parents are valued and encouraged to be involved in their children’s education. This would help to create a sense of teamwork between the school and parents. A natural first step is to ensure that school staff is friendly and that parents are invited to meet with BAS administrators prior to their children starting school there.
- Periodic meetings to review each student’s progress should be held on a regular basis (perhaps quarterly) with the BAS principal, guidance counselor, teachers, and parents. The application (outlined in the “Purpose and Mission” section) should explicitly state that these meetings will be held.
• Information sessions for parents should be offered. These sessions could provide many types of valuable information, including a primer on understanding high school credits. Both students and parents will benefit greatly from a fuller understanding of the credits that are needed to graduate and the requirements for obtaining those credits.

• Opportunities to increase community involvement with BAS are largely through service learning, field trips, and other school-to-work events (see next steps discussed under “Support Systems”).

• Relevant mentoring

**Component: Behavior management**

**Key element: Behavior management system**

**Prior Research:**

• Effective alternative programs tend to be those with high expectations for responsible behavior (Settles and Orrick, 2003).

**BAS Project Findings:**
Currently, the expectations for good behavior at BAS are inconsistent. It is not clear that the PBIS system is being effectively administered.

**Details:** Students come to BAS with rich histories of behavioral transgressions. According to the student database, over three-fourths of these students received in excess of three discipline referrals per year. Managing student behavior at BAS is critical. While BAS administrators pointed to the current PBIS program as a strength, opinions from other groups did not support this conclusion. In interviews and surveys, students identified bad student behavior as a negative, disruptive feature of BAS. In fact, about 8% of the students chose implementation of greater discipline and stricter rules as one of the top three things they would change about BAS. While both school-level and district-level administrators pointed to the use of in-school suspension and work detail as effective disciplinary strategies, their opinions varied concerning the degree to which PBIS is a consistent presence in the school. Clearly, it is a challenge to effectively communicate behavioral expectations within the limited time-frame of these short-term stays; nonetheless, a more consistent system of behavior management needs to be in place.

**Possible next steps regarding component of behavior management:**

• Strengthen PBIS. Since BAS is a single program serving middle and high school grades, it should implement a consistent behavioral approach across grade levels. However, it may be that the specifics of the systems operating within each level should vary (such as the incentives that are used) to ensure an appropriate, effective system at each level.

• Information should be shared during the application process (suggested under “Purpose and Mission”) to explicitly and clearly identify the behavior expectations for students who choose to attend BAS.

**Component: After-care when students leave BAS**

**Key element:** Transition assistance and home school support

**Prior Research:**
• Schools that effectively serve students with emotional and behavioral problems have in place systems to assist students with their readjustment to their home schools (Atkins, Allen, & Meredith, 2001).

_BAS Project Findings:_
Currently, there is very limited transition assistance for students as they return to their home schools from BAS.

**Details:** At the current time, no process exists prior to students’ leaving BAS that would facilitate their transition. From interviews with home school principals and review of their existing transition plans, it is clear that for the most part, home schools do not have strong systems in place either. Most acknowledged the significant needs that returning students have for additional structure, guidance, mentoring, and extra support. A few principals identified a limited amount of continuing assistance that is being provided to these students (such as mentoring, check-in/check-out procedures, and meetings with counselors). Many indicated that they held meetings with students, their parents, and school administrators prior the students’ return. Often these meetings culminated in signed contracts through which students promise to abide by certain conditions. Students themselves suggested that additional transition supports are needed. Their top three choices for services that would be valuable upon their return to their regular schools are: (1) meetings with the school’s guidance counselor (42%); (2) visits from a BAS teacher, counselor, or principal (27%); and (3) a support group with other students (24%).

**Key element: Continuing contact with students**

**Prior Research:**
• Effective alternative educational programs for students in at-risk situations maintain contact with students who return to their home schools (Jacobs, 2005).
• One factor that is found consistently among effective alternative programs is that they provide support and long-term follow-up services (Settles and Orwick, 2003).

_BAS Project Findings:_
BAS does not currently engage in any follow-up with BAS students after their return to home schools.

**Details:** In interviews, administrators identified the lack of follow-up student tracking as a weakness. As noted above, over one-fourth (27%) of students indicated that follow-up visits from someone at BAS would be one of the most valuable types of transitional support for returning students. Currently, the only instances in which students have continuing contact with BAS are those in which students are returned to BAS for new offenses.

**Possible next steps regarding component of after-care:**

**District-Level Suggestions:**
• Consider establishing a task force with representatives from each school to develop a “standard” transition plan outlining the process through which students transition back to their home schools. It should stress the importance of developing individual plans that are shared with BAS prior to the student’s return.
• Improve data access and tracking. Information about the student, including what interventions have worked best for the student, should accompany the student on their
return to the home school. BAS should have access to student data before, during, and after students' time there.

School-Level (BAS) Suggestions:

- BAS staff should conduct an exit conference with students as they leave BAS. One issue that should be addressed at this time is informing students of their options.
- BAS should attempt to establish a program through which there is a tangible recognition of students’ accomplishment and a celebratory “send-off” for them as they return to their home schools (e.g., a “graduation” ceremony or other symbolic gesture).
- Students should be assigned a mentor—preferably someone in the community—and this person can follow the student from BAS to the home school.

Home School Suggestion (prior to sending student to BAS):

- Home school should prepare a packet of information about the student, including details on which interventions have been used and identification of goals for the student.

Home School Suggestions (upon student return from BAS):

- Each school should have a written transition plan for students returning from BAS. This should detail how BAS students will be transitioned back, monitored, and supported. The plan may include weekly/monthly check-ins with a teacher or other adult at the school who is assigned to be the student’s contact.
- Home schools should conduct entrance interviews with students, the principal, the guidance counselor, the parents, and the student intervention specialist at high schools. During this session, an action plan should be developed with specific, measurable, individualized behavioral and academic goals.
- Student intervention specialists at the home high schools should actively monitor students after their return and intervene with students who need extra support.
- To the extent possible, home schools should create opportunities for small group and individual attention. This may include, for example, assigning students to teachers who are a good match for their learning style and personality, creating peer support groups that focus on successful transitions, continuing (or initiating if not already established) relevant mentoring, assigning students to smaller classes, providing meaningful work-based learning opportunities, and making learning as engaging and authentic as possible.

Critical Planning Issues

Throughout this project, several key systemic issues surfaced repeatedly. Whatever actions result from this project, these issues are so integral to the health of BCSD’s successful operation of the alternative school that they warrant explicit discussion. Members of the research team for this project feel that implementing substantial positive changes will not be achievable without firsts addressing these issues.

First, it is critical that the purpose and mission of BAS be more fully explored and defined. The lack of a clear, unified focus for the school was evident throughout all phases of this project and severely hampers the district’s ability to ensure that all efforts related to the school are directed toward specific,
identifiable outcomes. As the school’s purpose and mission are discussed, planners should remain mindful of research confirming the importance of high expectations for student behavior and academics. This expectation should be one aspect of the school’s purpose and mission.

Another area in which additional concerted effort is warranted is the development of systems and processes to more effectively manage the process through which students are identified and referred to BAS, the monitoring and managing of their progress while they are there, and their return to their home schools. A more established, formal, and transparent system would provide the structure through which these events occur. Ideally this would include a greater emphasis on ensuring that schools use a variety of intervention strategies with students prior to sending them to attend BAS. It would also include a more structured and data-rich intake process (including an application procedure, as discussed earlier), as well as closer monitoring of student progress while they are at BAS. Prior to students’ leaving BAS, an exit process should be used to help them understand their options and the requirements of the schools that they will attend. Finally, this should include a system through which feedback is obtained about student progress—both academically and behaviorally—once they have left BAS.

It also became clear during this project that the effectiveness of the district’s efforts is limited by challenges with data access and tracking. BAS continually receives students to educate, but does not have access to the student database. The dearth of information that teachers and other BAS administrators have about the students coming to them impedes their ability to quickly assess students’ needs and develop individual plans for how to maximize their behavioral and academic improvement while there.

Finally, it was also abundantly clear that the resources available to BAS are severely limited. Previous sections of this report outline needs for additional staff, additional professional development, and additional programming. Regardless of which decisions are ultimately made about the purpose and mission of BAS, undoubtedly the school needs more resources that are aligned with its purpose and mission to be more effective. At this point, it seems that BAS is doing the best it can with the resources it has. Once a greater congruence of purpose and resources is achieved, the doors will be unlocked for true success at BAS.