

Blueprint for Academic Excellence

Academic Year 2012-2013

College of Education

University of South Carolina

I. Executive Summary

A. Top-Ten Institutions and Peer Institutions:

The top ten colleges of education, as identified by the members of our faculty, are: University of Georgia, Ohio State University, Indiana University, Michigan State University, University of Wisconsin-Madison, University of North Carolina-Chapel Hill, University of Virginia, University of Texas, University of Illinois Champaign Urbana, University of Michigan. A sample of peer institutions includes: Universities of Alabama, Florida, Missouri, Tennessee, and Nebraska.

B. Strengths and Accomplishments:

Leadership: The new dean for the College brings new energy and approaches to realizing our existing vision, mission, and goals. In addition, there is new leadership throughout the college at every level to include, a new Associate Dean and four new Department Chairs. The new dean initiates a culture that influences a basic way of thinking across the College to ask “Why Not?” instead of tired expressions of “We just don’t do it that way here.”

Faculty: We have a strong cadre of faculty experts across the college. The intergenerational differences offer both strengths and weakness. Our senior faculty continues to demonstrate leadership through publications, grant funding, community engagement and mentorship. The mentorship of junior faculty by their senior colleagues speaks to both the assigned importance we place on our young faculty as well as to the general air of collaboration that transpires across the College. The new hires have culminated in developing an energy of inquiry and engagement which has sparked interdisciplinary initiatives across the college.

Collaboration: The College of Education has an impressive record of Collaboration with multiple educational, community, and governmental agencies; in addition, our network and collaboration for Professional Development Schools have been recognized through our recent NCATE accreditation visit. The College has provided national leadership in conducting the Professional Development Schools National Conference, and with this leadership comes a national reputation and acknowledgement.

Recruitment of an Excellent and Diverse Faculty: Through our national reputation in multiple fields, we have secured positions for many young scholars with diverse areas of expertise. These faculty members are young in their career are making a name in their fields based on their research, scholarship, and national professional involvement. Our faculty offers a wide spectrum of demographic characteristics, scholarship, pedagogy, and philosophies.

C. Weakness

Our lack of attention and structure in public relations and communication, has influenced our ability to communicate the impact of our programs, services, scholarship on practice in K-12 and post-secondary education; in addition, we have failed to communicate how our faculty and experts in the college work with governmental and state agencies to improve life for South Carolinians in general. Although we have data on our impact, we have only just begun to transform our public relations areas to demonstrate our value to a broader audience. Our college also suffers from the lack of a systemic structure to share data from multiple sources for transparent decision-making related to load, budget, curriculum and productivity. Finally, our College of Education suffers from an outdated salary structure that needs to be adjusted to that of a research 1 institution. The lack of this ability in the pass has meant a lost of top candidates needed to renew and transform the college.

The College has embraced five core themes that are rooted in the Provost's Dashboard Items. Central to those themes is a sixth commitment to identify, embrace, publicize and publish *evidence of impact*. The College will attend to evidence-based practices and will seek output evidence of our students' 1, 3 and 5 years after graduation. This evidence will come from exit and field surveys as well as research publications focusing on impact. This effort is in concert with the South Carolina State Department of Education.

II. Goals

A. Five-year Goals

In a day when the College of Education has a new Dean, a new Associate Dean, and 4 of 4 new Department Chairs, the work on five-year plans emerges as more critical than in the College's recent history. As such the College Strategic Plan has placed at its central theme the Provost's Dashboard Indicators and has surrounded those items with guiding themes for the College and its new leadership (see Strategic Plan Attachment). The College has embraced five five-year goals that address Communication, Diversity, Research, Technology, and Collaboration. Along with these five goals the College has identified a sixth theme that serves as an overlay to the five goals. The sixth theme is one of Output Evidence or **Impact** and will be evident in each of the five goals.

Goal #1: The College of Education will regularly and effectively communicate to both internal and external audiences regarding instructional programs, research, community service, and operations. [Advance Carolina Goals: Quality of Life in the University and Community and Recognition and Visibility]

In this goal we seek to communicate regularly and effectively evidence of impact to our colleagues in the College and across the campus. In addition, we seek to develop a more robust public relation team for the College that would include web presence, social media, publications, and community outreach efforts that communicates the power of how our programs, research, community services and practices impact the quality life within the university and to our external constituencies. In addition, the College plans to continue to embark on finalizing a public relations plan that would include multiple publications for different audiences, and to continue to go beyond-beyond in our efforts to service the immediate community and state. Finally, we are intentional and specific in identifying a venue to share best practices and cutting edge research with the greater community through public forums, drive in conferences, and symposia to bring greater awareness to benefits and challenges that educators face. A director of information and a web design specialists has been hired to be a part of the team to lead our efforts in public relations.

Goal #2: Enhance the climate of the College to better support diversity of faculty and candidates as well as ensure that all programs prepare candidates for the diverse populations with whom they will work. [Advance Carolina Goals: Quality of Life in the University and Community and Teaching and Learning]

The College has a diverse faculty from multiple walks of life, and we have efforts underway that addresses diversity in multiple ways. In fact, most of our programs are involved in program accreditation where they must demonstrate that students have had the opportunity to engage in diversity settings. In fact, for most accreditation agencies programs must demonstrate that they have assessed their candidates on how well they have achieved the skills necessary to perform in diverse setting. Our programs are accredited. Secondly, in response to our initial on-going conversations about the power of attending to diversity for both our faculty and students, the college seeks to host diversity forums biannually. It is the intention of these all-day sessions that graduate students and faculty will present their research on topics of diversity. Additionally, we hope to encourage scholarship, communication, and collaboration through a shared focus on diversity. We also are amending the College by-laws to move the diversity committee from an *ad hoc* to a *standing* committee. Finally, we have initiated an ongoing and public reporting of data that identifies the diversity of students and their placements in public school settings. As such, diversity moves from being a topic of conversation to a more nearly assumed world-view perspective.

Goal #3: Increase the production of high quality research conducted by doctoral students and faculty in the College of Education. [Advance Carolina Goal: Research Scholarship and Creative Achievement]

It has been the case generally in the College that graduate students were underutilized as sources of important research, collaboration, and publications. Toward attending to this goal the College is committed to a greater emphasis on original research conducted by faculty and doctoral students and will support faculty and graduate student collaboration in publishing and presenting the research. Recognizing that *Impact* is a core belief in both the Provost's Dashboard items and the College Strategic plan, the College will focus its financial support of faculty and graduate student professional travel only if they are presenting peer-reviewed research. The College will also host research colloquia that invite to our campus prestigious national and international scholars. Finally, new initiatives in the College are being develop by our leadership for bringing experts to lead faculty in developing new technologies, grant writing efforts, and to work with faculty and doctorate level students on scholarly writing. We believe that such an effort will help join our core themes of collaboration, technology, and communication to research. As such the impact of our work will be heightened.

Goal #4: Become the nationally-recognized leader in the development and enhancement of collaborations with schools and community partners geared toward more impactful preparation and professional development of educational professionals. [Advance Carolina Goals: Service Excellence and Recognition and Visibility]

The University of South Carolina is already nationally well known for its school-university partnership work, but this five-year goal is designed to enhance that positive reputation to the extent that we are recognized as *the* leader on educational issues in the state and nation. To accomplish this goal, we intend to: extend our influence beyond the current network of Professional Development Schools in the local schools to regions and districts across the state.

Capturing the valuable resources of our Regional Campuses and Technical Colleges we are committed to embracing the role of Distributed Learning in our efforts to have an imprint, an impact, on school practice from the Upstate, to the Pee Dee, to the Lowcountry and points between. In addition, as a comprehensive College of Education we are committed to lead partnerships and collaborative efforts that include all of our programs. Hence, creating comprehensive consortiums through partnership with the South Carolina School Improvement Council, state and governmental agencies, industry, and community groups, we become the leaders in the dialogue to transform South Carolina educational system. We do not shy away from, nor apologize for, our role as the flagship university in the state. As our Dean often reminds us we must seek to reach “*beyond beyond*” what has been the habit for many years to make impact schools and communities across the state.

Goal #5: Increase the accessibility of courses to meet students' needs by using alternative delivery models and scheduling. [Advance Carolina Goal: Teaching and Learning]

Because of work already in place with our technology plan, we are committed to rethinking our scheduling of courses and delivery of instruction. In working toward this goal, we hope to respond more fully to the diverse needs and goals of students across the state. We have developed two programs that are currently offering blended learning models that reach students and schools across the state (i.e., education administration, language and literacy) Additionally we have begun using multi-point communications (e.g., bridge networks) to bring students from various locations to a shared space for such things as course delivery, dissertation proposals, or general communications. New technologies are being explored for internships and clinical experiences. In order to achieve our #4 goal, we will need to invest in relevant technological tools, networks, and structures to be successful in making an impact in rural communities in South Carolina.

Overarching Goal: Provide Evidence of impact on teaching and learning 1, 3, and 5 years after graduation. (Provost Dashboard: Impact)

The College is committed to creating an environment that seeks clear evidence of impact on practice in schools and colleges. This sort of commitment supports a habit of mind that emphasizes outputs and impact versus input alone. Even when a faculty member or graduate student or Dean has an intuitive sense that something is right, there is an additional commitment to find evidence to support such a belief or suspicion. In all five goals listed above and below, there is a commitment to the notion of impact and evidence of impact.

B. One-year Goals (2012-2013)

The College will strive to complete the five one-year goals listed below by the end of AY 2013. Each of these goals relates to one of the associated five-year goals listed above.

One-year Goal #1: Create more systematic internal communication processes.

Progress

This past year the dean has restructured the leadership team that reports directly to him. Consistent with his emphasis on the role of Department Chair leadership, the Dean communicates bimonthly with his leadership team on issues that are important to the university, college, and greater community. The restructuring attempts to address some of the gaps in internal communications related to students affairs, impact data, budgeting, governance, and expectations; and gaps in external communications related to donors, alumni, peers, and community members. Along with changes and composition for the Executive Council, Administrative Council, the faculty Steering Committee continues to evolve as a key conduit for advising and sharing information with dean for decision making on relevant faculty issues.

Plans for AY 2013

- The Dean and both Associate Deans are assigned to membership on each of the standing faculty committees. These three will be present at the committee meetings thus creating a convenient mechanism for communication.
- A College calendar, already present but not used, is being populated by departmental staff members thus making more convenient and transparent the events that may reach across departments.
- The Dean will host information sessions with separate meetings of Professors, Associate Professors, Assistant Professors, Research and Clinical Faculty, and Staff members. In addition to attending one department meeting each semester per department.

One-year Goal #2: Create an action plan to enhance support for diversity.

Progress

Work is already underway to institutionalize the commitment to diversity. Faculty leadership on the Diversity Committee (now a standing committee vs. an *ad hoc* one) has produced the first internal Diversity Conference. Hosted at 701 Whaley the faculty was able to glimpse the possibilities of what an institutional commitment to diversity might look like. By all accounts the sessions were informative and important. The Conference helped establish a space and place for colleagues to share expertise and to join in a lively debate about the various impacts that an emphasis on diversity might yield. In addition, by focusing on the outcomes and impact of our programs through accreditation questions like, what skills, knowledge and dispositions should our students know and demonstrate in order to prove they have been exposed to a diverse experience, we ensure they can think critically in the field. The College continues to expand the notion of diversity through our understanding of international and global issues as well by inviting visiting scholar, speakers, and students to share their scholarship and unique practices.

Plans for AY 2013

- Steering committee takes a lead for developing an action plan for considering findings from external review committee (this is a continuing item from previous year)
- Establish a diversity representative on APR committees so as to be responsive to potential issues unique to underrepresented populations on faculty.
- Continue diversity research colloquia
- Establish a mentoring network for new faculty offering support from diverse and experienced faculty
- Host on-going new faculty conversations that allow diverse faculty to spend time sharing common themes, struggles, challenges, and successes.

One-year Goal #3: Review the opportunities and requirements for doctoral student participation in research, in addition to the dissertation, and use the review to develop and implement a plan for increased faculty and student collaborations.

Progress

- The College is securing a list of collaborations between faculty and graduate students. Those collaborations might be found in shared presentations or co-authored publications.
- On the College website, report evidence of faculty and graduate student collaborations
- Continue discussions for renewing plans for utilizing Provost funds for successful PhD graduates

Plans for AY 2013

- Doctoral program faculty will review current program policies regarding (1) program requirements for research, (2) opportunities provided for faculty research collaborations, and (3) current research participation levels
- Program areas will meet with doctoral students to discuss strategies to increase collaborative research productivity
- Program area recommendations reviewed by a committee of doctoral faculty advisors and recommendations will be forwarded to the Dean
- Develop a comprehensive plan for increasing full-time graduate students with funding in programs across the College where there is a fit.
- Continue to work on a culture that fosters community for full-time graduate students with relevant assistantships, fellowships, and other funding opportunity.

One-year Goal #4: Catalog and publicize what the College does well within our current network of schools and community partners.

Progress

The College is currently undertaking huge efforts to catalog and publicize faculty and students involvement in schools and communities. Each department in the College equally shares in their effort to secure placement, internships, and clinical experiences. The University of South Carolina's Professional Development School (PDS) Network includes 13 Professional Development Schools and a host of other partnerships that are reflective of the diversity in the College. Our faculty is well represented on national, state, and local committees in government which includes the State Department of Education (SDE), the South Carolina Network of Educational Renewal, and the Education Oversight Committee (EOC). In addition, with the arrival of the new dean, increased information sharing internally and externally through web presence and his visits around the state sharing our story as a college and faculty has been effective in a positive way.

Plans for AY 2013

- Create and disseminate a document highlighting our current partnership practices
- Continue public campaign for education and how the College of Education makes a difference through web presence, public media, new brochure and documents that highlight our centers of excellence, faculty, students, and alumni.
- Expand the responsibility of the Partnership Office to coordinate all outreach efforts for the College that would include contracts and negotiations with regional campuses.

One-year Goal #5: Increase faculty knowledge about alternative delivery models.

Progress

Consistent with the Provost goal for the use of Distributed Learning, the College is investigating ways in which we can more fully embrace the various technologies available to expand programs, services, and practices. For example, discussions are underway with USC Lancaster faculty to use video conferencing and web-based technologies to delivery elementary education courses to that region. This delivery is being considered through both synchronous and asynchronous approach. We currently offer The Master's degree in Educational Technology that is an all-online program with USC Aiken and various other programs that uses a blended distributed model for program offerings.

Plans for AY 2013

- Develop a scope and sequence for developing a USC Lancaster-centered program for elementary education. In that articulation will be considerations for differing technologies.
- Continue to coordinate with regional campuses to explore opportunity for program and course offering
- Bring in experts who can orientation the multiple ways that technology, multimedia, and pedagogy can be used in the classroom and practice.

- Work to develop state of the art materials (ebook; ibooks; etc) that could be used in post-secondary and K-12 classrooms
- Continue to explore ways to encourage and reward faculty for efforts related to distributed learning and collaborating with regional campuses.

Appendix

Statistical Profile

Unit Statistical Profile

1) Number of Entering Freshman with Average SAT and ACT Scores

Level	Fall 2008	Fall 2009	Fall 2010	Fall 2011
# New Freshmen	119	154	158	164
Avg. ACT score	25	24	25	24
Avg. SAT score	1120	1121	1120	1139

2) Freshmen retention rate for classes entering Fall 2008, Fall 2009, and Fall 2010

Starting in:	Ending in:	% 2008 Cohort Retained in 2009	% 2009 Cohort Retained in 2010	% 2010 Cohort Retained in 2011
Education	Education	72.3	75.2	73.9
	Another school at USC	21.0	10.5	15.9
TOTAL		93.3	85.6	89.8

3) Sophomore retention rate for classes entering Fall 2007, Fall 2008, and Fall 2009

Starting in:	Ending in:	% 2007 Cohort Retained in 2009	% 2008 Cohort Retained in 2010	% 2009 Cohort Retained in 2011
Education	Education	86.2	79.7	79.6
	Another school at USC	9.4	11.0	14.5
TOTAL		95.6	90.7	94.1

4) Majors Enrolled

Level	Fall 2008 # Headcount Enrollment	Fall 2009 # Headcount Enrollment	Fall 2010 # Headcount Enrollment	Fall 2011 # Headcount Enrollment
Undergraduate	1045	1,067	1,095	1,034
Masters	514	583	541	469
Specialist	138	119	127	165
Certificate	35	36	34	17
First Professional	0	0	0	0
Doctoral	324	368	385	380
Total	2,056	2,173	2,182	2,065

5a) Number of Entering Graduate Students with average GRE, MCATE, LSAT scores – Table 1-Degree

Degree Level	Fall 2008					Fall 2009					Fall 2010				
	# Admitted	GRE V	GRE Q	MAT	MAT Scaled ¹	# Admitted	GRE V	GRE Q	MAT	MAT Scaled ¹	# Admitted	GRE V	GRE Q	MAT	MAT Scaled ¹
MEd	211	476	564	49	409	165	468	573	51	406	175	473	577	42	406
MS	10	431	593	-	-	13	492	567	-	-	11	447	561	-	-
MT²	2	390	500	-	-	2	515	580	-	-	1	450	540	-	-
EdS	17	487	513	73	405	16	467	556	47	416	15	449	526	45	392
EdD	11	454	584	46	416	7	400	463	-	-	3	510	395	-	405
PhD	49	496	574	50	415	81	485	545	60	413	36	518	528	48	400

Degree Level	Fall 2011 ³						
	# Admitted	GRE V	GRE Q	MAT	MAT Scaled ¹	Rev GRE V	Rev GRE Q
MEd	192	441	588	49	49	151	152
MS	12	472	610	-	-	-	-
MT²	0	-	-	-	-	-	-
EdS	5	467	567	44	44	-	-
EdD	4	623	667	-	-	-	-
PhD	48	513	584	52	52	-	-

¹ A new MAT Scaled scoring exam appears to have been implemented in 2004

² MT students are typically admitted in the summer of each year. A more representative average score for this degree would be based on the summer term of each year, rather than the fall. Data based on the summer terms are as follows:

Summer 2008 – GREV=473, GREQ=600, MAT=no scores, MATSc=415 – n for summer 2008=24

Summer 2009 – GREV=424, GREQ=569, MAT=no scores, MATSc=419 – n for summer 2009=27

Summer 2010 – GREV=450, GREQ=612, MAT=no scores, MATSc=410 – n for summer 2010=35

Summer 2011 – GREV=482, GREQ=582, MAT=no scores, MATSc=411 = n for summer 2011=28

³As of August 2011, the GRE scoring formula was revised. Those students who sat for the revised GRE are reflected in the table.

5b) Number of Entering Graduate Students with average GRE, MCATE, LSAT scores – Table 2-Degree Level

	Fall 2008				Fall 2009				Fall 2010				Fall 2011			
Degree Level	GRE V	GRE Q	MAT	MAT Scaled ¹	GRE V	GRE Q	MAT	MAT Scaled ¹	GRE V	GRE Q	MAT	MAT Scaled ¹	GRE V	GRE Q	MAT	MAT Scaled ¹
Masters Level² (MEd, MS, MT)	470	566	49	409	471	573	51	406	471	575	42	406	457	599	49	403
Specialists Level	487	513	73	405	467	556	47	416	449	526	45	392	467	567	44	-
Doctoral Level (EdD, PhD)	490	575	49	415	474	534	60	413	517	517	48	400	568	623	52	405

	Fall 2011					
Degree Level	GRE V	GRE Q	MAT	MAT Scaled ¹	Rev GRE V	Rev GRE Q
Masters Level² (MEd, MS, MT)	457	599	49	403	151	152
Specialists Level	467	567	44	-	-	-
Doctoral Level (EdD, PhD)	568	623	52	405	-	-

¹ A new MAT Scaled scoring exam appears to have been implemented in 2004

² MT students are typically admitted in the summer of each year, so average data for those terms are more representative of these students. Data are listed in note under the table above. For purposes of this report, the Masters level averages represent data from the fall terms for the MT students

³As of August 2011, the GRE scoring formula was revised, thus a “Rev GREV” and “Rev GREQ” have been added above

6) Graduates by Level

Level	# Fall 2010	# Spring 2011	# Summer 2011
Undergraduate	38	202	14
Masters	19	166	114
Specialist	10	30	23
Certificate	17	0	0
First Professional	0	0	0
Doctoral	24	16	7
Total	108	414	158

7) Four-, Five-, & Six-Year Graduate Rates for Three Most Recent Classes (2003, 2004, 2005)

Starting in:	Ending in:	2003 Cohort			2004 Cohort			2005 Cohort		
		4-yr grad	5-yr grad	6-yr grad	4-yr grad	5-yr grad	6-yr grad	4-yr grad	5-yr grad	6-yr grad
Education	Education	46.2	53.8	55.9	43.7	48.9	49.6	48.7	54.7	54.7
	Another school at USC	6.5	14.0	15.1	10.4	17.0	17.8	6.0	14.0	15.3
TOTAL		52.7	67.7	71.0	54.1	65.9	67.4	54.7	68.7	70.0

8)

a. Total Credit Hours

Level	# Fall 2010	# Spring 2011	# Summer 2011
Undergraduate	12,832	12,813	550
Masters	6,328	7,313	4,528
First Professional	0	0	0
Doctoral	1,911	1,960	905
Total	21,071	22,086	5,983

b. Grade Distribution for College of Education

College of Education	Count	%A	%B+	%B	%C+	%C	%D+	%D	%F	%W	%WF
Fall 2010	5884	73.8	7.4	8.5	2.0	1.8	0.3	0.3	1.2	4.6	0.2
Spring 2011	5927	75.1	6.7	7.7	1.5	2.4	0.3	0.6	1.6	3.8	0.3
Summer 2011	261	77.0	13.4	5.4	1.2	0.8	0.4	0.0	0.0	1.9	0.0

9) Percent of credit hours, by undergraduate major, taught by faculty with highest terminal degree

Fall 2009

Major	Terminal Degree - UG				<u>Total Inst #</u>	<u>Total Cred Hrs</u>	<u>% Yes Section</u>	<u>% Yes Cred Hrs</u>
	NO		YES					
	Inst #	Cred Hrs	Inst #	Cred Hrs				
Early Childhood Education/ B.A.	54	1450	32	1338	86	2788	37.21%	47.99%
Elementary Education/ B.A.	41	1111	19	665	60	1776	31.67%	37.44%
Middle Level Education/ English/ B.A.	5	119	12	370	17	489	70.59%	75.66%
Middle Level Education/ English/ B.S.	12	355	21	896	33	1251	63.64%	71.62%
Middle Level Education/ Mathematics/ B.A.	6	159	10	435	16	594	62.50%	73.23%
Middle Level Education/ Mathematics/ B.S.	28	1235	68	3530	96	4765	70.83%	74.08%
Middle Level Education/ Science/ B.A.	5	233	12	480	17	713	70.59%	67.32%
Middle Level Education/ Science/ B.S.	19	1220	20	1930	39	3150	51.28%	61.27%
Middle Level Education/ Social Studies/ B.A.	4	145	11	346	15	491	73.33%	70.47%
Middle Level Education/ Social Studies/ B.S.	22	1276	64	3369	86	4645	74.42%	72.53%
Physical Education/ Athletic Training/ B.S.P.E.	19	823	31	1228	50	2051	62.00%	59.87%
Physical Education/ Teaching Certification/ B.S.P.E.	1	75	33	689	34	764	97.06%	90.18%

Spring 2010

Major	Terminal Degree - UG				<u>Total Inst #</u>	<u>Total Cred Hrs</u>	<u>% Yes Section</u>	<u>% Yes Cred Hrs</u>
	NO		YES					
	Inst #	Cred Hrs	Inst #	Cred Hrs				
Early Childhood Education/ B.A.	60	1493	23	1158	83	2651	27.71%	43.68%
Elementary Education/ B.A.	37	1017	13	810	50	1827	26.00%	44.33%
Middle Level Education/ English/ B.A.	4	141	11	489	15	630	73.33%	77.62%
Middle Level Education/ English/ B.S.	11	438	28	1098	39	1536	71.79%	71.48%

Major	Terminal Degree - UG				<u>Total Inst #</u>	<u>Total Cred Hrs</u>	<u>% Yes Section</u>	<u>% Yes Cred Hrs</u>
	NO		YES					
	Inst #	Cred Hrs	Inst #	Cred Hrs				
Middle Level Education/ Mathematics/ B.A.	6	243	8	532	14	775	57.14%	68.65%
Middle Level Education/ Mathematics/ B.S.	39	2094	42	2282	81	4376	51.85%	52.15%
Middle Level Education/ Science/ B.A.	5	606	14	1429	19	2035	73.68%	70.22%
Middle Level Education/ Science/ B.S.	13	483	29	1743	42	2226	69.05%	78.30%
Middle Level Education/ Social Studies/ B.A.	4	195	8	504	12	699	66.67%	72.10%
Middle Level Education/ Social Studies/ B.S.	19	1188	80	3877	99	5065	80.81%	76.54%
Physical Education/ Athletic Training/ B.S.P.E.	26	1100	23	862	49	1962	46.94%	43.93%
Physical Education/ Teaching Certification/ B.S.P.E.	3	141	19	610	22	751	86.36%	81.23%

Fall 2010

Major	Terminal Degree - UG				<u>Total Inst #</u>	<u>Total Cred Hrs</u>	<u>% Yes Section</u>	<u>% Yes Cred Hrs</u>
	NO		YES					
	Inst #	Cred Hrs	Inst #	Cred Hrs				
Early Childhood Education/ B.A.	71	1945	32	1161	103	3106	31.07	37.38
Elementary Education/ B.A.	45	1219	15	503	60	1722	25.00	29.21
Middle Level Education/ English/ B.A.	11	263	6	227	17	490	35.29	46.33
Middle Level Education/ English/ B.S.	17	563	22	861	39	1424	56.41	60.46
Middle Level Education/ Mathematics/ B.A.	11	307	4	249	15	556	26.67	44.78
Middle Level Education/ Mathematics/ B.S.	32	1363	61	3563	93	4926	65.59	72.33
Middle Level Education/ Science/ B.A.	9	674	8	387	17	1061	47.06	36.48
Middle Level Education/ Science/ B.S.	25	666	12	1531	37	2197	32.43	69.69
Middle Level Education/ Social Studies/ B.A.	8	252	7	300	15	552	46.67	54.35
Middle Level Education/ Social Studies/ B.S.	26	1440	71	3429	97	4869	73.20	70.43
Physical Education/ Athletic Training/ B.S.P.E.	28	1665	20	661	48	2326	41.67	28.42

Major	Terminal Degree - UG				<u>Total Inst #</u>	<u>Total Cred Hrs</u>	<u>% Yes Section</u>	<u>% Yes Cred Hrs</u>
	NO		YES					
	Inst #	Cred Hrs	Inst #	Cred Hrs				
Physical Education/ Teaching Certification/ B.S.P.E.	2	15	33	860	35	875	94.29	98.29

Spring 2011

Major	Terminal Degree - UG				<u>Total Inst #</u>	<u>Total Cred Hrs</u>	<u>% Yes Section</u>	<u>% Yes Cred Hrs</u>
	NO		YES					
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Middle Level Education/ Mathematics/ B.A.	6	243	8	532	14	775	57.14	68.65
Middle Level Education/ Mathematics/ B.S.	39	2094	42	2282	81	4376	51.85	52.15
Middle Level Education/ Science/ B.A.	5	606	14	1429	19	2035	73.68	70.22
Middle Level Education/ Science/ B.S.	13	483	29	1743	42	2226	69.05	78.30
Middle Level Education/ Social Studies/ B.A.	4	195	8	504	12	699	66.67	72.10
Middle Level Education/ Social Studies/ B.S.	19	1188	80	3877	99	5065	80.81	76.54
Physical Education/ Athletic Training/ B.S.P.E.	26	1100	23	862	49	1962	46.94	43.93
Physical Education/ Teaching Certification/ B.S.P.E.	3	141	19	610	22	751	86.36	81.23

Fall 2011

Major	Terminal Degree - UG				<u>Total Inst #</u>	<u>Total Cred Hrs</u>	<u>% Yes Section</u>	<u>% Yes Cred Hrs</u>
	NO		YES					
	Inst #	Cred Hrs	Inst #	Cred Hrs				
Early Childhood Education/ B.A.	98	2201	41	1900	139	4101	29.50	46.33
Elementary Education/ B.A.	81	2115	25	1143	106	3258	23.58	35.08
Middle Level Education/ English/ B.A.	61	1369	53	2044	114	3413	46.49	59.89
Middle Level Education/ English/ B.S.	61	1369	53	2044	114	3413	46.49	59.89
Middle Level Education/ Mathematics/ B.A.	145	4646	51	2589	196	7235	26.02	35.78
Middle Level Education/ Mathematics/ B.S.	171	5901	96	5205	267	11106	35.96	46.87
Middle Level Education/ Science/ B.A. or B.S.	77	2380	206	11707	283	14087	72.79	83.10
Middle Level Education/ Social Studies/ B.A. or B.S.	74	2032	91	5272	165	7304	55.15	72.18
Physical Education/ Athletic Training/ B.S.P.E.	44	2686	26	1177	70	3863	37.14	30.47
Physical Education/ Teaching Certification/ B.S.P.E.	43	916	29	1272	72	2188	40.28	58.14

10) Percent Credit Hours by Undergraduate Major, Taught by Full-time Faculty

Fall 2009

Major	# FT Instructors	Credit Hrs	% UG Credit Hrs by FT instructors
Early Childhood Education/BA	44	1575	56.49
Elementary Education/BA	38	1410	79.39
Middle Level Education/ English/ B.A.	12	399	81.60
Middle Level Education/ English/ B.S.	27	1076	86.01
Middle Level Education/ Mathematics/ B.A.	11	475	79.97
Middle Level Education/ Mathematics/ B.S.	75	3859	80.99
Middle Level Education/ Science/ B.A.	11	596	83.59
Middle Level Education/ Science/ B.S.	33	2926	92.89
Middle Level Education/ Social Studies/ B.A.	11	397	80.86
Middle Level Education/ Social Studies/ B.S.	57	2929	63.06
Physical Education/ Athletic Training/ B.S.P.E.	30	1152	56.17
Physical Education/ Teaching Certification/ B.S.P.E.	32	685	89.66

Spring 2010

Major	# FT Instructors	Credit Hrs	% UG Credit Hrs by FT instructors
Early Childhood Education/BA	42	1316	49.64
Elementary Education/BA	29	1436	78.60
Middle Level Education/ English/ B.A.	11	550	87.30
Middle Level Education/ English/ B.S.	33	1289	83.92
Middle Level Education/ Mathematics/ B.A.	9	649	83.74
Middle Level Education/ Mathematics/ B.S.	47	2604	59.51
Middle Level Education/ Science/ B.A.	13	1605	78.87
Middle Level Education/ Science/ B.S.	32	1968	88.41
Middle Level Education/ Social Studies/ B.A.	8	561	80.26
Middle Level Education/ Social Studies/ B.S.	66	3027	59.76
Physical Education/ Athletic Training/ B.S.P.E.	26	1091	55.61
Physical Education/ Teaching Certification/ B.S.P.E.	18	609	81.09

Fall 2010

Major	# FT Instructors	Credit Hrs	% UG Credit Hrs by FT instructors
Early Childhood Education/BA	47	1129	36.35
Elementary Education/BA	32	1274	73.98
Middle Level Education/ English/ B.A.	7	233	47.55
Middle Level Education/ English/ B.S.	22	864	60.67
Middle Level Education/ Mathematics/ B.A.	6	316	56.83

Major	# FT Instructors	Credit Hrs	% UG Credit Hrs by FT instructors
Middle Level Education/ Mathematics/ B.S.	68	3878	78.73
Middle Level Education/ Science/ B.A.	10	883	83.22
Middle Level Education/ Science/ B.S.	30	2012	91.58
Middle Level Education/ Social Studies/ B.A.	7	300	54.35
Middle Level Education/ Social Studies/ B.S.	63	2886	59.27
Physical Education/ Athletic Training/ B.S.P.E.	29	1220	52.45
Physical Education/ Teaching Certification/ B.S.P.E.	33	860	98.29

Spring 2011

Major	# FT Instructors	Credit Hrs	% UG Credit Hrs by FT instructors
Early Childhood Education/BA	65	2201	46.69
Elementary Education/BA	45	2165	62.63
Middle Level Education/ English/ B.A. or B.S.	80	2592	64.14
Middle Level Education/ Mathematics/ B.A.	66	3587	50.89
Middle Level Education/ Mathematics/ B.S.	103	5373	51.50
Middle Level Education/ Science/ B.A. or B.S.	167	7946	83.25
Middle Level Education/ Social Studies/ B.A. or B.S.	81	4242	54.64
Physical Education/ Athletic Training/ B.S.P.E.	32	1401	46.90
Physical Education/ Teaching Certification/ B.S.P.E.	32	1354	59.33

Fall 2011

Major	# FT Instructors	Credit Hrs	% UG Credit Hrs by FT instructors
Early Childhood Education/BA	64	2030	49.50
Elementary Education/BA	47	2015	61.85
Middle Level Education/ English/ B.A. or B.S.	59	2260	66.22
Middle Level Education/ Mathematics/ B.A.	70	3287	45.43
Middle Level Education/ Mathematics/ B.S.	120	6018	54.19
Middle Level Education/ Science/ B.A. or B.S.	212	12281	87.18
Middle Level Education/ Social Studies/ B.A. or B.S.	64	3406	46.63
Physical Education/ Athletic Training/ B.S.P.E.	39	1998	51.72
Physical Education/ Teaching Certification/ B.S.P.E.	41	1573	71.89

11) Faculty Counts by Title

Fall 2009

Faculty Rank	Tenure-track	Research	Visiting	Clinical	Instructors	Lecturers	Adjunct
Professor	20	0	0	0	-	-	-
Assoc. Professor	26	1	0	5	-	-	-
Asst. Professor	27	3	0	5	-	-	-
Other rank	0	0	0	12	2	1	85
Total	73	4	0	22	2	1	85

Fall 2010

Faculty Rank	Tenure-track	Research	Visiting	Clinical	Instructors	Lecturers	Adjunct
Professor	19	0	0	0	0	0	0
Assoc. Professor	29	1	0	5	0	0	0
Asst. Professor	22	3	0	5	0	0	0
Other rank	0	0	0	12	1	0	101
Total	70	4	0	22	1	0	101

Fall 2011

Faculty Rank	Tenure-track	Research	Visiting	Clinical	Instructors	Lecturers	Adjunct
Professor	18	0	0	1	0	0	0
Assoc. Professor	26	2	0	4	0	0	0
Asst. Professor	20	2	0	6	0	0	0
Other rank	0	0	0	12	1	0	105
Total	64	4	0	23	1	0	105

12) Number and Change of Faculty in Underrepresented Minority Groups¹, Fall 2010 – Fall 2011

Faculty Rank	Hispanic		Amer Ind/ Alaska Native		Asian		Black/ Afr Amer		White		Two/More Races		NR Alien		Unknown	
	Fa 10	Fa 11	Fa 10	Fa 11	Fa 10	Fa 11	Fa 10	Fa 11	Fa 10	Fa 11	Fa 10	Fa 11	Fa 10	Fa 11	Fa 10	Fa 11
Professor	2	1	0	0	0	0	1	1	15	14	0	0	1	2	0	0
Assoc. Professor	0	0	1	1	1	1	2	2	23	21	0	0	2	1	0	0
Asst. Professor	2	2	0	0	0	0	3	3	15	14	1	0	1	1	0	0
Instructor	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0
Lecturer	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Faculty Rank	Hispanic		Amer Ind/ Alaska Native		Asian		Black/ Afr Amer		White		Two/More Races		NR Alien		Unknown	
	Fa 10	Fa 11	Fa 10	Fa 11	Fa 10	Fa 11	Fa 10	Fa 11	Fa 10	Fa 11	Fa 10	Fa 11	Fa 10	Fa 11	Fa 10	Fa 11
Research Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Research Assoc. Professor	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0
Research Asst. Professor	0	0	0	0	0	0	0	0	3	2	0	0	0	0	0	0
Clinical Professor	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0
Clinical Assoc. Professor	0	0	0	0	0	0	0	0	5	4	0	0	0	0	0	0
Clinical Asst. Professor	0	0	0	0	0	0	0	0	3	4	0	0	0	2	0	0
Clinical Instructor	0	0	0	0	0	0	1	1	11	11	0	0	0	0	0	0
Adjunct ²	0	0	0	1	0	0	11	11	84	87	1	1	2	2	1	3
TOTAL	4	3	1	2	1	1	18	18	160	161	2	1	6	8	1	3

¹There were no faculty who identified with “Hawaiian or Pacific Islander”

**Office of Research
IT and Data Management Office
College of Education
FY2011 Blueprint Data**

1. The total number and amount of external sponsored research proposal submissions by agency for FY2011

**FY2011 PROPOSAL SUBMISSIONS
College of Education**

	Number	Dollars Requested
NIH	2	\$38,000
HHS (excl. nih)	3	\$1,335,389
NSF	1	\$660,190
DOD	0	\$0
DOE	4	\$1,518,255
USDE	24	\$4,124,657
OTHER FEDERAL	3	\$56,279
STATE	16	\$1,201,957
LOCAL	3	\$123,033
PRIVATE	32	\$2,892,806
Total	88	\$11,950,566

2. Summary of external sponsored research awards by agency for FY2011

**Awards by Source/Agency
College of Education**

	FY2011 Funding
NIH	\$0
HHS (excl. nih)	\$2,511,632

NSF	\$1,449,711
DOD	\$443,703
DOE	\$0
USDE	\$3,684,864
OTHER FEDERAL	(\$100,489)
STATE	\$1,353,913
LOCAL	\$162,033
PHI (Non-Profit)	\$54,040
COMMERCIAL	\$0
OTHER	\$1,299,185
Total Funding	\$10,858,592

3. Total extramural funding and Federal extramural funding in FY2011

**Summary of Awards
College of Education**

Total Funding	Total Federal (74%)
\$10,858,592	\$7,989,421

4. Amount of sponsored research funding per faculty member in FY2011 (by rank, type of funding)

PI_HM_DEPT_DESC	TITLE_DESC	PI_NA	TOTAL	COMM	FEDERAL	LOCAL	OTHER	PHI (NON-PROFIT)	STATE
Education	CLASSIFIED	Burgin, Bryan	300,000						300,000
Education	PROGRAM DIRECTOR	Field, Bruce	2,383						2,383
Education Leadership & Policies		Bloom, Jennifer	47,800				47,800		

PI_HM_DEPT_DESC	TITLE_DESC	PI_NA	TOTAL	COMM	FEDERAL	LOCAL	OTHER	PHI (NON-PROFIT)	STATE
Education Leadership & Policies	DEPT CHAIR	Chaddock, Katherine	492,408				492,408		
Education Leadership & Policies		Hudgins, James	10,000						10,000
Educational Studies, Department of	PROFESSOR	Brown, William	26,677						26,677
Educational Studies, Department of	ASSOC. PROFESSOR	DiStefano, Christine	1,090,915		1,090,915				
Educational Studies, Department of	ASSOC. PROFESSOR	Gibson, Donna	399,425		399,425				
Educational Studies, Department of	PROFESSOR	Johnson, Robert	39,269			13,333	25,936		
Educational Studies, Department of	ASSOC. PROFESSOR	Marshall, Kathleen	275,137		275,137				
Instruction & Teacher Education	DEPT CHAIR	Boutte, Gloria	794,286		132,745		659,041		2,500
Instruction & Teacher Education	PROFESSOR	Dickey, Ed	29,700			29,700			
Instruction & Teacher Education	ASSOC. PROFESSOR	Freeman, Nancy	184,024		184,024				
Instruction & Teacher Education		James, Ellen	457,774						457,774
Instruction & Teacher Education	ASSOC. PROFESSOR	Knopf, Herman	1,099,116		1,099,116				
Instruction & Teacher Education	ASSOC. PROFESSOR	Laman, Tasha	10,000					10,000	
Instruction & Teacher Education	ASSOC. PROFESSOR	Lotter, Christine	246,080		246,080				0
Instruction & Teacher Education	ASST PROFESSOR	Spence, Lucy	81,000		81,000				
Instruction & Teacher Education	ASSOC. PROFESSOR	Styslinger, Mary	35,000		35,000				
Instruction & Teacher Education	ASSOC. PROFESSOR	Thompson, Stephen	30,000		30,000				
Instruction & Teacher Education	ASSOC. PROFESSOR	Virtue, David	38,870		7,559			31,311	
Instruction & Teacher Education	ASSOC. PROFESSOR	Vogler, Kenneth	512,394		512,394				
Instruction & Teacher Education	CLINICAL INSTRUCTOR	Welsh, Kerrie	1,228,492		1,228,492				
Instruction & Teacher Education		Wilson, Jennifer	10,000		10,000				

PI_HM_DEPT_DESC	TITLE_DESC	PI_NA	TOTAL	COMM	FEDERAL	LOCAL	OTHER	PHI (NON-PROFIT)	STATE
Instruction & Teacher Education	ASST PROFESSOR	Yow, Jan	1,399,711		1,399,711				
Office of Program Evaluation	RESEARCH ASST PROF	D'Amico, Leigh	50,000		50,000				
Office of Program Evaluation	RESEARCH ASSOC PROF	Dickenson, Tammiee	235,920		235,920				
Office of Program Evaluation	PROFESSOR	Johnson, Robert	22,500		22,500				
Office of Program Evaluation	RESEARCH ASST PROF	Paul, Kristina	114,000						114,000
Office of Program Evaluation		Petrulis, Robert	318,200		318,200				
Physical Education		Dompier, Thomas	12,729					12,729	
Physical Education	CLINICAL ASSOCIATE PROF	Mensch, James	346,780		153,780	119,000	74,000		
Physical Education	ASST PROFESSOR	Torres-McGehee, Toni	289,923		289,923				
SC Educational Policy Center	RESEARCH ASSOC PROF	Monrad, Diane	311,008		187,500				123,508
SC School Improvement Council		Barber, Cassie	317,071		149,768				167,303

5. Total sponsored research expenditures per faculty for FY 2011

Dept	PI	Total Expenditures	Status
		(Direct/Indirect)	
Education			
	Burgin, Bryan	110,457	
	Field, Bruce	1,547	
Education Leadership & Policies			
	Bloom, Jennifer	47,799	
	Chaddock, Katherine	98,108	Tenured
Educational Studies, Department of			
	Brown, William	254,386	Tenured
	DiStefano, Christine	215,404	Tenured
	Drasgow, Erik	192,658	Tenured
	Feldon, David	31,102	

Dept	PI	Total Expenditures	Status
	Gibson, Donna	183,979	Tenured
	Johnson, Robert	40,597	Tenured
	Marshall, Kathleen	238,732	Tenured
	Plotner, Tony	34,013	Tenure Track
	Yell, Mitchell	1,902	Tenured
Instruction & Teacher Education			
	Baum, Angela	2,322	Tenure Track
	Boutte, Gloria	243,293	Tenured
	Dickey, Ed	18,100	Tenured
	Freeman, Nancy	219,085	Tenured
	Jackson, Tambra	284	Tenure Track
	James, Ellen	278,868	
	Knopf, Herman	326,245	Tenured
	Kuhs, Therese	-224	
	Lotter, Christine	536,218	Tenured
	Showman, Richard (Rich)	30,374	
	Spence, Lucy	42,589	Tenure Track
	Styslinger, Mary	47,478	Tenured
	Thompson, Stephen	28,544	Tenured
	Virtue, David	95,248	Tenured
	Vogler, Kenneth	462,541	Tenure Track
	Welsh, Kerrie	793,721	
	Wilson, Jennifer	18,570	Tenured
	Yow, Jan	47,583	Tenure Track
Office of Program Evaluation			
	D'Amico, Leigh	6,156	
	Dickenson, Tammiee	142,903	
	Johnson, Robert	124,803	Tenured
	Paul, Kristina	109,209	
	Petrulis, Robert	297,831	
Physical Education			
	Dompier, Thomas	7,528	
	Mensch, James	348,718	
	Rink, Judith	794	
	Torres-McGehee, Toni	187,041	Tenure Track
	Webster, Collin	5,086	Tenure Track
SC Educational Policy Center			
	Monrad, Diane	261,675	
SC School Improvement Council			
	Barber, Cassie	181,409	

Office of Continuing Education

Continuing Education Units

The following data were reported to the USC Systems Affairs & Extended University Office in December 2010 for the 2011 calendar year. The College of Education does not award continuing education “credits” but does report CE activity. Please find those data below.

Fall 2010

Campus	School / Division	Department	First Name	Last Name	Phone	Email	Program Name	Begin Date	End Date	Education Hours	Participant Count
Columbia	Education	Office of Conferences	Bryan	Burgin	777-9448	coeconferences@mailbox.sc.edu	Explore a Career in Medical Coding	9/15/2010	10/27/2010	12 lessons, self-paced, 24 hours	1
Columbia	Education	Office of Conferences	Bryan	Burgin	777-9448	coeconferences@mailbox.sc.edu	Introduction to InDesign CS3	10/20/2010	12/1/2010	12 lessons, self-paced, 24 hours	1
Columbia	Education	Office of Conferences	Bryan	Burgin	777-9448	coeconferences@mailbox.sc.edu	Achieving Top Search Engine Positions	11/10/2010	12/22/2010	12 lessons, self-paced, 24 hours	1
Columbia	Education	Office of Conferences	Bryan	Burgin	777-9448	coeconferences@mailbox.sc.edu	Certificate in Growth and Development Through the Lifespan	11/10/2010	until complete all 7 courses	15 contact hours, 7 courses	1
Columbia	Education	Office of Conferences	Bryan	Burgin	777-9448	coeconferences@mailbox.sc.edu	Discover Digital Photography	11/10/2010	12/22/2010	12 lessons, self-paced, 24 hours	1
Columbia	Education	Office of Conferences	Bryan	Burgin	777-9448	coeconferences@mailbox.sc.edu	Introduction to Illustrator CS4	11/10/2010	12/22/2010	12 lessons, self-paced, 24 hours	1

Spring 2011

Campus	School / Division	Department	First Name	Last Name	Phone	Email	Program Name	Begin Date	End Date	Education Hours	Participant Count
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Campus	School / Division	Department	First Name	Last Name	Phone	Email	Program Name	Begin Date	End Date	Education Hours	Participant Count
Columbia	Education	Office of Conferences	Bryan	Burgin	777-9448	coeconferences@mailbox.sc.edu	Professional Development School National Conference	3/10/2011	3/13/2011	3 days - Approx. 30 hours	891
Columbia	Education	Office of Conferences	Bryan	Burgin	777-9448	coeconferences@mailbox.sc.edu	Introduction to InDesign CS4	1/19/2011	3/2/2011	12 lessons, self-paced, 24 hours	1
Columbia	Education	Office of Conferences	Bryan	Burgin	777-9448	coeconferences@mailbox.sc.edu	A to Z Grant Writing	2/16/2011	3/30/2011	12 lessons, self-paced, 24 hours	1
Columbia	Education	Office of Conferences	Bryan	Burgin	777-9448	coeconferences@mailbox.sc.edu	Accounting Fundamentals II	2/16/2011	3/30/2011	12 lessons, self-paced, 24 hours	2
Columbia	Education	Office of Conferences	Bryan	Burgin	777-9448	coeconferences@mailbox.sc.edu	Basic CompTIA A+ Certification Prep	2/16/2011	3/30/2011	12 lessons, self-paced, 24 hours	1
Columbia	Education	Office of Conferences	Bryan	Burgin	777-9448	coeconferences@mailbox.sc.edu	Discover Digital Photography	2/16/2011	3/30/2011	12 lessons, self-paced, 24 hours	1
Columbia	Education	Office of Conferences	Bryan	Burgin	777-9448	coeconferences@mailbox.sc.edu	GRE Preparation-part 1 (Verbal & Analytical)	2/16/2011	3/30/2011	12 lessons, self-paced, 24 hours	1
Columbia	Education	Office of Conferences	Bryan	Burgin	777-9448	coeconferences@mailbox.sc.edu	GRE Preparation-part 2 (Quantitative)	2/16/2011	3/30/2011	12 lessons, self-paced, 24 hours	1
Columbia	Education	Office of Conferences	Bryan	Burgin	777-9448	coeconferences@mailbox.sc.edu	Introduction to Microsoft Excel 2010	2/16/2011	3/30/2011	12 lessons, self-paced, 24 hours	2
Columbia	Education	Office of Conferences	Bryan	Burgin	777-9448	coeconferences@mailbox.sc.edu	Making Age an Asset in Your Job Search	2/16/2011	3/30/2011	12 lessons, self-paced, 24 hours	1
Columbia	Education	Office of Conferences	Bryan	Burgin	777-9448	coeconferences@mailbox.sc.edu	Praxis I Preparation	2/16/2011	3/30/2011	12 lessons, self-paced, 24 hours	1

Campus	School / Division	Department	First Name	Last Name	Phone	Email	Program Name	Begin Date	End Date	Education Hours	Participant Count
Columbia	Education	Office of Conferences	Bryan	Burgin	777-9448	coeconferences@mailbox.sc.edu	Explore a Career as an Administrative Medical Assistant	3/16/2011	4/27/2011	12 lessons, self-paced, 24 hours	1
Columbia	Education	Office of Conferences	Bryan	Burgin	777-9448	coeconferences@mailbox.sc.edu	Intermediate Visual Basic 2008	3/16/2011	4/27/2011	12 lessons, self-paced, 24 hours	1
Columbia	Education	Office of Conferences	Bryan	Burgin	777-9448	coeconferences@mailbox.sc.edu	Writing Effective Grant Proposals	3/16/2011	4/27/2011	12 lessons, self-paced, 24 hours	1

Summer 2011

Campus	School / Division	Department	First Name	Last Name	Phone	Email	Program Name	Begin Date	End Date	Education Hours	Participant Count
Columbia	Education	Office of Conferences	Bryan	Burgin	777-9448	coeconferences@mailbox.sc.edu	Educational Business Summit Conference	6/26/2011	6/30/2011	5 days	1876
Columbia	Education	Office of Conferences	Bryan	Burgin	777-9448	coeconferences@mailbox.sc.edu	Appreciative Advising Conference	7/31/2011	8/2/2011	3 days	69
Columbia	Education	Office of Conferences	Bryan	Burgin	777-9448	coeconferences@mailbox.sc.edu	A to Z Grant Writing	5/18/2011	6/22/2011	12 lessons, self-paced, 24 hours	1
Columbia	Education	Office of Conferences	Bryan	Burgin	777-9448	coeconferences@mailbox.sc.edu	A to Z Grant Writing	6/15/2011	7/20/2011	12 lessons, self-paced, 24 hours	1
Columbia	Education	Office of Conferences	Bryan	Burgin	777-9448	coeconferences@mailbox.sc.edu	Introduction to Microsoft Excel 2007	6/15/2011	7/20/2011	12 lessons, self-paced, 24 hours	1

Campus	School / Division	Department	First Name	Last Name	Phone	Email	Program Name	Begin Date	End Date	Education Hours	Participant Count
Columbia	Education	Office of Conferences	Bryan	Burgin	777-9448	coeconferences@mailbox.sc.edu	Singapore Math Strategies: Model Drawing for Grades 1-6	6/15/2011	7/20/2011	12 lessons, self-paced, 24 hours	1
Columbia	Education	Office of Conferences	Bryan	Burgin	777-9448	coeconferences@mailbox.sc.edu	Teaching ESL/ EFL Grammar	6/15/2011	7/20/2011	12 lessons, self-paced, 24 hours	1
Columbia	Education	Office of Conferences	Bryan	Burgin	777-9448	coeconferences@mailbox.sc.edu	Workers' Compensation	6/15/2011	7/20/2011	12 lessons, self-paced, 24 hours	2
Columbia	Education	Office of Conferences	Bryan	Burgin	777-9448	coeconferences@mailbox.sc.edu	Advanced Comp TIA A+ Certification Prep	7/20/2011	8/24/2011	12 lessons, self-paced, 24 hours	1
Columbia	Education	Office of Conferences	Bryan	Burgin	777-9448	coeconferences@mailbox.sc.edu	Introduction to InDesign CS5	7/20/2011	8/24/2011	12 lessons, self-paced, 24 hours	1
Columbia	Education	Office of Conferences	Bryan	Burgin	777-9448	coeconferences@mailbox.sc.edu	Introduction to Microsoft Word 2007	7/20/2011	8/24/2011	12 lessons, self-paced, 24 hours	1
Columbia	Education	Office of Conferences	Bryan	Burgin	777-9448	coeconferences@mailbox.sc.edu	Introduction to Photoshop CS5	7/20/2011	8/24/2011	12 lessons, self-paced, 24 hours	1
Columbia	Education	Office of Conferences	Bryan	Burgin	777-9448	coeconferences@mailbox.sc.edu	Introduction to Visual Basic 2008	7/20/2011	8/24/2011	12 lessons, self-paced, 24 hours	1

Placement of Graduate Students and Credit Hours

1. Placement of Graduate Students, terminal Masters, and doctoral students

The College of Education conducts exit surveys three times a year (December, May, and August) for all students who are preparing to graduate at each of those terms. Requests to complete the survey are distributed two months prior to graduation with reminders once a week until surveys close, approximately one week after graduation. Some general placement information has been summarized at the undergraduate level (suggesting certain percentages that have a job already or have been accepted to graduate school) but the College has not institutionalized such a practice at the graduate level. Part of our strategic plan at the College level, consistent with Provost Dashboard items, is to seek evidence of impact 1, 3, and 5 years after graduation.

Graduate Surveys are administered in the fall for students who have been out in the field for a year, to a year and a half. Although considerable efforts have been applied to secure higher rates of response, current returns are inadequate. Again, this information is core to the College strategic plan as we seek output evidence.

2. Number of undergraduate and graduate credit hours in Fall 2010, Spring 2011, and Summer 2011

Fall 2010

Faculty Rank	Lower Division	Upper Division	Graduate 1 (Masters)	Graduate 2 (Doctoral)	TOTAL
Professor	121	448	857	323	1749
Assoc. Professor	-	1159	1538	875	3572
Asst. Professor	164	1199	1137	538	3038
Research Professor	-	-	-	-	-
Clinical Assoc Professor	147	16	408	39	610
Clinical Asst. Professor	210	318	687	33	1248
Clinical Instructor	179	1062	198	3	1442
Instructor	-	-	108	-	108
Adjunct	1785	2145	1029	94	5053
Graduate Assistants	482	2156	114	-	2752
Non Applicable	178	1063	252	6	1499
Total	3266	9566	6328	1911	21071

Spring 2011

Faculty Rank	Lower Division	Upper Division	Graduate 1 (Masters)	Graduate 2 (Doctoral)	TOTAL
Professor	0	447	634	438	1519
Assoc. Professor	66	1246	1659	819	3790
Asst. Professor	330	1428	1635	397	3790
Research Professor	0	62	0	0	62

Faculty Rank	Lower Division	Upper Division	Graduate 1 (Masters)	Graduate 2 (Doctoral)	TOTAL
Clinical Assoc Professor	187	30	291	117	625
Clinical Asst. Professor	170	422	678	63	1333
Clinical Instructor	63	1195	276	9	1543
Instructor	0	0	0	0	0
Adjunct	2102	1426	1281	93	4902
Graduate Assistants	443	1775	90	3	2311
Non Applicable	233	662	514	21	1430
No HR Data	148	378	255	0	781
Total	3742	9071	7313	1960	22086

Summer 2011

Faculty Rank	Lower Division	Upper Division	Graduate 1 (Masters)	Graduate 2 (Doctoral)	TOTAL
Professor	0	0	843	245	1088
Assoc. Professor	0	66	1449	245	1760
Asst. Professor	21	96	466	312	895
Clinical Assoc Professor	0	0	387	55	442
Clinical Asst. Professor	0	6	315	15	326
Clinical Instructor	15	39	180	0	234
Instructor	0	0	0	0	0
Adjunct	100	27	174	18	319
Graduate Assistants	0	138	126	0	264
Non Applicable	0	3	198	15	216
No HR Data	0	39	390	0	429
Total	136	414	4528	905	5973

Student Retention

1. **Retention Methods and Activities:** The College has not specifically looked at retention rate in our assessment activities. We assess advising through end of program exit surveys three times a year. In addition to the exit survey, the College is planning to administer an additional advisement instrument, in which students will complete a survey after each advisement session.

-Advising: Professional advisors are assigned to a particular program, and students are able to keep the same advisor throughout their studies. Staff advisors are afforded the time to learn pertinent university rules and regulations in addition to program information, so as to be as effective as possible with each student.

-The College has created and published online undergraduate advisement handbooks for each major, with specific program rules and requirements clearly defined and easy to access. Handbooks include progression charts specific to a student's program.

-Blackboard as a communication tool. The College has placed all its undergraduate students in a designated Blackboard group. The students are separated in Blackboard

by major and class, which allows advisors to send targeted communications to very specific groups of students. This has been quite effective for advisors and program faculty to keep students informed.

-Praxis I Prep: The College assists students in preparing and passing these mandatory exams by providing the Plato Praxis I Prep system and designating an individual in the College to assist students with this preparation.

-Several years ago, the College organized its advisement through small group advising efforts for course advisement. Using data from our exit surveys, the College learned that students did not feel as well-informed about their programs, so the College initiated a change to organizing advisement around individual appointments.

2. Describe the advising in your college.

The College of Education uses professional staff advising in our Office of Student Affairs. Advisors are assigned to specific programs so the advisor is able to develop a more in depth knowledge about each of his/her program. One-on-one advising sessions with students are a regular part of the advisement process. In addition, the College has an online advisement sign-up process so students do not have to physically visit the office simply to put their name on a list. This online sign up is available year-round so students can make an appointment with their advisor when they have questions or concerns (even when it is not official semester advisement).

How do you determine the effectiveness of your college's advising?

Our professional staff advising is assessed through end of program exit surveys three times a year. In addition to the exit survey, the College is planning to administer an additional advisement instrument, in which students will complete a survey after each advisement session.

Are there any additional advising activities needed to provide students assistance Do they need to navigate through the Carolina Core and major to graduate on time?

No. The College plans to handle the Carolina Core through its regular advising processes.

The faculty in each program conducts our graduate student advising.

3. Retention and successful progress toward their degrees

Campus wide support that we find beneficial: Cross-campus advising, Career Center, Supplemental Instruction. Our professional knowledge in the field, coupled with exit survey input and anecdotal evidence, suggests that these activities and programs help keep students at USC.

Student Graduation and Placement

1. **Graduation:** Each undergraduate program in the College of Education (Athletic Training, Early Childhood Education, Elementary Education, Middle Level Education, and Physical Education) has a published semester-by-semester program outline which demonstrates how our programs can be completed in 8 semesters. Advisors share these outlines with students and they are encouraged to follow them as close as possible.

The implementation of the Carolina Core has provided an opportunity to review the curriculum in all of our undergraduate programs in the College of Education to determine where changes can be made to lower total number of credit hours required.

The Associate Dean for Academic Affairs and Assistant Dean for Undergraduate Affairs have scheduled meetings with the faculty of each program to encourage changes which would lessen credit hour requirements.

2. **Field Placement:** All of our Initial Teacher Certification students complete Internships as part of their program requirements. The College of Education Office of School-University Partnerships and Clinical Experiences works closely with k-12 schools in the local area to secure placements for our interns. Students complete an application for Internship when they are ready to begin the Internship phase of the program. On this application, students provide their preference on schools/school districts in which they would like to work.

The Office of School-University Partnerships uses students' preference along with other information, including prior practicum locations (to ensure diversity of experiences), to make student internship assignments. The College of Education works with the Career Center in promoting the Education Recruitment Day each spring. This education job fair, hosted by the Career Center, brings school districts from around the state and region to campus to recruit our students for employment.

Non-teacher education programs in the College use program faculty to place their students in relevant field experiences.

3. **Tracking graduates with baccalaureate, masters, and doctoral degrees.**

The College of Education is engaged in the following list of measures in an attempt to track graduates. Although these efforts may not complete the picture of "tracking" graduates, the COE does do the following:

Exit surveys are administered three times a year to all graduates in the COE. Several items on the survey ask for general information about post-graduation plans (found a job, acceptance to graduate school, volunteer work, position outside education, etc.).

The survey is anonymous, the COE is able to complete aggregated summaries outlining where our candidates anticipate their next move to be.

Graduate surveys are administered once a year to candidates who have finished a degree program in the COE and are 1 year to 1 ½ years beyond graduation. This survey is confidential, as it is coded for follow-up measures, but items on the survey are also focused on what area graduates are working in. Summaries are distributed at the College and program levels, but response rates tend to be quite low for this survey, so limited caution is taken when generalizing these results.

Employer surveys are administered approximately 3 years for those candidates who have finished initial and advanced programs in the COE. The last round of employer surveys was distributed in spring 2010 with generally positive results. The COE will be seeking ways to further refine this survey so data are more meaningful for COE faculty and administration, as response rates are typically low and there are many internal administration issues in reaching respondents.

When possible, the COE collects, reviews, and uses State-wide data through the SC Department of Education related to ADEPT (teacher performance measures) scores during the first year of teaching. These data have been sporadic, at best, in terms of their availability to the COE, but new lines of communication with the State Department are being pursued in an effort to increase access to state-wide data like these that are 1-, 3-, and 5-years out from graduation.

Distributed Learning

1. **Involvement:** The College combines technology, teaching tools and resources to facilitate access to educational content and helps students learn. It is especially true that Distributed Learning supports the needs of nontraditional and geographically disadvantaged students who may otherwise have barriers to educational opportunities. The College introduced this notion of Distributed Learning as a pilot in the Educational Administration program. In that effort all coursework was established in a blended format (i.e., Breeze format for presentations, Blackboard for information, and face-to-face meetings once or twice a term). Ultimately, all twelve courses (36 hours) of the program of study were delivered in a Distributed Learning format. Other programs quickly began developing courses for on-line delivery. Currently, the Education Administration program and the Language and Literacy program represent our best efforts to embrace Distributed Learning as a model for reaching out to students across the state, most of whom hold full-time jobs while enrolled in school.
2. **Availability:** As we continue to work across the state and with regional campuses the College faculty members are considering ways to deliver instruction in a Distributive way. The College also staffs an Instructional Support Office (2 full-time employees and 5-9 graduate assistants) who provide training and support through a range of topics.

The most obvious mechanism is the Blackboard platform but other strategies for access include using social media, web chats, video conferencing, ADOBE CONNECT, etc. A second office, Information Technology, provides the structures and hardware for implementation of these strategies. Evidence of this work can be found in our commitment to building interactive (e.g., smart) classrooms, multiple site videoconferencing, webcams. When considering innovation for alternative delivery models it is abundantly clear that convenience is an important factor. The College strives to make the identification and utilization of distributed learning models convenient.

3. **Quality Assurance:** Currently select faculty members “observe” colleagues in delivering distributed learning courses. The primary pilot efforts are found in the educational administration program, the same program that first started down this alternative path. Also, faculty members are soliciting feedback from students as to the effectiveness of this approach. Finally, faculty work collaboratively to update on-line course content so that the material remains relevant and current.
4. **Challenges:** The College seeks to make a wider range of courses and programs available in distributed learning methodologies. As two of our guiding themes are collaboration and technology, we are committed to pushing forward the benefits of distributed learning so that more of our students in the state can come under our influence and have a lasting impact on public schools across the state. The challenges for the College are to build the expertise and structure to transform educational experiences of our students with technology in the classroom and clinical experience.

USC Connect and Community Engagement

1. Outline the measures your college will take to encourage use of USC Connect.

USC Connect is a natural fit for the College of Education. All programs in the College require integration of *within and beyond* the classroom experiences, most often in the form of practica and internships in schools (e.g., as in teacher or administrator education) or clinical settings (e.g., as in counselor education and athletic training). Even doctoral programs require integrative learning through dissertation research. Faculty members in education are already highly knowledgeable of integrative learning based on their expertise in teaching and learning. However, we continually strive to provide the most effective beyond the classroom and integrative learning experiences for our students. In education, this typically means high quality clinical experiences.

Nationally, education programs are moving increasingly to program designs in which clinical experiences are at the “center” of programs rather than add-on experiences to course work. This means not only do students have multiple experiences in clinical

settings in the form of practica/internships, but they also participate in methods courses that are taught on-site in schools so that faculty can more readily integrate theory and practice in earlier stages of the students' programs (a practice that has been in place at USC for many years). It also means an increase in collaboration with our P-12 partners. The College encourages faculty to combine their teaching and research agendas through collaboration with teachers and other educational professionals in settings which are also providing clinical experiences to our students. This focused effort enhances the quality of our beyond the classroom experiences for our students and the ability of our faculty to support students in integrative learning. The College continually strives to support faculty in pursuing these meaningful collaborations through creative design of faculty loads and support for faculty seeking external grants that school-university collaborations.

Finally, faculty are engaged in substantive conversations and study regarding the innovative design of clinical experiences such as moving beyond classroom settings to provide experiences with families and communities (e.g., home visits, community projects) and experiences with diverse populations (e.g., race/ethnicity, students with exceptionalities, socioeconomic status). These efforts are focused on ensuring that USC students are fully prepared to meet the needs of children, youth, and families that they will encounter in their future professions. This focus on integrating theoretical and professional practice in real world settings is perfectly consistent with USC Connect.

2. Describe the college's plans to support faculty use of reflection in the classroom and develop expertise in integrative learning

As noted previously, integrative learning is a hallmark of the College of Education. Most classes explicitly integrate theories of teaching and learning with first-hand experience in clinical settings. Opportunities for faculty to share teaching strategies and learn from others include peer reviews of one another's teaching, collaboration of faculty cohorts teaching the same course (essential in maintaining excellence in meeting accreditation standards), and support for faculty travel at professional conferences.

How many of your classes involved service learning? Undergraduate research? And international experiences?

Service learning: Given a definition of service learning as an experience in which the student provides a service to an agency or school and is actively engaged in reflecting on and learning from that experience, all practica, methods, and internships courses in Education are service learning courses. This includes courses from the first-year through graduation. The number of service learning courses has increased over time as programs have added more practicum/clinical experiences. This emphasis is appropriate and critically important to education programs.

Undergraduate research: Undergraduate programs in the college of education emphasize active inquiry into teaching and learning. Senior seminars in Early Childhood and Elementary Education require students to complete an action research project as a component of their final internship experience. Students' projects are presented in a variety of venues including "showcases" or presentations at their schools. Projects are also assessed by faculty as a component of students' final grades. The emphasis on inquiry has been a component of education programs for many years and is appropriate and central to preparing candidates to become professionals who will continue to learn and grow.

A number of students from the COE have also been Magellan Scholars. Working with Julie Morris in that office the Dean is extending this collaboration so that work our undergraduates are doing in difficult settings (e.g., high poverty schools) can be published in conjunction with our faculty. An increase in the number of students who engage in more formal research projects with faculty (e.g., Magellan Scholars) is desirable and is a priority.

International Experiences: International Experiences in the College of Education include

- A requirement for all initial certification programs to provide training and experience with English Language Learners
- An emphasis/accreditation requirement for all programs to address diversity
- a recurring Study Abroad Experience in Early Childhood Education in Maymester (Reggio, Italy) which has been implemented in collaboration with Clemson University,
- Various study Abroad ventures (e.g., Julia Lopez Robertson and the Latino Conference, Doyle Stevick and the International Comparative Education Office, Christian Anderson and the Central America studies; David Virtue and the Norway Fulbright study).

A greater emphasis and more opportunities related to international study would likely benefit education students.

3. What additional opportunities does your college plan to provide for engaging students beyond the classroom?

Additional venues currently available for students to engage in learning beyond the classroom include:

- Professional Education Student Organizations: There are multiple student organizations in education from early childhood education through higher education each with a faculty advisor and regular programming.
- Regular programming in the Museum of Education at which our senior faculty member, Craig Kridel, provides leadership.

Additional opportunities being explored by the COE to engage students beyond the classroom include:

- Improved communication with students regarding beyond the classroom opportunities (guest speakers, organization meetings, etc.)
- Increased opportunities for students to work with students of color, students of poverty, English language learners, and students with exceptionalities
- Potential establishment of a Living and Learning Community in one or more areas of education
- Exploration of collaborative environmental projects with the Learning Center for Sustainable Futures (Green Quad)
- Coordination with Cocky's Reading Express
- Increased collaboration with the Honors College and Capstone Scholars in service and study abroad projects.

Faculty Hiring

1. Faculty by Department – Hired and Lost

Department	2009-10		2010-11		2011-12	
	Hired	Lost	Hired	Lost	Hired	Lost
Educational Leadership & Policies	1	0	0	0	1	0
Professors						
Assoc Professors						
Asst Professors	1				1	
Non-Tenure Track						
Educational Studies	2	4	1	2	2	2
Professors		1				
Assoc Professors		1		1		
Asst Professors	1	2			1	1
Non-Tenure Track	1		1	1	1	1
Instruction & Teacher Education	1	5	1	4	2	3
Professors		1		2		
Assoc Professors						
Asst Professors	1	1			1	3
Non-Tenure Track		3	1	2	1	
Physical Education & Athletic Training	1	2	1	0	0	2
Professors		1				
Assoc Professors						
Asst Professors	1					1
Non-Tenure Track		1	1			1
Office of Program Evaluation	0	2	1	0	0	1
Non-Tenure Track		2	1			1
College of Education TOTAL	5	13	4	6	5	8
Professors		3		2		
Assoc Professors		1		1		
Asst Professors	4	3			3	5
Non-Tenure Track	1	6	4	3	2	3

Of the 13 faculty members lost in 2009, 4 (3 tenured; 1 non-tenure track) retired, 1 (non-tenure track) passed away, 3 (non-tenure track) did not have contracts renewed, and 5 (4 tenure-track; 1 non-tenure track) were lost to other universities.

Of the 6 faculty members lost in 2010, 5 (3 tenured; 2 non-tenure track) retired and 1 (non-tenure track) left to work in a school district.

Of the 8 faculty members lost in 2011, (5 tenured, 3 non-tenure track), 1 retired, 1 death and others left for other institutions.

2. Number of Post-doctoral Scholars Hired in Past Three Years

None

3. Anticipated Faculty Hiring and Losses in Next Five Years

Department	2011-12		2012-13		2013-14		2014-15		2015-16	
	Hired	Lost	Hired	Lost	Hired	Lost	Hired	Lost	Hired	Lost
Educational Leadership & Policies	1	0	2	0	0	0	3	3	0	0
Educational Studies	2	2	7	1	1	0	1	1	1	1
Instruction & Teacher Education	2	3	5	2	2	1	1	1	4	4
Physical Ed. & Athletic Training	0	2	3	0	0	0	0	0	1	1
Office of Program Evaluation	0	1	1	1	0	0	0	0	0	0
TOTAL	5	8	18	4	3	1	5	5	6	6

For the next 5 years, there will be 5 losses for TERI and the other scheduled departures are conventional retirement. This past year we hired 6 faculty (3 tenure lines, 3 non-tenure lines). We currently have 13 searches underway.

4. Graduate Education

A majority of our graduate students are also full-time employees in public education settings. As such, we know from exit surveys that upon their completion of a terminal degree most of our graduate students return to their places of employment. Only a few of our program graduates actually go to institutions of higher learning as freshly minted Phd/EdD professors. Nevertheless, we continue to pursue pathways for having our graduates assume positions in higher education as one metric of the quality of our graduate programs. Students who graduate from our ITE and EDLP departments are assuming positions in higher education. One of the most prominent programs for placements is our Higher Education administration program. In order to further enhance our graduate status, the College is embarking on funding models that more consistently and intentionally support full-time graduate students, students who can coauthor and otherwise collaborate with faculty. Additionally, the College has seen growth in the terminal degree cohorts which uses the benefits of group dynamics to encourage degree completion as well as use faculty resources more effectively than isolated graduate study might allow.

The College invites multiple national and international experts to provide educational opportunities for faculty and students. Our faculty is committed to work with students one on one and in small groups on research initiatives, scholarly writing, and dissertations. This has been a strength of all of our faculty over the years. However, we will continue with a variety of efforts to support graduate education across the college to include a refocus of research methods and scholarly expectations in doctoral cohorts; bring in experts to work with faculty and graduate students on scholarly writing projects. Finally, the College fully funds a Research and Grants Office in order to help faculty discover and develop grant opportunities which would then lead to greater productivity of scholarship and the graduate student experience.

5. Placements

Most of our placements into tenure track positions at high ranking institutions come as a byproduct of the reputation of senior faculty with whom the students have worked. We have had the delight of having many tenure track faculty from our PhD programs (e.g., EDLP, EDST, ITE, and PEAT all have graduates in colleges) assume positions in higher education. Some recent graduates at higher education positions include:

William Kotti, President, Medical College of Virginia Foundation, Virginia
James Klauber, President, Owensboro Community College, Kentucky
Walter Tobin, President, Orangeburg-Calhoun Technical College, South Carolina
Andrew Christopherson, Director of Development, Athletics & Campus Life, Emory University
Stephanie Foote, Associate Professor, Kennesaw State University, Georgia
Vivian DeRienzo, Executive Vice President, Thomas College, Georgia
Danny Nicholson, Vice President for Advancement, Carson-Newman College, West Virginia
Mary Ann Laney, Dean, St. Johns River Community College, Florida
Willette Burnham, Director of Student Activities, Medical University of South Carolina
Louise Allen, Professor, South Carolina State University
Miriam Chitiga, Professor, South Carolina State University
Anne Gutshall, Assistant Professor, College of Charleston
Sheryl Moss, Assistant Professor, Converse College
Richard Carvajal, President, Bainbridge College, Bainbridge, GA
Reggie Williams, Assistant Professor, South Carolina State University
Laura Hooks, Associate Professor, University of South Carolina, Upstate

And as stated above, a majority of our graduate students study with us while also remaining fully employed in public institutions in South Carolina. Upon graduation they are likely to remain in those positions. What we aspire to see, therefore, is an obvious impact on school practice by our graduates. We indeed seek tenure track positions for our graduates but if they do not choose such a route then we are eager to see evidence of their influence in public schools across the state. This commitment is consistent with the mission of serving the State of South Carolina.

Funding Sources

E fund balances

End – FY 2009 Fiscal Year Review of 'E' Funds Net Operating Position						
Run File Date: June 30, 2009						
Efund	Efund Description	Beginning Fund Balance	Revenue	Net Transfers	Net Expenditures	Ending Fund Balance
15200E150	RESEARCH INCENTIVE	48,284.50	0.00	-24,838.62	6,159.72	17,286.16
15200E700	EDUCATION STUDENT COMPUTER FEE	213,442.54	567.03	87,132.00	58,667.04	242,474.53
15200E900	EBS CONTINUING EDUCATION ACCOUNT	2,900.44	0.00	0.00	0.00	2,900.44
15200E901	CONFERENCE OFFICE	127,663.45	25,580.72	-43,679.19	14,567.60	94,997.38
15200E903	FOREIGN GRADUATE EDUCATION	5,190.57	0.00	0.00	1,870.31	3,320.26
15200E907	PDS NETWORK CONFERENCE BASE	43,845.40	0.00	14,178.68	29,946.61	28,077.47
15200E908	PDS NETWORK CONFERENCE A	82,122.08	0.00	-66,202.50	15,919.58	0.00
15200E909	PDS NETWORK CONFERENCE B	-4,792.00	211,855.00	0.00	153,046.87	54,016.13
15200E910	PDS NETWORK CONFERENCE C	22,231.15	4,200.00	-17,976.18	8,399.15	55.82
15200E930	EDUCATION AND BUSINESS SUMMIT ODD YEARS	31,993.65	254,450.00	0.00	323,655.49	-37,211.84
15200E931	NONCREDIT NATIONAL CONFERENCE	4,559.95	0.00	0.00	0.00	4,559.95
15200E932	ONLINE COURSES	154.23	4,878.00	0.00	2,813.99	2,218.24
15200E933	EDUCATION & BUSINESS SUMMIT EVEN YEARS	171,465.69	134,596.45	-63,320.81	268,175.28	-25,433.95
15200E934	NONCREDIT NATIONAL CONFERENCE	-404.56	0.00	0.00	87.09	-491.65
15200E936	COL OF EDUC DEAN'S CONFERENCE REVENUES	97,387.00	0.00	0.00	0.00	97,387.00
15210E102	HEALTH & PE SPECIAL	-1,004.85	0.00	1,004.85	0.00	0.00
15210E103	SPECIAL FEE - ATHLETIC TRAINING	0.00	0.00	0.00	0.00	0.00
15210E150	DEPT OF PHY EDUC RESEARCH INCENTIVE	14,940.82	0.00	55,495.96	14,374.84	56,061.94
15210E403	DEPT OF PHY EDUC - AT PROGRAM	-7,278.31	0.00	7,278.31	0.00	0.00
15210E404	DEPT OF PHYSICAL EDUC ATHLETIC LIFE	888.34	0.00	-888.34	0.00	0.00

End – FY 2009 Fiscal Year Review of 'E' Funds Net Operating Position
Run File Date: June 30, 2009

Efund	Efund Description	Beginning Fund Balance	Revenue	Net Transfers	Net Expenditures	Ending Fund Balance
15210E405	DEPT PE ATHLETIC STUDENT HEALTH CTR	-479.31	0.00	479.31	0.00	0.00
15210E406	DEPT PE ATHLETIC TRAINING ORTHOPEDICS	6,626.91	0.00	-6,626.91	0.00	0.00
15210E905	DEPT OF PHY EDUC - OUTDOOR ACTIVITY	1,600.62	0.00	-1,600.62	0.00	0.00
15210E941	DEPT OF PHY EDUC - LAB FEES SPRING	5,565.06	63,338.73	0.00	45,511.39	23,392.40
15210E942	DEPT OF PHY EDUC - LAB FEES SUMMER I	3,490.00	1,455.00	0.00	0.00	4,945.00
15210E943	DEPT OF PHY EDUC - LAB FEES SUMMER II	2,672.66	100.00	0.00	0.00	2,772.66
15210E944	DEPT OF PHY EDUC - LAB FEES FALL	11,980.11	47,675.00	0.00	52,953.46	6,701.65
15220E150	RESEARCH INCENTIVE	25.43	0.00	0.00	0.00	25.43
15230E150	RESEARCH INCENTIVE	12,564.38	0.00	26,495.75	7,935.18	31,124.95
15230E401	RESEARCH AND WRITING PROJECTS	131.22	0.00	-131.22	0.00	0.00
15240E100	PROGRAM FOR EXCEPTIONAL CHILDREN / ESC	-82.54	0.00	82.54	0.00	0.00
15240E150	RESEARCH INCENTIVE	60,385.20	50.00	161,361.52	46,383.73	175,412.99
15240E401	EDUCATIONAL MEASUREMENT MATERIALS FEE	1,517.99	0.00	0.00	0.00	1,517.99
15240E403	CURRICULUM LEADERS OF THE 20TH CENTURY	901.18	0.00	-228.44	403.02	269.72
15240E904	CONTINUING EDUC / CONFERENCE WORKSHOP	0.00	0.00	0.00	0.00	0.00
15250E150	RESEARCH INCENTIVE	73,713.03	1,216.90	151,617.60	70,033.31	156,514.22
15250E901	LANGUAGE AND LITERACY CONFERENCE	0.00	12,055.00	0.00	8,557.22	3,497.78
15250E905	MIDLANDS WRITING PROJECT	0.00	0.00	0.00	0.00	0.00
15260E101	EARLY CHILDHOOD LABORATORY	116.04	0.00	-116.04	0.00	0.00
15270E150	RESEARCH INCENTIVE	21,940.48	0.00	2,809.73	14,733.90	10,016.31
15270E400	SOUTH CAROLINA EDUCATIONAL POLICY CENTER	-227.49	0.00	0.00	0.00	-227.49
15280E150	RESEARCH INCENTIVE	309.06	0.00	0.00	0.00	309.06
15290E150	RESEARCH INCENTIVE - PROGRAM EVALUATION	27,449.02	0.00	14,081.79	32,428.47	9,102.34
15290E400	OFFICE OF PROGRAM EVALUATION	15,586.25	0.00	0.00	3,059.54	12,526.71
	TOTAL	1,099,375.39	762,017.83	296,409.17	1,179,682.79	978,119.60

End – FY 2010 Fiscal Year Review of 'E' Funds Net Operating Position
Run File Date: June 30, 2010

Efund	Efund Description	Beginning Fund Balance	Revenue	Net Transfers	Net Expenditures	Ending Fund Balance
15200E150	RESEARCH INCENTIVE	17,286.16	0.00	108,125.80	11,535.70	113,876.26
15200E700	EDUCATION STUDENT COMPUTER FEE	242,474.53	93.40	16,050.00	48,642.55	209,975.38
15200E745	ACADEMIC SUPPORT CENTER	0.00	1,321.63	74,000.00	74,590.99	730.64
15200E900	EBS CONTINUING EDUCATION ACCOUNT	2,900.44	0.00	0.00	0.00	2,900.44
15200E901	CONFERENCE OFFICE	94,997.38	680.00	47,540.00	73,237.02	69,980.36
15200E903	FOREIGN GRADUATE EDUCATION	3,320.26	0.00	0.00	-1,870.31	5,190.57
15200E907	PDS NETWORK CONFERENCE BASE	28,077.47	503.72	28,427.13	24,901.11	32,107.21
15200E908	PDS NETWORK CONFERENCE A	0.00	275.00	0.00	4,170.83	-3,895.83
15200E909	PDS NETWORK CONFERENCE B	54,016.13	330.00	-54,016.13	15,754.31	-15,424.31
15200E910	PDS NETWORK CONFERENCE C	55.82	191,150.00	0.00	168,037.62	23,168.20
15200E930	EDUCATION AND BUSINESS SUMMIT ODD YEARS	-37,211.84	187,849.94	-55,590.00	47,985.85	47,062.25
15200E931	NONCREDIT NATIONAL CONFERENCE	4,559.95	0.00	0.00	0.00	4,559.95
15200E932	ONLINE COURSES	2,218.24	1,860.00	0.00	2,442.07	1,636.17
15200E933	EDUCATION & BUSINESS SUMMIT EVEN YEARS	-25,433.95	215,623.37	28,050.00	289,195.68	-70,956.26
15200E934	NONCREDIT NATIONAL CONFERENCE	-491.65	0.00	0.00	-87.13	-404.52
15200E936	COL OF EDUC DEAN'S CONFERENCE REVENUES	97,387.00	0.00	0.00	0.00	97,387.00
15210E150	DEPT OF PHY EDUC RESEARCH INCENTIVE	56,061.94	3,750.00	28,646.86	19,308.12	69,150.68
15210E941	DEPT OF PHY EDUC - LAB FEES SPRING	23,392.40	74,086.48	0.00	80,936.15	16,542.73
15210E942	DEPT OF PHY EDUC - LAB FEES SUMMER I	4,945.00	995.00	0.00	1,637.73	4,302.27
15210E943	DEPT OF PHY EDUC - LAB FEES SUMMER II	2,772.66	1,450.00	0.00	0.00	4,222.66
15210E944	DEPT OF PHY EDUC - LAB FEES FALL	6,701.65	61,316.84	0.00	48,087.43	19,931.06
15220E150	RESEARCH INCENTIVE	25.43	0.00	0.00	0.00	25.43
15230E150	RESEARCH INCENTIVE	31,124.95	0.00	1,022.76	4,103.27	28,044.44
15240E150	RESEARCH INCENTIVE	175,412.99	0.00	23,211.02	33,111.37	165,512.64

End – FY 2010 Fiscal Year Review of ‘E’ Funds Net Operating Position

Run File Date: June 30, 2010

Efund	Efund Description	Beginning Fund Balance	Revenue	Net Transfers	Net Expenditures	Ending Fund Balance
15240E401	EDUCATIONAL MEASUREMENT MATERIALS FEE	1,517.99	200.00	0.00	192.44	1,525.55
15240E403	CURRICULUM LEADERS OF THE 20TH CENTURY	269.72	0.00	0.00	0.00	269.72
15240E500	CAROLINA LIFE	0.00	0.00	0.00	0.00	0.00
15250E150	RESEARCH INCENTIVE	156,514.22	11,811.36	37,605.17	38,958.92	166,971.83
15250E201	RESEARCH ROP	0.00	0.00	3,826.00	0.00	3,826.00
15250E901	LANGUAGE AND LITERACY CONFERENCE	3,497.78	0.00	0.00	16.17	3,481.61
15270E150	RESEARCH INCENTVIE	10,016.31	0.00	968.62	9,469.26	1,515.67
15270E400	SOUTH CAROLINA EDUCATIONAL POLICY CENTER	-227.49	0.00	227.49	0.00	0.00
15280E150	RESEARCH INCENTIVE	309.06	0.00	0.00	285.00	24.06
15290E150	RESEARCH INCENTIVE - PROGRAM EVALUATION	9,102.34	0.00	21,985.07	37,001.40	-5,913.99
15290E400	OFFICE OF PROGRAM EVALUATION	12,526.71	0.00	0.00	915.10	11,611.61
	TOTAL	978,119.60	753,296.74	310,079.79	1,032,558.65	1,008,937.48

End – FY 2011 Fiscal year Review of ‘E’ Funds Net Operation Position

Run File Date: June 30, 2011

Efund	Efund Description	Beginning Fund Balance	Revenue	Net Transfers	Net Expenditures	Ending Fund Balance
15200E150	RESEARCH INCENTIVE	113,876.26	0.00	82,562.25	7,420.07	189,018.44
15200E700	EDUCATION STUDENT COMPUTER FEE	209,975.38	0.00	12,757.69	37,676.51	185,056.56
15200E745	ACADEMIC SUPPORT CENTER	730.64	1,681.15	76,088.31	77,949.28	550.82

End – FY 2011 Fiscal year Review of 'E' Funds Net Operation Position

Run File Date: June 30, 2011

Efund	Efund Description	Beginning Fund Balance	Revenue	Net Transfers	Net Expenditures	Ending Fund Balance
15200E900	EBS CONTINUING EDUCATION ACCOUNT	2,900.44	0.00	0.00	0.00	2,900.44
15200E901	CONFERENCE OFFICE	69,980.36	0.00	0.00	33,662.18	36,318.18
15200E903	FOREIGN GRADUATE EDUCATION	5,190.57	0.00	0.00	0.00	5,190.57
15200E907	PDS NETWORK CONFERENCE BASE	32,107.21	0.00	-4,200.00	5,778.16	22,129.05
15200E908	PDS NETWORK CONFERENCE A	-3,895.83	232,580.00	0.00	119,521.44	109,162.73
15200E909	PDS NETWORK CONFERENCE B	-15,424.31	0.00	0.00	0.95	-15,425.26
15200E910	PDS NETWORK CONFERENCE C	23,168.20	0.00	4,200.00	62,518.02	-35,149.82
15200E912	APPRECIATIVE ADVISING INSTITUTE	0.00	23,715.00	0.00	19.44	23,695.56
15200E930	EDUCATION AND BUSINESS SUMMIT ODD YEARS	47,062.25	153,980.00	0.00	62,319.29	138,722.96
15200E931	NONCREDIT NATIONAL CONFERENCE	4,559.95	0.00	0.00	0.00	4,559.95
15200E932	ONLINE COURSES	1,636.17	4,555.00	0.00	3,674.89	2,516.28
15200E933	EDUCATION & BUSINESS SUMMIT EVEN YEARS	-70,956.26	207,381.71	0.00	131,020.75	5,404.70
15200E934	NONCREDIT NATIONAL CONFERENCE	-404.52	0.00	0.00	0.00	-404.52
15200E936	COL OF EDUC DEAN'S CONFERENCE REVENUES	97,387.00	0.00	0.00	0.00	97,387.00
15210E150	DEPT OF PHY EDUC RESEARCH INCENTIVE	69,150.68	0.00	26,381.34	29,181.95	66,350.07
15210E941	DEPT OF PHY EDUC - LAB FEES SPRING	16,542.73	87,339.00	0.00	78,551.93	25,329.80
15210E942	DEPT OF PHY EDUC - LAB FEES SUMMER I	4,302.27	10.00	0.00	354.80	3,957.47
15210E943	DEPT OF PHY EDUC - LAB FEES SUMMER II	4,222.66	1,750.00	0.00	578.60	5,394.06
15210E944	DEPT OF PHY EDUC - LAB FEES FALL	19,931.06	78,125.00	0.00	61,298.50	36,757.56
15220E150	RESEARCH INCENTIVE	25.43	0.00	0.00	0.00	25.43
15230E150	RESEARCH INCENTIVE	28,044.44	0.00	0.00	149.74	27,894.70
15240E150	RESEARCH INCENTIVE	165,512.64	0.00	14,728.97	1,416.65	178,824.96
15240E401	EDUCATIONAL MEASUREMENT MATERIALS FEE	1,525.55	210.00	0.00	468.56	1,266.99
15240E403	CURRICULUM LEADERS OF THE 20TH CENTURY	269.72	0.00	0.00	0.00	269.72
15240E500	CAROLINA LIFE	0.00	99,963.73	0.00	2,081.77	97,881.96
15240E541	CAROLINA LIFE SPR	0.00	0.00	0.00	0.00	0.00

End – FY 2011 Fiscal year Review of 'E' Funds Net Operation Position
Run File Date: June 30, 2011

Efund	Efund Description	Beginning Fund Balance	Revenue	Net Transfers	Net Expenditures	Ending Fund Balance
15250E150	RESEARCH INCENTIVE	166,971.83	1,300.00	37,792.86	42,236.48	163,828.21
15250E201	RESEARCH ROP	3,826.00	0.00	0.00	0.00	3,826.00
15250E901	LANGUAGE AND LITERACY CONFERENCE	3,481.61	0.00	0.00	0.00	3,481.61
15270E150	RESEARCH INCENTVIE	1,515.67	0.00	1,685.84	561.83	2,639.68
15270E400	SOUTH CAROLINA EDUCATIONAL POLICY CENTER	0.00	0.00	0.00	0.00	0.00
15280E150	RESEARCH INCENTIVE	24.06	0.00	0.00	0.00	24.06
15290E150	RESEARCH INCENTIVE - PROGRAM EVALUATION	-5,913.99	600.00	19,353.73	28,279.50	-14,239.76
15290E400	OFFICE OF PROGRAM EVALUATION	11,611.61	0.00	0.00	1,700.44	9,911.17
	TOTAL	1,008,937.48	893,190.59	271,350.99	788,421.73	1,385,057.33

Gifts and Pledges Received in FY 2011

The College of Education gratefully acknowledges the many donors who contributed \$2,441,794 during FY 2011.

Research

- a. **Increase Interdisciplinary Research:** Faculty members across our College are working in collaboration with colleagues in other departments as well as across the campus. Whether it be a research faculty member working on multiple grants in Public Health or Social Work or colleagues working in collaboration with state agencies (e.g., DSS, SDOE), or colleagues hosting colloquia with other centers across campus, our college is committed to the notion of collaboration. As stated earlier, one of the six core themes around which the college commits its resources is one of collaboration. Each department is identifying key practices that support collaborative research and with that identification they are creating metrics for evidence of practice.
- b. **Promoting Interdisciplinary Research:** Interdisciplinary research is valued in our College. We are examining ways in which faculty members might teach in collaboration, might teach across programs, or might publish together. Being clear as to the expectation for this type of collaboration and to the ways in which this practice will be assessed remain elusive but essential aspects of a College noted for authentic and meaningful research.
- c. The particulars noted above reflect the College's commitment to six major themes in the strategic plan: collaboration, communication, output evidence, technology, research and diversity. Interdisciplinary Research can potentially connect to all six themes.