

Annual Academic Department and Program Report Academic Year 2016/2017

N.E. Miles Early Childhood Development Center

Submitted by

Candace Jaruszewicz, Ph.D., Director

I. Narrative Description of the Status of the Discipline(s) from a National Perspective (including emerging issues and trends)

Providing high quality early childhood education and securing access to affordable high quality care for children birth to age five continue as high visibility issues presently across the country and in South Carolina. An increasing body of research from multiple sectors of the academic community on brain development is also provoking new thinking on issues like the role of executive function skills for school readiness, the importance of social and emotional development, and the role of play in the development of creativity and critical thinking.

II. Program

a. Mission statement

- 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 kindergarten.
- Model and engage in child advocacy in the Charleston community.

b. Strategies and tactics in the College's strategic plan your department or program would place as highest priorities

STRATEGY 3: DEVELOP AND RETAIN A HIGHLY QUALIFIED AND DIVERSE FACULTY AND STAFF.

- 1. For all ranks and titles, improve salaries for faculty and staff to national competitive levels; recognize and reward annual performance by faculty and staff in both annual raises and special awards; and where applicable, improve benefits packages for faculty and staff.*
- 4. Enhance resources needed to recruit, hire, nurture, and retain minority faculty and staff.*

- 6. *Enhance funding for staff development programs.*
- 11. *Expand availability of the College’s Early Childhood Development Center, providing a more family-friendly campus to aid in recruitment and retention of high-quality faculty and staff.*

STRATEGY 7: PROVIDE UP-TO-DATE FACILITIES AND INFRASTRUCTURE TO ENHANCE ACADEMIC, CO-CURRICULAR AND EXTRA-CURRICULAR PROGRAMS.

- 3. *Promote, wherever possible, future growth of College infrastructure through sustainable design, materials, and processes.*

STRATEGY 8: COLLABORATE WITH LOCAL, NATIONAL AND INTERNATIONAL INSTITUTIONS TO LEVERAGE HIGHER EDUCATION FOR A STRONGER SOUTH CAROLINA.

- 5. *Establish additional relationships with PK-12 schools exemplified by established partnerships with area schools and districts through sustainable design, materials, and processes.*

c. Program goals and their relationship to the College’s strategic plan Goals

Our program provides support to the EHHP and the campus and general communities-at-large that connects to the College’s strategic plan in both direct and indirect ways. Our mission and goals focus on consistent program excellence grounded in current research, furthered by professional development, and shared through service and advocacy at the local, state, and national level.

CofC Strategic Plan Goals	ECDC
1. Provide students a highly personalized education based on a liberal arts and sciences core and enhanced by opportunities for experiential learning	ECDC employs between 25-35 undergraduate and graduate students and hosts between 400-800 students annually for academic, practicum, and/or research activities.
2. Develop or enhance nationally recognized undergraduate, graduate, and professional programs in areas that take advantage of our history, culture	ECDC is nationally accredited and also certified outdoor classroom program. As a demonstration program, we provide CofC students, parents, and members of

and location in Charleston and contribute to the well-being of the region	the greater community with the opportunity to see and experience excellence in practice. Our curriculum is contextualized to our neighborhood, campus, and community.
3. Provide students the global and interdisciplinary perspectives necessary to address the social, economic, environmental, ethical, scientific, and political issues of the 21 st century.	Our population reflects the socio-cultural and linguistic diversity of the CofC campus and surrounding community. Our curriculum and activities are responsive to the needs and interests of children, staff, and those with whom we work on campus and in the greater community.
4. Establish and promote a vibrant campus-life atmosphere dedicated to education of the whole person through integration of curricular and co-curricular or extracurricular activities.	ECDC has been a full participant in campus life since 1974. We offer many ways that CofC students can engage with the program through employment, volunteer work, and service-learning activity. We provide the limited number of CofC employee/student parents we are able to serve with much needed affordable child care of the highest quality.
5. Achieve financial security by creating a new financial model for the College of Charleston	ECDC consistently makes efficient use of its resources, promotes and models sustainable practices, and actively engages in efforts to seek supplemental funding through various sources to keep our costs low while maintaining the highest possible standards.

d. Student Learning Outcomes of the program

“At ECDC, we believe the purpose of early childhood education is to help children acquire skills and dispositions needed to become life-long self-directed learners and citizens. We believe that in an increasingly global environment, we learn these things in a community that celebrates both the things we share in common and the differences that make us each unique and interesting human beings. We believe that every child has special needs, so all children are accepted and welcomed at ECDC and fully included in all dimensions of our program.”

Our program places the highest priority on development of “executive function” skills, the dispositions and abilities currently determined by research in the cognitive psychology, education, and health sciences literature to be the best predictors of long-term social, academic, and life success. These skills include self-regulation, focus, persistence, curiosity, problem solving and conflict-resolution, critical thinking, and language and literacy skills.

III. Narrative Summary and Analysis of Departmental or Program Accomplishments

- a. Please discuss any of the following that apply to your department or program over the last year, making reference to any data provided at <http://ir.cofc.edu/aadeptdata/> or data that you supply in the Supporting Data section as appropriate. What are your strengths, and where would you like to develop?

- Curricular offerings unusual for your program(s):

Unlike most preschools, we do not use commercially produced curriculum products at ECDC. For many years, we have modeled an idiosyncratic interpretation of Lucy Calkins’ *writing workshop* that is now in use in many of our local public schools. In 2016-2017, with our 4/5K children we initiated use of *Targeted Reading Intervention* strategies developed at the University of North Carolina; we have two faculty who worked on that project as doctoral students and we believe it provides a highly effective means to address individual needs and teacher priorities and an appropriate balance between reading and writing instruction. We also use an “emergent” and long-term project-based approach to content curriculum inspired by the preschools in Reggio Emilia, Italy. In 2016-2017 for example, the 4/5K children produced and filmed a documentary titled “*The Helping Celebration Good Movie*” driven by their desire to do something to assist one of our families with childhood cancer awareness and research advocacy. Emergent curriculum responds to the needs, strengths, and interests of the children in each group and therefore, the investigative part of our curriculum varies greatly from one year to the next. We address state standards by intentional planning, balancing and documenting child-initiated and teacher directed activities and assessments.

- Instructional contributions to other units, programs, and initiatives, including the Honors and First Year Experience programs, undergraduate and graduate programs outside your department program, the REACH program, etc.:

Students from both the Honors and First Year Experience programs participated in practicum activities with their professors at ECDC in 2016-2017. We hosted/mentored students from two FYE courses, one each in Fall and Spring. We did not place a REACH intern this year, but we maintain regular contact with personnel from the program and participate as an internship site when there is an opportunity for a suitable match for faculty/student needs.

- Distance education or hybrid course offerings:

Our website is an on-going resource for other programs locally, across the country, and internationally. We are also making increased use of social media, primarily our Facebook page, to share daily events and reflections about high quality early education. Our latest post received 651 views in 24 hours!

- Departmental or program contributions to inter-disciplinarity, internationalization/globalization, personalized education and high impact student experiences (such as research and creative activities, civic engagement, study away, internships, peer education and service learning) during review year:

We placed 10 graduate students from Early Childhood, Elementary, Performing Arts, and Child Life programs to assistantship positions during 2016-2017. Undergraduate student staff's program majors included Early Childhood, Elementary, Special Education, Exercise Science, Middle Grades, PreMed, Psychology, Art, Secondary Ed, and Public Health.

ECDC hosted 17 CofC practicum students who completed 160 hours of practicum. We also hosted 289 students from 15 course sections in the Education and Psychology Departments and the First-Year Experience program, who conducted 347 observation hours in 2016-2017. Students also completed 19 service/volunteer hours. We facilitated five faculty research projects from Education and Psychology. (Kolak & White). We also hosted 4 MUSC psychiatry residents each semester, and teachers from the Legacy program, Meeting Street Academy, and the Joint Base Charleston child care centers. The total number of hours the program was used for inter-disciplinary outreach was 561.

- Departmental or program workload productivity – N/A
- Summary of student and/or graduate accomplishments – One of our graduate assistants was named 2017 Charleston County School District “Rookie Teacher of the Year” for her school and one of our

undergraduate student staff members was nominated as outstanding student for the School of Education, Health, and Human Performance. Several of our undergraduate and graduate students received scholarships.

- b. Please provide a brief narrative summary of the curricular assessment activities undertaken by your unit this year, along with actions taken in earlier years that have led to improvement and plans for improvement.

Our program is in year two of the five-year cycle for accreditation through the National Association for the Education of Young Children (NAEYC). NAEYC accreditation requires programs to engage in continuous monitoring, data collection, analysis, adaptations, and annual reporting for continuous improvement.

The program also participated in the CofC successful SACS review and completed all required assessment activities using the CAS (Compliance Assist Software) system. The CAS system documents program goals, alignment with EHHP and University strategic plans, data collection methods, data for 2016-2017, and documentation of program improvements based on data analysis.

- c. Please discuss the diversity among your faculty, including efforts made in recruitment (if applicable) to increase the presence of under-represented groups.

ECDC strives to be a community that reflects the University's diversity goals. Our 2016-2017 child population included:

- 50 enrolled children (40 families)
- 24% minority representation (higher than 15.2% CofC student population)
- 12% bilingual children (4 languages in addition to English)
- 10% children with special needs (including special health needs)

Our staff is not as diverse as our family/child population, but we are making an effort to recruit males and a more diverse group of teachers; in 2015/16 – 17.6% minority (an increase of 3% from 2015-2016; 8% male (no change)

Our efforts to address are primarily attending student orientation and association meetings, and word-of-mouth recruiting.

- d. Please provide a summary analysis of research and professional development productivity in your department or program, referring to the Supporting Data section as appropriate. What are your strengths and challenges?

The program director is an Associate Professor, actively teaching as an adjunct in the MAT Early Childhood graduate program. Two ECDC Master Teachers were invited to present a session at the *U.S. Play Coalition* Annual Conference at Clemson University in April 2017. One teacher attended and presented at the *CofC Early Childhood Summit* in June 2017 and one teacher attended the MEPI (Montessori) conference in January. Two faculty members, from Psychology Department and TEDU conducted 5 different research projects at ECDC during 2016-2017.

The director finished out her term as governing board member of the National Coalition for Campus Children's Centers and continued as a manuscript reviewer for the *Early Education and Development* peer-reviewed journal.

The Administrative Assistant, Catherine Merrow completed the CofC Arts Management Certification program.

Our strengths in this area are a lead team committed to engaging in scholarship and collaboration with others. Our challenges are budgetary, but we feel we make good use of creative solutions to fund PD activities. For example, the program director is certified as a trainer through the South Carolina Center for Child Care Career Development, which allows her to develop and deliver needed DSS training and/or professional development in-house and in the community. She is also the designated CofC coordinator for SC Teacher Certificate Renewal, which provides for an expanded set of options for campus faculty and ECDC teachers to maintain current teaching certificates. Since DSS requires our director and teachers to acquire between 15 and 20 contact hours per year of professional development, we can use these opportunities to minimize professional development costs.

- e. Please provide a summary of departmental or program service and outreach contributions to the school, College, community (of a professional nature), or profession. What are your strengths and challenges?

Our strengths in this area are a result of institutional credibility and the reputation of the EHHP and the ECDC. Many teachers and administrators from other programs visit ECDC to observe and/or consult with us on varying dimensions of early childhood education, sometimes resulting in longer-term collaborations. In 2016-2017, we provided mentoring for teachers and program directors from two schools in CCSD, and the Joint Base Charleston child care program. The director is a planning team member for both the CofC annual *Early Childhood Summit*, and the Memminger Elementary School partnership/collaboration effort.

Because of our long-standing collaborations and interactions with the Office of Sustainability and the Grounds Departments, our program is known as a leader in the area of outdoor education and nature play. We are currently the only program in South Carolina certified through the *NatureExplore* program as an outdoor classroom. This year we worked with a local not-for-profit group, *Compost Rangers* to develop our children's interest and efforts in this sustainable activity (composting for our entire building).

The program director also serves on EHHP Administrative Council.

- f. Has your department or program conducted professional development opportunities for faculty? If yes, what are examples of those opportunities?

Yes, Dr. Jaruszewicz is a certified trainer for the Department of Social Services and regularly develops and conducts PD workshops and seminars for both the Master Teacher group and the student staff at ECDC.

- g. What success have you had in meeting program, departmental, school or College goals? What obstacles prevent you from reaching specific program, departmental, school or College goals? In what way can Academic Affairs support your efforts?

Our goals don't change that much from one year to the next and our accreditation body's priority is ongoing program improvement; therefore, we remain focused at all times and committed to providing the highest model of excellence possible, significant outreach and advocacy in the community, and maintenance of productive scholarship efforts. Within each of these three areas, particular projects or initiatives may change, but on the whole we believe our program operates at a high level of consistency.

Our challenges focus primarily on meeting the need for desired access to our program, articulated in the C of C Strategic Plan as Strategy 3 Tactic 11. The waiting list continues to hover around 350 children, while our enrollment is typically @ 50-55 children.

- h. What curricular development or other major changes in the program(s) are planned for the next three years? Briefly, what resources are required to implement these?

We requested and were granted a tuition increase over the three academic years 2015-2017 that will generate additional funds we have designated to achieve salary parity for our Master Teachers with the public schools in our area, and raise the salary of our Administrative Assistant. This

accomplished three of our strategic plan priorities - Strategy 3, items 1, 4, and 6. We also raised the student wage rate from \$7.50 to \$8.00/hr to be more competitive with other departments on campus.

We document growth and challenge activities annually in our accreditation reports, and respond appropriately with curriculum adaptations and modifications as needed. We now have the SACS CAS system that provides additional monitoring and data tracking so that program decisions are based on documented need.

We will continue our efforts to support “greening” the curriculum, both ours and other schools interested in working with us to do so, and to seek resources from area organizations committed to outdoor education.

Our permanent staff is small – one director, one administrative assistant, and four Master Teachers provide stability and inspiration for the curriculum and reputation of our program, so a change to that dynamic is significant. Mr. Ryan Stone completed a very successful first year as Master Teacher. The current director, Candace Jaruszewicz retires at the end of the 2016-2017 fiscal year; the entire lead team and Dr. Kelley Mayer White conducted a successful search spring 2017, and appointed Ms. Katherine Houser who will begin as ECDC director July 3, 2017. We have a high level of confidence our tradition of excellence will continue.

No additional resources are needed at this time.

Supporting Data

There is no need to include in your submitted report any data we have provided to you. Such data are listed below for completeness. You need take no action if all these data are available on current College websites.

Date requested for this section of the report are not applicable to the ECDC program, but I have summarized faculty/staff accomplishments mentioned in the preceding narrative below:

I. Faculty Productivity in and Support of Research and Professional Development

Presentations:

- White, M. & Stone, R. (April, 2017). U.S. Play Coalition, Clemson, SC
- Jaruszewicz, C., Stone, R., & Foxworth, K. (June 15, 2017) Early Childhood Summit, North Charleston, SC.

Conferences attended:

- Stephanie Johnston Attended MEPI conference in Litchfield, SC.

- Mary White attended and presented at the U.S. Coalition on Play Annual Conference at Clemson.
- Ryan Stone attended and presented at the U.S. Coalition on Play Annual Conference at Clemson.

Honors/awards:

- Teaching Assistant Rodrick Bellamy nominated as outstanding student of the year for the School of Education, Health, and Human Performance.
- Program Director Candace Jaruszewicz nominated as EXCEL Outstanding Administrator 2016-2017.
- Program Director Candace Jaruszewicz awarded Associate Professor Emerita status.