

**Annual Academic Department and Program Report  
for Academic Year 2018-19**

**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 persist 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. With increasing integration of technology and interactive media in early childhood programs, intentional and developmentally appropriate quality care and early childhood best practices are necessary to support young children's development across the country and beyond.

**II. Program**

- a.** Mission statement - The N.E. Miles Early Childhood Development Center has served as a demonstration program and laboratory school for the college as part of the School of EHHP since 1974.
- A demonstration preschool for research, observation, and practicum purposes
  - Quality care and early education for children ages two through five from the College and neighboring community
  - An active model of 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.**

*1. Develop and expand research partnerships and initiatives with MUSC, Clemson University, The Citadel, the University of South Carolina, Trident Technical College, city and state agencies, the arts community, and tri-county schools.*

*4. 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**

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 300-700 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 and location in Charleston and contribute to the well-being of the region	ECDC is nationally accredited (NAEYC) and also certified as an outdoor classroom program (Nature Explore). As a demonstration program, we provide CofC students, parents, and members of 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	Our population reflects the socio-cultural and linguistic diversity of the CofC campus

to address the social, economic, environmental, ethical, scientific, and political issues of the 21 <sup>st</sup> century.	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 childcare of the highest quality. ECDC hosted a campus fundraiser inviting faculty/staff/students from a variety of departments to visit ECDC to help raise money for Hurricane Florence victims in the fall of 2018. ECDC also hosted a campus wide Peace Parade in collaboration with the College’s Peace Initiative in spring 2019. ECDC also collaborated with the President’s office during the 2018 Halloween parade. ECDC also collaborated with the Delta Gamma Sorority for the Spring play day in 2019.
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 **past year**, making reference to the analysis of any data provided to you on the [Academic Affairs Program Information Portal](#). **Discuss your strengths and where would you like to develop/improve.**

- **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. During the 2017-18 school year, this model evolved into *Story Workshop* and the children developed through a progression of story-telling stages. In 2018-2019 we strengthened this process and the children began creating digital illustrations of their stories. We collaborated with EHHP faculty and published, "Digital Storytelling in Early Childhood: Student illustrations shaping social interactions". In our 4/5K classroom we design our reading instruction in a multi-faceted approach. This includes a combination of research-based practices including *Fountas & Pinnell* Guided Reading texts, Independent Reading and individual student leveled texts, and *Targeted Reading Intervention* strategies developed at the University of North Carolina. We believe these strategies provide 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 2018-19 ECDC hosted a "*Pathways to Peace*" project in collaboration with Memminger Elementary driven by the children's desire to spread kindness, peace, and celebrate the accomplishments of compassionate people in history. 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 the SC Early Learning (SC-EL) standards, SC College and Career Ready Kindergarten standards and NAEYC standards by intentional planning, balancing and documenting child-initiated and teacher directed activities and assessments. Master teachers develop weekly lesson plans using the standards and children's interest to guide their planning and decision making of classroom materials.

- **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.

ECDC was actively engaged during 2018-19 in a variety of instructional collaborations that contributed to other units across the campus. Students from two FYE courses 1) Children and Families with Diverse Needs and 2) Learn it, live it, give it—Mentoring, participated with their professors at ECDC in 2018-2019. We hosted/mentored students from these two FYE courses, one each in Fall and Spring. In spring 2019 we also hosted a REACH intern in our 4/5 classroom. In addition, ECDC collaborated with EHHP

students in two PE courses during the fall and spring semesters. In spring 2019, ECDC collaborated with Child Life students to implement a Teddy Bear Clinic and collaborative research project, “The Effects of a Child Directed Teddy Bear Clinic on Preschoolers’ Knowledge of Healthcare.” ECDC also collaborated with the Music Department to host the children’s opera, “Little Red Riding Hood”. In addition to collaborating with other departments, ECDC partnered with Delta Gamma for the Peace Play Day and Studio Art students to design “What Peace Means to Me” displayed at the Addlestone library in spring 2019.

- **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. Additionally, we have shared our children’s stories using digital techniques such as Adobe Premier and other digital platforms to create animations shared on a private YouTube channel. We have been continuing to strengthen the ECDC blog to share documentation and best practices.

- Departmental or program **contributions to interdisciplinarity, 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. (*If departmental faculty entered applicable data in fields on the “Scheduled Teaching” section in the FAS, data for the chair’s use in creating this analysis can be pulled from the FAS.*)

We placed 10 graduate students from Early Childhood, Teaching, Learning & Advocacy, Performing Arts, and Environmental Studies programs to assistantship positions during 2018-2019. Undergraduate student staff’s program majors included Early Childhood, Elementary, Special Education, Exercise Science, Middle Grades, Secondary, Communications, Psychology, and Biology.

ECDC hosted 3 CofC practicum students who completed 113 hours of practicum and observation. We hosted students from 12 course sections in Early Childhood Education, Elementary Education, Psychology, PE, and Child Life Departments. Student visitors conducted a total of 413 observation visits in 2018-2019. Students also completed 98 service/volunteer hours. We facilitated three faculty research projects from TEDU and Child Life. (O’Byrne & Houser, Stone, White; Houser & Swart, Simonian, and Hubel ). We also hosted visiting teachers from the Little School at Grace Church, Island School, Grand Canyon University, and Memminger Elementary. In addition, ECDC advised Clemson university on the opening of their early childhood development center. The total number of hours the program was used for inter-disciplinary outreach was 669.

ECDC also organized two community donation drives. One was sponsored during the fall semester for *Turning the Page on Hurricane Florence* and provided books to schools in North Carolina affected by flooding. The other was sponsored in the spring for two organizations: *HALOS* and *Clap Your Hands*. ECDC provided supplies for abused and neglected children, as well as those with cognitive and physical disabilities. Additionally, ECDC hosted a variety of community visitors including Metanoia, DHEC,

colleagues from Teaching Fellows, CCSD, the Office of Sustainability, the Birds of Prey center, Edisto Serpentarium, and MUSC Urban Farm. ECDC has also developed a partnership with Memminger Elementary hosting a variety of collaborative projects and experiences for students and staff at both schools.

- Changes in departmental or program **enrollments**

During the 2018-19 school year 48 children were enrolled at ECDC (52 enrolled for 2017-2018). There were 4 Master Teacher positions, 1 Director, and 1 Administrative Assistant (no difference). ECDC employed a total of 32 Teacher Assistants (same as 2017-18) and 8 full time Graduate Assistants.

- Departmental or program **workload productivity** N/A
- Summary of **student and/or graduate accomplishments**

A few of our undergraduate student staff members were nominated as outstanding students for the School of Education, Health, and Human Performance. Several of our undergraduate and graduate students received scholarships, along with recognition of Highly Distinguished Honors. One of our teaching assistants received the 2019 Excellence in Collegiate Education and Leadership (ExCEL) Award for the School of Education, Health, and Human Performance.

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

Our program is now entering year four 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. NAEYC revised the 10 Early Learning Program Accreditation Standards and Assessment Items for 2019. This year will be the reaccreditation year and ECDC will submit an intent to renew in May 1, 2020. During 2018-2019 we spent time reviewing and analyzing the revised standards and started collecting folio documentation of curriculum activities and child assessment artifacts to prepare for the 2020-2021 re-accreditation process.

The program is in the process of completing 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 2018-2019, and documentation of program improvements based on data analysis. The program spent Fall 2018 revising the ECDC assessment plan and ongoing child assessment strategies to ensure developmentally appropriate authentic assessment of children. Using the SC-EL standards including the domains of development, subdomains, and goals, and the SC-College and Career Ready standards, the program developed child assessment tools to better guide curriculum and instruction. In spring of 2019 ECDC staff reviewed assessment changes and collaborated to design a revised lesson plan format to encompass the revised standards.

- 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 2018-2019 child population included:

- 48 enrolled children (39 families)
- 40% minority representation (higher than 19.9% CofC student population)
- 14% bilingual children (5 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 trying to recruit males and a more diverse group of teachers; in 2018-2019 there was 15% minority in our staff and 6% population of males on our staff.

Our efforts to increase the presence of under-represented groups are primarily done by attending student orientation and association meetings, and word-of-mouth recruiting. The director also makes classroom and department visits to share about the program with faculty and staff.

- 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 (Houser) was awarded National Board-Certification renewal in Early Childhood fall 2018. Houser and prek/k master teacher (Stone) actively served as Adjunct Professors in the MAT Early Childhood graduate program during the fall of 2018. The program director planned and served as Chair of the 2019 *College of Charleston Early Childhood Summit*. The program director also served on the Trident United Way's Cradle to Career Kindergarten Readiness Network committee and the National Coalition for Campus Children's Centers Communication and Outreach committee.

Two ECDC Master Teachers (Stone and White) and the program director (Houser) were accepted to present at the annual ACT Conference in Columbia in October 2018. Stone, White, and Houser also collaborated with TEDU faculty (O'Byrne) to publish, "*Digital Storytelling in Early Childhood: Student illustrations shaping social interactions*" which was accepted by the peer-reviewed journal *Frontiers in Psychology*. Houser, White and Stone attended the *Annual Equity in Education Conference* in Columbia, SC January 2019. In spring 2019, one of the master teachers (Gates) attended the MEPI (Montessori) conference in Charleston. The program director collaborated with two master teachers to present at the *College of Charleston Early Childhood Summit* in June 2019. Two faculty members, from TEDU and two faculty from the Child Life program conducted 4 different research projects at ECDC during 2018-2019.

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 currently completing certification 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 2018-2019, we provided mentoring for teachers from the Island School and Memminger Elementary. The director is the lead organizer for the CofC annual *Early Childhood Summit* and is a member of both the Memminger Elementary School partnership/collaboration effort and TEDU Early Childhood program committee.

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 two of our Master Teachers attended the Earth Heart Growers 2-day Garden Teacher Training to contribute knowledge gained to the development of our school garden. This year we expanded our outreach of the “*Pathways to Peace*” project as a part of CofC’s Peace Initiative in Spring 2019. In January 2019 ECDC received a gracious donation to formalize the “Pathways to Peace Collaborative Partnership”. This gift helped to formalize three strategic areas of focus: direct student support, parent and partner engagement, and programming & professional development. As a result, ECDC invited several artists and visitors to ECDC to host opportunities for students at both schools to engage in high quality programming. ECDC also hosted play dates for students in child development through kindergarten from Memminger to visit and explore the outdoor playground. In the spring, students at both schools collaborated to design peace related artwork that was on display at the Addlestone library. ECDC expanded this peace project to the campus community and invited staff, faculty, and students across the campus to contribute to the peace display. The spring initiative also included hosting a campus wide Peace parade to promote peace and equity in the community. In June 2019 master teachers (Stone & White) and director (Houser) collaborated with Memminger teacher (Ard) to present on their efforts and share about the community collaboration at the CofC Early Childhood Summit.

Our challenges to service and outreach continue to be the result of the necessity to follow state mandated DSS ratios and regulations and the challenges associated with arranging substitutes for director and staff to attend meetings, conferences, and community events.

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

Yes, the program director regularly develops and conducts PD workshops and seminars for both the Master Teacher group and the student staff at ECDC.

The program director hosts bi-weekly workshops and meetings with ECDC graduate assistants to discuss curriculum, classroom management, and child assessment strategies. The program director utilizes connections to the local community and partners with the local school district to provide professional development opportunities and school visits for staff.

- 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 with the goals of the university and our parent School, the EHHP. This year the Director was included in the Administrative council and this contributed to improved communication between EHHP and ECDC, opportunities to connect to other programs and faculty in EHHP and remain current on ongoing goals within EHHP.

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 @ 48-50 children. The challenge to ECDC is the capacity of our facility and our limited ability to accommodate a small enrollment on campus.

Another challenge to the program is articulated in the C of C Strategic Plan as Strategy 3 Tactic 6. As a demonstration preschool for research, observation, and practicum purposes our staff must be provided with ongoing professional development to grow in all areas to model best practices. In addition, staff are expected to maintain annual professional development credit hours for DSS regulations (15 credit hours for teachers, 20 credit hours for Director). Currently, professional development funding is shared by the staff from the ECDC Research and Development account. This account typically provides about \$2,292 annually that is shared by the six full time staff members to attend conferences, travel, or other professional development events.

This year ECDC experienced challenges associated with Strategy 3 Tactic 11 in regard to our infrastructure. ECDC is experiencing drainage issues on the playground and flooding. There are also two leaks contributing to water damage in the Butterfly classroom. Another leak is contributing to water damage in the multi-purpose room. I have reported all of these to facilities and placed work orders for repairs. In the spring, ECDC allocated funding to secure a landscape survey to determine the grading concerns on the playground and discuss possible solutions.

As we embark on our NAEYC reaccreditation 2019-2020 the director and ECDC master teachers will need to collect documentation and evidence to submit classroom portfolios and the program portfolio. This will require additional hours dedicated to collaboration, reflection, documentation, and writing to support evidence for reaccreditation. Academic Affairs can help support our efforts by funding a part time GA to help support necessary organization and data collection.

- 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?

ECDC Mission	Program Goals	Curricular Development/Possible Changes	Resources Needed
A demonstration preschool for research, observation and practicum purposes	Strengthen pedagogical knowledge and leadership capacity in aspiring early childhood teachers by cultivating a stronger university-school partnership.	<p>Support the university-school partnership with Memminger Elementary School and continue to serve as a liaison to strengthen the development of Early Childhood teacher leaders and help to diversify practicum experiences for pre-service teachers. ECDC partnership efforts will focus on sharing best practices in developmentally appropriate practices, inquiry and play, strengthen teacher training, and teacher retention.</p> <p>Possibly replicate and expand ECDC or create a small-scale Early Childhood Development program to allow more access to quality programming at a satellite setting (north campus) *Note* At this time, this is an idea and would require multiple resources across the campus and an action plan if ever feasible.</p>	<p>Facility space for school events and programming and Funding for PD opportunities for staff. This will be supported by the Pathways to Peace Gift donation.</p> <p>Continue consultation and conversations and with Metanoia community group. Help support the planning process for the building of their early childhood development center and possible partnership opportunities with ECDC and EHHP.</p>
Quality care and early education for children ages two through five from the College and neighboring community	Transition ECDC kindergarten students to formal schooling with support and guidance. Retain ECDC families for kindergarten in the 4/5 classroom.	Begin “ECDC Transition Study” in collaboration with Dr. White and Dr. Swart to better understand how ECDC graduates fare as they exit the program and progress through elementary school and beyond. Conduct parent entrance/exit interviews and follow up with parents of students that graduated from ECDC.	<p>Time allocated for research, interviews, and data collection.</p> <p>Professional development opportunities and support for traveling to school</p>

		<p>Use research-based practices in the multi-age classroom to support Master Teachers in the delivery of the diverse needs of the students in ECDC's Butterfly class.</p> <p>Develop school readiness skills.</p> <p>Discuss how policies and practices affect children and families transitioning from ECDC to K-12 settings. Offer guidance and support to parents through informational sessions and informal conversations with local public-school teachers.</p>	<p>site visits for Master Teachers. Support of curriculum/teacher workdays days embedded in ECDC calendar and the need to be closed to students.</p> <p>Funding to support substitutes to maintain DSS ratios and appropriate staff coverage.</p> <p>Continue funding 5 GA positions allocated to ECDC to help facilitate small groups and targeted intervention in 4/5 year old classroom.</p>
<p>An active model of child advocacy in the Charleston community</p>	<p>Strengthen relationships with parents, the local community and partners in the community.</p>	<p>Invite parents to serve on the ECDC parent advisory committee. Continue to host family events on the ECDC campus. Invite Memminger parents to attend. Partner with faculty and students in the School of Education, Health, and Human Performance to provide parent workshops two times a year on a variety of topics such as: nutrition, health, behavior strategies, special education, and literacy.</p> <p>Strengthen the visibility of ECDC into the local community by partnering with local businesses and local community partners for ECDC events.</p> <p>Continuing to create an inclusive environment supporting campus families, community families, and students with special needs.</p>	<p>Campus wide support of the ECDC mission and support for campus and community wide partnerships to diversify learning experiences for ECDC children.</p> <p>Connections to possible community partners to help strengthen the program.</p> <p>Continued efforts to share responsibility for the education of young children and creating a welcoming, inclusive environment for all young learners.</p>

## SUPPORTING DATA

**Note:** There is **no need** to include in your submitted report a copy of any data we have provided to you on the [Academic Affairs Program Information Portal](#) and the FAS. Such data are listed below for completeness. You need take **no action if all the data are available on Academic Affairs Program Information Portal and the FAS. You are not expected to simply paste tables or listings of each data element into the template.** Instead, please analyze, synthesize, summarize, and/or incorporate the data into your narrative summary and analysis of your departmental or program accomplishments, and please feel free to supplement with additional data and data analysis, as appropriate.

### 1. Student (and recent graduate) accomplishments

*(Chairs should supplement the information provided below as applicable. This data is not provided on the FAS Departmental Annual Report, and limited data is provided on the [Academic Affairs Program Information Portal](#).)*

During the fall of 2018 one of our GAs graduated. In the spring 2019 three of our GAs graduated. All 4 of these students have accepted employment in their fields. Three are teaching in early childhood classrooms in South Carolina and one has accepted a teaching position in London. Six of our undergraduate TAs graduated and also accepted employment teaching in South Carolina.

### 2. Faculty Productivity in and Support of Research and Professional Development

Publications:

- O'Byrne, W.I., Houser, K., Stone, R., & White, M. (2018). Digital storytelling in early childhood: student illustrations shaping social interactions. *Frontiers in Psychology*, 9. DOI: [10.3389/fpsyg.2018.01800](https://doi.org/10.3389/fpsyg.2018.01800)

Presentations:

- Houser, K., Stone, R., & White, M (October 2018). Association for Constructivist Teaching Conference, Columbia, SC
- Houser, K., Stone, R., & White, M (June 2019) Early Childhood Summit, North Charleston, SC.

Conferences attended:

- Stephanie Johnston Attended the MEPI conference in Kiawah Island, SC.
- Katie Houser, Mary White, and Ryan Stone attended and presented at the Association for Constructivist Teaching Conference, Columbia, SC
- Katie Houser, Mary White, and Ryan Stone attended the Annual Equity in Education Conference, Columbia, SC
- Katie Houser, Mary White, and Ryan Stone attended and presented at the Early Childhood Summit, North Charleston, SC.

