“For generations of educators that have passed through our doors and for our newest charges demonstrating the spirit of Carolina, The Torchbearer has symbolized the hope and promise of the College of Education. Now we are preparing to go ‘beyond–beyond’, challenging ourselves to create excellence in every department and within every program.”

Lemuel Watson, Dean
“Education is the movement from darkness to light.”

Jean Piaget

The University of South Carolina College of Education embodies a passion for shared knowledge to transform lives. Our faculty, students, graduates, and educational partners are of one mind: Great education is best achieved through the highest levels of teaching, research, engagement and collaboration.

Housed in historic Wardlaw College since 1930, our roots reach deep into the community. We were founded to provide teaching facilities for education majors serving Columbia public schools. Today, the college prepares nearly 1,100 undergraduates and approximately 1,300 masters and doctoral students for careers within four distinct departments: Educational Leadership and Policies, Educational Studies, Instruction and Teacher Education, and Physical Education and Athletic Training.

We are committed to building on our strengths, including teacher preparation, Professional Development Schools and School-University Partnerships, in order to continue distinguishing ourselves as global leaders in education.

A new level of philanthropic support for the College of Education will take us to new heights: “beyond–beyond.”
“We see new teachers at Lake Carolina Elementary as our most prized possessions. Professional Development Schools provide us with a way to ensure the success of all of our faculty with proven strategies as they continually develop their classroom skills.”

Andrea Berry
Principal, Lake Carolina Elementary School
“The object of teaching a child is to enable them to get along without their teacher.”
- Elbert Hubbard

“We’re preparing tomorrow’s teachers with clinical classroom experience while maintaining their level of excellence through continuous in-school professional development,” says Bruce Field, Executive Director of School–University Partnerships and Clinical Experiences.

“The college’s work has been recognized nationally and internationally, and we were instrumental in creating the National Association of Professional Development Schools.”

The College of Education partners with more than 140 P-12 schools across state to prepare qualified teacher candidates, and 11 have taken this relationship to the next level in becoming Professional Development Schools. College faculty live “on-site” in PDS schools 15 hours per week, in what Field calls an “intense” collaboration involving teaching models, methods, research, and practice.

One of the recognized schools, Lake Carolina Elementary, emphasizes supporting all teachers – including teacher candidates from USC – with their inclusion in professional development activities, says Principal Andrea Berry.

Whether a USC PDS faculty member is leading a semester-long study of the book “Engaging Students,” or the monthly faculty meeting topic is about “building a classroom community,” the point is to provide a nurturing environment. More than 80 percent of the college’s teacher preparation courses are taught on-site.

Your support with endowed funds and unrestricted gifts for Professional Development Schools, and all School–University Partnerships led by the College of Education, will help create and maintain the state’s most highly qualified teachers.

THE CAMPAIGN for the UNIVERSITY OF SOUTH CAROLINA
“My endowed chair lets me apply a Strength-Based Model for Child Advocacy in Schools. Instead of focusing on disadvantages within families, we focus on assets they have that may not look like conventional assets. For example, in a bilingual family, their bilingualism can serve as a bridge for better child performance in school.”

Gloria Boutte
“Every child grows; everything depends on the teacher.”

- Shinichi Suzuki

Endowed professorships and chairs are among the most significant awards conferred to faculty, serving to attract the most outstanding faculty in their fields.

Gloria Boutte, chair of the College of Education’s largest department, Instruction and Teacher Education, is one of five endowed chairs in her department. Her endowed chair provides a platform to promote her particular area of educational expertise – child advocacy – on a local, national, and international scale.

And the endowment provides income that brings visibility to child advocacy in South Carolina educational settings through research, teaching and service.

An endowed chair or professor has the resources and research capability to “rethink” the needs of students, teachers and administrators, from preschool through post-doctoral programs, Boutte says. This Distinguished Chair focuses her advocacy on children whose needs are most likely overlooked in schools, and finds solutions and resources to address the challenges.

Your support of endowed professorships and chairs at the College of Education means the most outstanding faculty will be hired to teach, advocate, research, and serve areas of educational equity and inquiry that demand intense scholarly focus.
“Thanks to the George M. Poda Scholarship, I was able to take two graduate courses in my senior year: Diversity in the Curriculum, and Technology in the Classroom. Both have been useful to me as a teacher; I believe I’m a more effective teacher as a result.”
“A teacher affects eternity; he can never tell where his influence stops.”

- Henry Brooks Adams

Financially and emotionally speaking, the impact of scholarships, graduate fellowships and assistantships for our students goes beyond words.

Two graduates who can attest to their impact are Brittany Halfacre, ’11, a first-year kindergarten teacher at Lexington’s Carolina Springs Elementary School, and Amber Fallucca, Director of Assessment for University Housing at USC.

Receiving the George M. Poda Memorial Scholarship provided Halfacre with more classroom observation and teaching opportunities. She gained insights into early childhood education models to teach an increasingly diverse array of students with differing exceptionalities and ability levels.

Fallucca received a graduate assistantship and the Rudd M. Patterson Fellowship. She made the most of her opportunities, conducting doctoral research in educational leadership and policies. Now she uses the knowledge she gleaned to lead strategic planning efforts within University Housing.

“During my doctoral research relating to higher education and education leadership, I was given the experience to teach a graduate class and felt so fortunate to be in such close proximity to the faculty,” Fallucca says. “Having them right there in the office with me while a full-time graduate assistant made me feel so privileged.”

Your support for endowed scholarships and fellowships will help provide the best teaching and research experiences for College of Education graduates.
“Shorter study abroad programs — say, two weeks — provide a great many events in a short period of time. What usually happens, especially among younger participants, is that they actually experience the world for the first time. It activates their curiosity, builds their confidence and often leads to a lifetime understanding of the world.”

Doyle Stevick
“Education is the transmission of civilization.”

- Ariel and Will Durant

Doyle Stevick treats the entire world as a classroom – and the best antidote to deep-seated prejudice and hatred.

Director of the Office of International and Comparative Education in the College of Education at Carolina, Stevick joined the USC faculty in 2006 after spending four years in newly independent Estonia as its people struggled to emerge from six decades of Soviet domination. “It was painfully obvious that a democratic government and a market economy couldn’t even survive — let alone thrive — without basic institutional change from within,” he says, noting that “many of the changes had to occur in the educational system.”

Doing research to help make Estonian curricula more democratic and “fact-based” led Stevick to explore difficult questions about racism closer to home. It also helped shape his belief that exposing students to different perspectives leads to understanding tolerance and diversity — an essential understanding for success in today’s global marketplace.

That insight is especially important here, says Stiveck, because South Carolina is as an active player in that global marketplace. “We have an extremely active program in making people aware of our heritage of diversity and the importance of tolerance and working together,” he says, noting that his office has sponsored more than 40 events – about one every month and a half — since he came to USC.

“Of course,” he adds, “we always feel we can do more, and that’s our goal.”

Education is an essential building block – perhaps the single most important building block – in promoting understanding, tolerance and a peaceful future for our world. Your support is equally essential, ensuring the future of forward-looking programs like those of the Office of International and Comparative Education.
"It’s exciting to be the first graduate of the CarolinaLIFE Program. I enjoyed my classes, meeting students and learning. My favorite classes were triathlon class and drawing class."

Donald Alston Bailey
In 2011, Donald Alston Bailey of Mount Pleasant made educational history.

He was the first graduate of the CarolinaLIFE program, housed in the College’s Special Education Program. Initiated in 2008, its mission is to provide specialized and mainstream Carolina classes directed at making students with intellectual disabilities independent and vocationally ready upon graduation. The College of Education is one of five colleges and universities in the state to offer such a program.

In his three years within CarolinaLIFE, Bailey took a broad range of classes, including triathlon, weightlifting, archery, swimming and drawing. He also took on internships at locales including the Strom Fitness & Wellness Center to prepare him for a parks and recreation internship in Charleston County following graduation.

The CarolinaLIFE program is made possible through the Frank and Frankie McGuire Endowed Fund, named for the legendary Carolina basketball coach whose son, Frankie, had an intellectual disability. Bailey’s father, Donald Bailey, ’71, works for the College Transition Connection, which provided a start-up grant for CarolinaLIFE.

With your support for endowed scholarships, pooled tuition funds, stipends and travel funds, innovative programs, curricula, and centers like CarolinaLIFE will experience their full promise at Carolina’s College of Education.
“My students created the Judith E. Rink Fund because they valued their educational experience at USC and they wanted to honor the Department of Physical Education and Athletic Training. They made their gesture in my name and I was honored to respond by making sure it would produce both immediate and long-term results.”

Judith Rink, Distinguished Professor Emeritus
“No bubble is so iridescent or floats longer than that blown by the successful teacher.”
- William Osler

For nearly 30 years, Professor Judith Rink dedicated herself to research and teaching in USC’s Department of Physical Education and Athletic Training.

Her efforts held individual states accountable for physical education standards in schools, and helped South Carolina lead the way in that regard.

Rink made a positive impression even closer to home. Before she retired in 2009, her students honored her by creating The Judith E. Rink Fund. This “combination gift” endows a doctoral-level fellowship for a student committed to physical education research, while maintaining a planned gift for future students who will become teacher-educators. The fund has multiple donors.

Always driven toward research, Rink served as interim director for The Institute for Families in Society. She was best described by one of her doctoral graduates as “caring, inspiring, passionate, and genuine in her approach to student learning through effective teaching and research.”

Judith Rink’s current endowed fellowship for doctoral-level research, and her planned gift, are in keeping with the promise of the College of Education to provide students with opportunities for high-value research and teaching experiences. Her philanthropic efforts have made a difference. So can yours.
"USC has outstanding faculty in the College of Education and a great reputation in teaching, scholarships and partnerships ... a very strong foundation to build upon; the University is strategically prepared to do great things."

Lemuel Watson, Dean
the promise to build: on tradition, on strengths

“I am indebted to my father for living, but to my teacher for living well.”

- Alexander the Great

Your support for our faculty, students, programs and educational partnerships will make an extraordinary difference, helping the college to expand areas of excellence and achieve our Carolina’s Promise goals.

In return, our commitment to you is that through a philanthropic partnership with our college, we will continue to advance “beyond–beyond.”

We are advancing beyond being educators to become social engineers focused on P-20 educational issues and community development.

We are advancing beyond a single vision for educational research to one that is collaborative, relevant, and applicable in enhancing the daily lives of individuals, organizations and communities ... in South Carolina and throughout the world.

We are advancing beyond writing articles and books tied to standards-based classroom pedagogy, so we can embrace action-based problem solving and professional development opportunities that bring our educational mission to life.

The generosity of individuals and businesses has long played a crucial role in the success of the College of Education. It is largely thanks to gifts from our alumni and friends that the college has continued to grow and move forward, even in uncertain financial times. And today, your generous support is more valuable and more important than ever in assuring that our growth, our progress, and our striving for excellence will continue...”beyond–beyond”.
“The drill sergeants thought I would turn [trainees] into babies. But now they tell me recruits don’t want to come to Profile PT because I make them sweat and work harder than regular physical training.”

Camala Lepak, ATC, CSCS, NSCA-CPT
“I hated every minute of training, but I said, “Don’t quit. Suffer now and live the rest of your life as a champion.”

- Muhammad Ali

Boot Camp and the College of Education may seem worlds apart, but the innovative “Athletic Training (AT) Forward Program” proves there’s a valuable common ground.

The program was the result of USC leaders brainstorming ways to collaborate with Fort Jackson, the Army’s largest Basic Combat Training post. They believed the idea of providing true athletic training services for trainees could complement the Army’s effort to produce physically fit soldiers and significantly reduce attrition due to injury.

The concept appealed to Fort Jackson commanders, the college won a $1.74 million grant for a pilot program and, soon, certified athletic trainers were literally “in the field” training and treating Soldiers.

“Having athletic trainers at the Battalion level is the key component of the program,” according to Jim Mensch, principal investigator and author of the Athletic Training Forward Program grant. “Athletic trainers can provide instant health care access to Soldiers injured during training.”

While battalions differ in their training regiment, the AT Forward Program allows athletic trainers to provide an initial screening of a variety of musculoskeletal injuries encountered by new recruits. In addition, they provide rehabilitation and exercise training for injured Soldiers, to help keep them in Army training.

Grants and subsidies are invaluable, but it is only with the support of alumni, friends and corporate donors that College of Education faculty have the time and resources to create ground-breaking, world-changing endeavors like the US Army Certified Athletic Training Forward Program.
“During my first year of grad school, I had an assistantship working with faculty, staff, alumni, and friends of the University. The next year, my assistantship was in the Career Services Office and I worked with students on a daily basis. That was the icing on the cake. I knew this was the career for me.”

Katie Steuer
“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.”

- John Quincy Adams

Virginia “Ginger” Reijners, ‘83, ‘86, director of Career and Technology Education with Charleston County Schools in South Carolina can be blunt.

“Let’s face it,” she says, “many graduate programs are just not all that challenging academically.”

But she quickly follows with lavish praise of her “amazing graduate experience at Carolina” and the College’s Higher Education & Student Affairs (HESA) program. “I’ve built upon it throughout my career. Every professional experience I’ve had has been impacted by what I learned and lived through in graduate school.”

College of Education graduate Katie Steuer, ‘11, agrees, saying HESA was key to her decision to come to USC. “In a lot of the schools I looked at, the emphasis was on the classroom experience. The program here is, I think, unique in that it’s based on a far more “hands-on” approach, with many more opportunities for assistantships and prospects for volunteer work.”

The proof, she says, is that in her two years at USC she had two practicums, two assistantships, and an invaluable summer internship. “The practical experience I gained directly with students was absolutely incredible.”

Your support for programs like HESA help to assure continuing improvement in the entire educational process – in South Carolina and, ultimately, around the world – by assuring that future administrators are attuned to and responsive to the changing needs of students.
“Our mission to improve educational quality, opportunity and outcomes befits our standing as the state’s flagship College of Education.”

Lemuel Watson, Dean
The college seeks endowed funds and unrestricted gifts for all departments:

- Endowed scholarships and fellowships for undergraduate and graduate students.
- Endowed professorships and chairs.
- Endowed and unrestricted funds to expand Professional Development Schools, partnerships and collaborations in South Carolina.
- Endowed funds and program support, including pooled tuition funds, stipends and travel awards for our programs, curriculum and centers.
- Support for teaching fellows in the ACCESS Community to host teachers in rural areas.
- Endowed funds and unrestricted support for integrated technology upgrades requiring high-level collaboration and partnership.

To lend your support please contact:
Director of Development, College of Education
www.ed.sc.edu or (803) 777-2335
University of South Carolina, Columbia, South Carolina 29208 USA
to the college of education

CarolinasPromise.sc.edu

THE CAMPAIGN for the UNIVERSITY OF SOUTH CAROLINA