USC Professional Education Unit

The University of South Carolina’s (USC) Professional Education Unit (PEU) is led by the USC College of Education and includes the USC Colleges/Schools of Arts and Sciences; Education; Hospitality, Retail, and Sports Management; Mass Communications and Information Science; Music; and Public Health and the USC Professional Development School (PDS) and Partnership Networks. The faculty in these units and P-12 schools who teach professional and/or specialty area education courses and who serve as supervisors, coaching teachers, and practicum instructors are considered Professional Education Unit faculty. Diagram 1 depicts the USC colleges and schools that are part of the Professional Education Unit.

Professional Education Unit Governance

As chief academic officer of the University, the Provost has designated the Dean of the College of Education as Director of Educator Preparation. The Director of Educator Preparation has overall responsibility for the Professional Education Unit and chairs the Professional Education Unit Deans’ Council and represents the PEU to area school district superintendents. A system of committees supports the work of the PEU in each component: P-12 schools, College of Education, and Intercollegiate Education (Diagram 2). Finally, the offices of the College of Education provide further support for all components of the PEU.

The PEU governing structure includes three components: The Intercollegiate Component, the College of Education Component, and the P-12 Component. Each component has governing bodies to guide their work. The composition of and relationships of the components are described below and illustrated in Diagram 2.

A. Intercollegiate Component

1. Professional Education Unit Deans’ Council
   The coordination of initial and advanced programs for the preparation of school personnel is the responsibility of the Professional Education Unit Deans’ Council. This Council is composed of the deans from the Colleges/Schools that have programs preparing education personnel. Chaired by the Director of Educator Preparation, the Deans’ Council meets on an annual basis, through electronic communications, or as called by the chairperson. Its primary functions include the review of policies related to programs that prepare school personnel and to the University’s relationship with P-12 schools. The Director of Educator Preparation forwards the Council’s recommendations, with additional comments as s/he deems necessary, to appropriate University committees and the Provost.

2. Quality Assurance Committee (QCom)
   The Quality Assurance Committee, under the direction of the Director of P-12 Educator Preparation and with the support of the Associate Dean for Academic and Student Affairs and the Office of Accreditation and Quality Assurance, has the responsibility to manage, monitor, and review the USC PEU assessment system. This responsibility includes oversight for the development, implementation, and evaluation of program and office assessment plans.

   The primary duties of QCom are to (1) to assist individual programs and offices with the development of assessment plans that will ensure quality programs, (2) periodically review these plans, aggregated data, and related program changes, and provide feedback, and (3) oversee the collection and analysis of data that are used to evaluate the PEU as a whole, and to use these data for periodic evaluation of the PEU. The review cycle typically includes four years of program reviews followed by a fifth year of office reviews.

   To evaluate the Professional Education Unit as a whole, once every six years, QCom reviews
   • overall candidate and program quality (including review of program assessment findings; exit surveys; surveys of graduates; academic productivity reports);
Based on these reviews, QCom provides reports and recommendations to the COE Administrative Council, the USC Committee for Initial Teacher Education Programs, the USC Committee for Advanced Programs in Education, and the USC School-University Partnership Coordinating Council. These groups may endorse changes to receive final approval by the PEU Deans’ Council.

2. Committee for Initial Teacher Education Programs (CITEP)
The purpose of CITEP is to provide a mechanism for communication and decision-making related to all programs that prepare candidates for initial teacher certification. CITEP advises support offices, the Deans’ Council, and others related to USC policies and procedures relevant to all initial teacher certification programs, including:

a. Advisement, progression, and certification (e.g., communication with candidates, shared requirements for progression)
b. Clinical experiences (e.g., qualifications and training of coaching teachers and supervisors, recognition of school partners, requirements and assessments, placements, assessment of candidate dispositions, withdrawal from internship),
c. Candidate knowledge, skills, and dispositions (e.g., core course curriculum)
d. State laws and requirements for teacher education programs (e.g., EEDA, ADEPT)
e. Accreditation and program reports.

CITEP recommendations are based on program perspectives and review of appropriate PEU data (e.g., surveys of coaching teachers, interns, and supervisors; surveys of graduates, Praxis Data).

CITEP is comprised of at least one representative from each initial teacher certification program area. Program areas with more than one initial certification program may have more than one representative, but are not required to do so. Representatives serve two-year terms which may be repeated as determined by the program area.

Ex-officio members of CITEP include:
- COE Associate Dean for Academic and Student Affairs
- Chair of the Department of Instruction and Teacher Education (or his/her designee),
- Assistant/Associate Dean from the College of Arts and Sciences
- Director of the COE Office of Student Affairs (or her/his designee)
- Director of the COE Office of School-University Partnerships and Clinical Experiences, and
- Director of COE Office of Accreditation and Quality Assurance.

CITEP is co-chaired by the COE Associate Dean and a program representative elected by the committee. The election is held in the last meeting of each academic year for the following academic year. A staff member from the COE serves as secretary as appointed by the Associate Dean. CITEP meets at least once per fall/spring semester and typically meets twice per semester.

3. Committee for Advanced Programs in Education (CAPE)
The purpose of CAPE is to provide a mechanism for communication and decision-making related to advanced programs for the preparation of school personnel (i.e., teachers, counselors, administrators, library media specialists, speech pathologists, school psychologists). Issues include shared goals/conceptual framework; assessment of candidate knowledge, skills, and dispositions; clinical
CAPE is comprised of at least one representative from each advanced education program area. Program areas with more than one advanced program may have more than one representative, but are not required to do so. Representatives serve two-year terms which may be repeated as determined by the program area.

Ex-officio members of CAPE include
- COE Associate Dean for Academic and Student Affairs
- Director of COE Office of Accreditation and Quality Assurance.

CAPE is co-chaired by the COE Associate Dean for Academic and Student Affairs and a program representative elected by the committee. A staff member from the COE serves as secretary as appointed by the Associate Dean. CAPE meets as needed, typically once per year. Information is distributed to CAPE members on an on-going basis.

B. College of Education Component

1. Dean’s Administrative and Executive Councils
The College of Education Deans’ Administrative Council advises the Dean regarding all matters related to College of Education including budget, personnel, facilities and technology, research, accreditation and program quality, school-university partnerships, and faculty and student affairs.

The Administrative Council is comprised of the
- Dean
- Associate Deans (Academic & Student Affairs and Administration & Research)
- Department Chairs (Educational Leadership & Policies, Educational Studies, Instruction & Teacher Education, and Physical Education)
- Chair of the Faculty
- Office Directors (Accreditation and Quality Assurance, Budget, Conferences, Development, Educational Equity, Grants and Contracts, Information Technology, Instructional Support, Program Evaluation, School-University Partnerships and Clinical Experiences, Student Affairs)

Administrative Council meets monthly August through June.

The Executive Council is a subgroup of Administrative Council which meets in closed session as needed to address issues related to personnel or similar issues requiring privacy. Executive Council includes the dean, associate deans, department chairs, and chair of the faculty.

2. Faculty Curriculum Committees
College of Education faculty committees are described in full in the by-laws of the College. The curriculum committees make decisions regarding course/curriculum changes. The committees are comprised of faculty representatives from each department and two student representatives. Each committee is chaired by a faculty member, as elected by the committee. The Associate Dean for Academic and Student Affairs serves as an ex-officio member on both curriculum committees except for Faculty Affairs. The two curriculum committees are
- Advanced Programs Governance Committee: Approves course/program changes and policies related to advanced programs in the COE.
- Basic Programs Curriculum Committee: Approves course/program changes related to all undergraduate and all initial certification (undergraduate and graduate) programs in the COE.
C.  P-12 School Component

1. Professional Development School Coordinating Council
   The Professional Development School Coordinating Council facilitates the University’s Professional Development School Network. The Network consists of area schools and centers that work with the University toward the simultaneous renewal of the education of P-12 students and the education of educators.

   The Professional Development School Coordinating Council is co-chaired by university and school representatives. The Council includes a P-12 faculty representative from each of the Network’s sites, an administrator from each school district in the Network, 4 USC faculty, and the USC Executive Director for School-University Partnerships. The Council meets 2-3 times per semester. Their responsibilities include coordination, communication, and review of issues related to simultaneous renewal of P-12 schools and the education of educators and making recommendations for policy to the Director of Teacher Education. The Coordinating Council creates subcommittees/task forces focused on particular aspects of the PDS Network, as needed.

2. Partnership Forum
   The P-12 Partnership Forum is comprised of representatives of all schools in the Midlands area which host USC teacher education candidates for field and/or clinical experiences. Representatives include both school administrators and faculty. The Forum is chaired by the Director of the School-University Partnerships and Clinical Experiences. The Forum meets once per semester or as called by the chair. The Forum provides a venue for sharing information and discussing issues related to field/clinical placements. USC faculty and administrators attend Forum meetings as appropriate to discuss specific issues.

3. South Carolina School Improvement Council (SC-SIC)
   The SC-SIC is funded through the South Carolina Legislature to support mandated school improvement councils in all public schools in South Carolina. The mission of the Council is to promote and support civic engagement for quality public education through local school improvement councils. The SC-SIC is housed in the USC College of Education and the Dean (or his designee) serves on the SC-SIC Board of Trustees. Other board members include at least one representative from each of the six Congressional districts in South Carolina and two students in their junior or senior years of high school. Total board membership is limited to twenty, not including ex-officio members. Board members must demonstrate a sphere of influence in their community and an interest in motivating educational improvement.

4. Midlands Superintendents’ Consortium
   The superintendents of the school districts that comprise the Midlands/Columbia area meet on a regular basis to collaborate regarding common interests and issues. The districts include Richland One, Richland Two, Lexington One, Lexington Two, Lexington Three, Lexington Four, Lexington-Richland Five, and Fairfield County. The Dean of the College of Education/Director of Educator Preparation at USC meets with the superintendents upon request of either the superintendents or the dean to discuss common concerns or consider specific proposals.
Diagram 1

University of South Carolina Professional Education Unit Colleges and Schools

President

Office of the Provost

Director of Educator Preparation
(Dean, College of Education)

PEU Faculty Committees

Professional Education Unit Deans’ Committee
Chair, Dir. of Educator Prep

Initial and Advanced Education Programs in:

- College of Education
- College of Arts and Sciences
- College of Mass Communication and Information Studies
- College of Hospitality Retail, & Sport Management
- School of Public Health
- School of Music
DIAGRAM 2
PROFESSIONAL EDUCATION UNIT (PEU) GOVERNANCE STRUCTURE

President

Office of the Provost

Director of P-12 Educator Preparation
(Dean College of Education)

PEU Dean’s Council
(Chaired by the Director of Educator Preparation)

Midlands Superintendents Consortium

SC-SIC
South Carolina School Improvement Council

P-12 Component

College of Education Component

Intercollegiate Education Component

Partnership Forum

PDS Coordinating Council

Faculty Curriculum Committees

Executive/Administrative Council

QCOM Quality Assurance Committee

CITEP Committee for Initial Teacher Education Programs

CAPE Committee for Advanced Programs in Education

Indicates communication/advisory relationship