PROFESSIONAL EDUCATION PROGRAM COMMITTEE MEETING  
OCTOBER 27, 2000  
1:00 - 2:30 P.M.  
WARDLAW 110  

- MINUTES -  

Colleges/Schools and Representatives Present:  

College of Liberal Arts  
Alejandro Bernal, Spanish  
Mary Ann Byrnes, Asst. Dean  
Brad Owens, German  
Darrell Dernoshek, Spanish  
Nancy Lane, French  
Bill Richey, English (for L. Rhu)  
Fred Medway, Psychology (sub. for R. Nagle)  

College of Science & Mathematics  
Bob Feller, Biology  
Anton Schepp, Mathematics  
E. R. Jones, Physics & Astronomy  

School of Music  
Bob Pruzin, Music  

College of Education  
Kathy Graham, Phy. Ed. (for M. Mitchell)  
Michael Rowls, Inst. & Teacher Ed.  
Teri Kuhs, Inst. & Teacher Ed.  
Rob Dedmon, Student Affairs  
Beth Looney, Student Affairs  

College of Library & Info. Sci.  
Dan Barron (SACS guest)  

School of Public Health  
Ruth Saunders, Health Prom. & Ed.  
Jane Honaker, Speech Pathology (for T. Smith)  

College of Hospitality, Retail, and Sports Management  
Cheryl Wiedmaier-Bus. Ed.  
Tina Weaver- Bus. Ed.  

Welcome and Introductions  

Irma Van Scoy welcomed everyone to the meeting and asked that they briefly introduce themselves and tell what department or program they represented.  

Review of PEPC's role in the Professional Education Unit (PEU)  

Dr. Van Scoy gave the definition of the Professional Education Program Committee (PEPC) and an overview of the committee's membership, function, and importance to the university.  

Dr. Van Scoy presented an organizational chart of the Professional Education Unit (PEU) (Attachment A) that included all seven colleges and/or schools involved with teacher education training and preparation. She reviewed where the various unit committees like the PEPC, IEGC (Intercollegiate Education Governance Committee/Dean's) and PEUAC (Professional Education Unit Advisory Council) are located.
Remarks from the Dean of the College of Education

Dr. Van Scoy introduced Dr. Les Sternberg to the committee.

Dr. Sternberg informed the committee of their importance to the PEU and thanked them for allowing him to make a "few" comments/observations on what he feels should be four issues of importance for this committee:

a. Title II - National Report Card
   This program was not designed to - but will compare teacher education programs. He pointed out that this would not only affect the College of Education, but the whole University.

b. NCATE
   Dr. Sternberg noted that Dr. Van Scoy would be addressing this issue and the unit’s continuing accreditation visit later in the meeting.

c. Board of Trustees
   Dr. Sternberg noted that the USC Board of Trustees has officially recognized that the University of South Carolina should be THE leader in K-12 reform in South Carolina.

d. AAU Status
   Although the COE is not one of the units that will be a driving force in the University’s attainment of AAU status, we can be of tremendous assistance to the University in achieving their goal.

He concluded by asking for questions or concerns and thanked the committee again for allowing him to talk with them.

Updates

ADEPT

Beth Looney distributed two handouts on ADEPT, Talking Points for PEPC Meeting (Attachment B) and Flow Chart of the ADEPT System (Attachment C) and briefly reviewed them for the committee. She gave the definition of ADEPT (Assisting, Developing, and Evaluating Effective Teaching) and pointed out the difference in the State's TEAM model and USC's ADEPT Model. She informed the committee that all cooperating teachers and University supervisors must be ADEPT-trained. She indicated that 127 supervisors and coaching teachers have been trained by USC, however, there are many more than that trained in the state. Ms. Looney also informed the committee that a person can be trained either through a 3-day training session, which includes the State Department's Team model or they can enroll in a graduate course (EDUC R633) at USC which also includes ADEPT/TEAM training.

Teri Kuhs, COE Department of Instruction and Teacher Education, pointed out that some districts use training system for ADEPT called STEP. The STEP program does include the 10
performance dimensions of the State's TEAM Model and anyone who has received that training is also qualified to serve on an evaluation team or have a student teacher.

**Certification**

Rob Dedmon addressed the committee concerning new teacher certification issues. Applicants can apply for initial certification and teach for 1-year without taking or passing the Principles of Learning and Teaching (PLT). To receive a professional certificate they must complete the ADEPT process and pass the PLT.

The State Department is piloting a new process through which it will process finger print cards before an applicant is recommended for certification (thus expediting the certification process). The faculty agreed that USC should offer to be part of this pilot program. Mr. Dedmon emphasized the importance of students indicating on their applications if they have ever been involved in a "criminal offense." He reported that the State Department would find out about any offense, even if it has been removed from a person's record, and it was better to be honest and up-front from the beginning so that it did not look like an applicant was trying to hide something. He said that he had a list of offenses that the State Department had compiled and would be happy to forward those to anyone who would like to have a copy.

Mr. Dedmon reported that middle school certification was being discussed by the State Department for implementation in the future.

Dr. Kuhs reported that USC has been given permission by the SC Commission on Higher Education to plan a middle school program. Middle school certification will be grades 5-8 and secondary will be grades 9-12. The middle school program should be in place by the year 2005. The College of Education will need a lot of assistance with content from disciplines.

**The National Report Card on the Quality of Teacher Education**

Ms. Renee Connolly reviewed a handout (Attachment D) on USC’s preparation for the National Report Card which included legislative background information, the 3-report process, our report to the State Department of Education, what we should be doing "now" to get ready for the State report, and dates of the Institutional Report.

The Committee posed several questions on those students included in Title II reporting requirements, what assessments will be included, the state’s expectations, and the Unit’s readiness in dealing with publicity.

**Accreditation Standards, Teams, and Time Line**

Dr. Van Scoy distributed the NCATE 2000 Unit Standards (Attachment E) and reviewed them with the committee. She pointed out that the PEU will need to revisit our conceptual framework (Professional Educator Model). She said the focus will be on performance based assessments to include what our students know and can do, dispositions, and what P-12 students are learning.

Dr. Van Scoy reviewed the major changes in the NCATE Standards and explained the Plan-of-Action Organizational Chart of working teams (Attachment F). She emphasized the importance of representation from across the PEU and within the P-12 system to complete our work in every aspect of accreditation. She also gave the Committee an overview of requirements for the new unit-wide assessment system.
Ms. Connolly distributed USC’s Time Line for work leading up to the Spring 2003 accreditation visit (Attachment G) and highlighted areas that would most affect the work of the Committee and the specific involvement across the PEU.

**Question and Answer Session**

The Committee posed several questions to Dr. Van Scy and Ms. Connolly regarding NCATE’s accreditation visit in Spring 2003. These questions involved program reports and professional associations, compiling data for performance-based standards, working through the time line and work responsibilities, and the PEU’s role.

The meeting was adjourned at 2:30 p.m.